Tertiary Education Commission
Te Amorangi Mātauranga Matua

Performance-Based Research Fund

Evaluating Research Excellence:

the 2003 assessment

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FOREWORD

Hon Steve Maharey
Associate Minister of Education
(Tertiary Education)

A dynamic, knowledge society requires the active creation, application and dissemination of new knowledge, together with a constant quest for greater understanding – in all areas of human endeavour. New Zealand's tertiary education organisations (TEOs) play a vital role in this process. Not only do they contain within their ranks a high proportion of the country's leading researchers and scholars, but they also serve as the primary vehicles for advanced learning and research training. It is crucial that their research activities are properly funded and that the research they produce is of the highest possible quality.

The Labour Party's 1999 tertiary education manifesto, *Nation Building: Tertiary Education and the Knowledge Society*, was a vision of a strengthened tertiary education research community harnessed to make a significant contribution to the nation's economic and social development. Amongst other things we were arguing for a greater degree of accountability for research funding.

Since taking office in 1999, utilising the advice of the Tertiary Education Advisory Commission, the coalition government has introduced a wide range of tertiary education initiatives to achieve this vision. In the field of research alone key initiatives have included the establishment of seven centres of research excellence, the Building Research Capacity in the Social Sciences Programme and the Performance-Based Research Fund (PBRF). All are central features of the government's *Tertiary Education Strategy 2002/07*.

The PBRF, which is primarily designed to encourage and reward research excellence, was the product of detailed consultation with, and vigorous debate within, the tertiary education sector. There is broad agreement on the need for research to be funded primarily on the basis of excellence. It is thus heartening that around half of the 45 TEOs that are eligible to participate in the PBRF have chosen to do so.

This Report contains the results of a rigorous assessment of over 8,000 staff members in 22 TEOs conducted during the past year. This assessment – termed the Quality Evaluation – was conducted in two phases. First, each participating TEO

evaluated Evidence Portfolios prepared by eligible staff members. Second, 12 peer review panels, comprised of leading researchers from within and outside New Zealand, undertook an exacting assessment of each of the Evidence Portfolios submitted to the Tertiary Education Commission Te Amorangi Mātauranga Matua (TEC).

The results of the 2003 Quality Evaluation reveal much that we can celebrate. First and foremost, they confirm that our TEOs – and particularly our leading universities – contain large numbers of world-class researchers. It has been long believed that this was the case, but until now we have not had authoritative and independent evidence to confirm it.

Moreover, our world-class researchers are not confined to a few narrow disciplinary areas. On the contrary, they are spread across virtually all the major fields of academic inquiry – the biological and physical sciences, business, the creative and performing arts, education, engineering, the humanities, information sciences, law, Māori knowledge and development, mathematics, medicine, and the social sciences.

This is very encouraging. It means that we have academics in many and varied disciplinary areas of high international standing, thereby ensuring that New Zealand remains a full participant in the global research community. No less important, it means that our students, and especially those pursuing advanced degrees, have the opportunity to be mentored and supervised by researchers at the cutting-edge of their respective disciplines.

The results also show that there are large numbers of researchers undertaking research and scholarship of a very good standard and whose work is well-respected, not just in New Zealand but in many other countries. It will be vital over the coming years for our TEOs to retain the services of such staff.

Equally, our TEOs will need to be active in nurturing and encouraging their many new and emerging researchers. Within their ranks are the world-class researchers of tomorrow.

The results of the 2003 Quality Evaluation also show us where greater effort is needed to improve the quality of our research. This is of course why the government decided to undertake the evaluation exercise.

The government remains committed to increasing our investment in research and research capability. Over the next four years we will be injecting an additional $33 million into the PBRF.

However, I do not believe that the solution lies simply in providing more resources. The new funding system will ensure that resources follow demonstrated research performance, rather than being spread thinly across all TEOs irrespective of their research output. This provides TEOs with incentives to invest their resources strategically – primarily in areas of research strength, not weakness.

Over time, I believe that the PBRF will contribute to a more differentiated tertiary sector, where most TEOs focus their research energies in specific subject areas rather than dissipating them across a multiplicity of fields. It should also enhance co-operation and collaboration between TEOs, and between TEOs and other research organisations, in certain fields. Equally, the PBRF should help ensure that our best researchers have access to the resources necessary for them to pursue their quest for greater knowledge and understanding.

In the meantime, it is vital that the results of the 2003 Quality Evaluation be studied and analysed carefully. For the most part, the government will be leaving it to individual institutions to determine how to respond, and where best to invest their PBRF funding. This is important – not just because institutional autonomy is a long-cherished principle, but also because decentralised decision making is generally best. There may be situations, however, where the government can assist TEOs to forge a forward-looking and effective response to the 2003 results.

Finally, I would like to thank all those who have contributed their time and energy to making the 2003 Quality Evaluation possible. I am particularly grateful to the chairs and members of the 12 peer review panels for their dedication and hard work in finalising the results, and to Professor Paul Callaghan for overseeing the moderation process. Equally, the TEC is to be congratulated on implementing the PBRF so effectively and competently. It has been a demanding, yet worthwhile, exercise. I have no doubt that the PBRF will make a major contribution to the fulfilment of the *Tertiary Education Strategy 2002/07* and to our wider national goals.

Hon Steve Maharey
Associate Minister of Education (Tertiary Education)

PREFACE

The Commissioners
Tertiary Education Commission
Te Amorangi Mātauranga Matua

From left, back row: Tina Olsen-Ratana, Dr Ian Smith, Shona Butterfield, Jim Donovan, Julie Pettett (Learner Participant).
Front row: John Blakey, Dr Andrew West, Kaye Turner. Absent: Andrew Little.
Dr Andrew West's term as TEC Chair ended on 16 April 2004. He was also Chair of the PBRF Steering Committee.

The introduction of a Performance-Based Research Fund (PBRF) and the concomitant evaluation of individual research activities across a large part of New Zealand's academic community has been a task of great moment for this country.

Therefore, it is appropriate that some of the very first words in this significant report thank all those people who participated in the first Quality Evaluation process for the PBRF. Firstly, I would like to thank, on behalf of the Tertiary Education Commission Te Amorangi Mātauranga Matua (TEC), all the academics who gave their time to provide the information upon which the Quality Evaluation relied. Your responses and actions are sincerely appreciated. Secondly, thanks are due to all those individuals and organisations who contributed to the consultation process on the design and implementation of the 2003 Quality Evaluation. Thirdly, I would like to thank the researchers who acted as peer reviewers both within their organisations and for the TEC, together with specialist advisers who assisted the TEC's peer review panels. In particular, I would like to thank the chairs of the twelve panels. The chairs, panel members and advisers worked conscientiously and with great integrity. Moreover, many came from overseas to help New Zealand implement the PBRF, for which the TEC is especially grateful. Finally, I would like to thank Professor Paul Callaghan, Chair of the Moderation Panel, for his passion, enthusiasm and leadership, and I would like to thank the whole TEC support team, whose dedication and professionalism has been sustained, essential and much appreciated.

The PBRF is modelled to a large degree on the British research assessment exercise (RAE). The British have many years of experience in its application and they were generous in sharing the lessons they had learnt. Professor Jonathan Boston of Victoria University of Wellington was assiduous in incorporating those lessons into the design of the PBRF for New Zealand's benefit. Therefore, the TEC would also like to acknowledge the assistance of the British experts on "higher education" and the dedication and inspiration of Professor Boston.

Clearly, there are lessons to be learnt from such a large exercise. The TEC has contracted independent social scientists to evaluate the design and implementation of the PBRF so we can usefully modify the 2006 assessment exercise. The evaluation is being overseen by a panel of academics drawn from the sector and by a British expert on the RAE. A report on this evaluation will be completed in the near future and will be the subject of a further consultation process with the tertiary education sector.

Without doubt, New Zealand should be proud that it has been prepared to evaluate its own research performance and that it was able to carry out the 2003 Quality Evaluation so efficiently and effectively.

Rewarding and encouraging excellence in both teaching and research is essential to any society. The principal aim of the PBRF is to improve the quality of New Zealand's academic research, but it does not directly address the equally important issue of teaching quality. Therefore, the government has begun work on the means by which it can support the enhancement of teaching quality within tertiary education. The TEC strongly supports this work.

What then of the results of the PBRF? One salient point is that it is easy to misinterpret them. Some disciplines with low average research quality scores still have many A-category researchers – the discipline of education is a good example of this. Thus great care must be exercised in interpreting the results.

At the most basic level, the results are a comprehensive assessment, for the first time, of the pattern of quality of academic research in New Zealand. This provides a sound basis on which to improve quality, and provides a wealth of information for tertiary education organisations (TEOs) themselves and for their students and external stakeholders.

The 2003 Quality Evaluation shows that there are a substantial number of academics in TEOs undertaking research of a world-class standard. The PBRF results reveal significant research strength in many subject areas, and in most of the country's universities, in areas as diverse as philosophy, earth sciences, history, chemistry and ecology.

Further, there are 13 subject areas with 50 or more academics rated "B" – areas in which New Zealand has a critical mass of high-quality researchers. These include clinical medicine, engineering and technology, law, and psychology.

The results also show that excellence in research is unevenly distributed across our tertiary education sector. New Zealand's eight universities have been awarded the lion's share of PBRF funding. This is not surprising as they have long-established research cultures and award most of the country's research postgraduate degrees. It is important to appreciate that neither the government nor the TEC prioritise the way in which PBRF funds are invested within universities (or other TEOs). It is the leaders within our universities and their academic communities who will decide how

to use their PBRF funds. This is how it should be and this is how it must be to ensure the academic freedom of these institutions.

As expected, the results differ among universities. This reflects the time since their establishment, their history of merging with other TEOs, and their individual specialisation in relation to teaching and research.

The results also show that some quality research lies outside the universities in specialised areas. For example, the Waikato Institute of Technology has ten good-quality researchers in the area of media arts.

The outcome for disciplines shows that the long-established ones with well-developed research cultures – such as philosophy, psychology and physics – achieved much higher average quality scores than less established disciplines such as design and nursing. Again, these results are not surprising and reflect the pattern found for such subjects in the British RAE. The tables in this report also allow comparison of subject-area results between organisations. Note once again that this compares research quality – not teaching quality – between organisations.

The PBRF rewards research activities of national and international excellence. It therefore introduces a powerful new incentive for TEOs to concentrate their research around areas of excellence. They are encouraged to aim for depth rather than breadth in their research capacity. It is the TEC's intention that the particular areas of specialisation chosen by TEOs will be reflected in their future Profiles, and that a balance of research activity will be maintained across the whole tertiary education system during a steady process of specialisation and quality improvement. This may require new collaborative arrangements wherever excellent research is required to support teaching, particularly at postgraduate level. New arrangements are likely to be needed among universities, between other TEOs and universities, and between universities and Crown research institutes to improve collaboration.

Variations in scores among disciplines and between TEOs are, in fact, to be expected, and to some degree reflect a healthy state of differentiation and specialisation within a tertiary education sector. The results of the Quality Evaluation process do, however, challenge some views held about the nature of tertiary education in New Zealand and pose some fundamental questions for policymakers, TEOs, stakeholders and the nation as a whole to consider.

For example, the Quality Evaluation results indicate that a significant number of degrees are being offered in environments where research activity appears to be relatively limited. Yet current legislation requires that all degrees be "taught mainly by people engaged in research". This suggests that it may be time to reconsider exactly what it is that constitutes degree-level education in New Zealand, and what is needed to provide that education. Are postgraduate degrees significantly different from undergraduate degrees? And what do our views about the nature of degrees imply for the legislation and for quality assurance?

The variation in research activity and quality revealed by the Quality Evaluation process begs questions about national or strategic priorities. For example, should we be concerned that there appear to be comparatively low levels of research quality or activity in areas such as veterinary science, design or nursing? Is research crucial to the training of professionals in these fields or to national development goals? If so, what should be done to ensure that we have the research we need, and that it is appropriately linked to teaching?

Equally, what is the best way that a small, remote and not particularly wealthy country can make the required transition to a true knowledge economy and society? Is it to attempt to shift all of our eight universities substantially up the international ladder of academic research excellence? Is it to ensure that all eight have pinnacles of internationally excellent research in differing disciplines, but not to attempt such a general upwards shift? Or is it to ensure not only that all eight universities have pinnacles of research excellence, but also that at least one of our eight ranks substantially higher when judged against international benchmarks of research excellence?

These questions are challenging, and resolving them may require trade-offs and significant changes to be made. But they cannot be left unanswered.

Kaye Turner (Acting Chair)
On behalf of the Tertiary Education Commission Te Amorangi Mātauranga Matua

EXECUTIVE SUMMARY

1 The purpose of conducting research in the tertiary education sector is twofold: to advance knowledge and understanding across all fields of human endeavour; and to ensure that learning, and especially research training at the postgraduate level, occurs in an environment characterised by vigorous and high-quality research activity.

2 The primary goal of the Performance-Based Research Fund (PBRF) is to ensure that excellent research in the tertiary education sector is encouraged and rewarded. This entails assessing the research performance of tertiary education organisations (TEOs) and then funding them on the basis of their performance.

3 The PBRF has three components: a periodic Quality Evaluation using expert panels to assess research quality based on material contained in Evidence Portfolios; a measure for research degree completions; and a measure for external research income. In the PBRF funding formula, the three components are weighted 60/25/15 respectively.

4 The PBRF is managed by the Tertiary Education Commission Te Amorangi Mātauranga Matua (TEC), and the new funding arrangements are being phased-in between 2004 and 2007.

5 The government's decision to implement the PBRF was the product of detailed analysis of the relevant policy issues and options by the Tertiary Education Advisory Commission (2000-01), the Ministry of Education, the Transition Tertiary Education Commission (2001-02), and the PBRF Working Group (2002).

6 This report presents the results of the first Quality Evaluation, conducted during 2003, together with the first sets of results for research degree completions and external research income, based on 2002 data. It also includes data on the indicative 2004 funding allocations for TEOs that participated in the PBRF.

7 It must be emphasised that there has been wide consultation with the tertiary education sector during the process of policy development and implementation, and this will continue during the future evaluation of the PBRF.

Key facts

8 Of the 45 PBRF-eligible TEOs, 22 participated in the 2003 Quality Evaluation. The 22 comprised eight universities, two polytechnics, four colleges of education, one wānanga, and seven private training establishments.

9 Under the agreed procedures, participating TEOs undertook an initial assessment of the Evidence Portfolios prepared by their PBRF-eligible staff and assigned each portfolio one of four possible Quality Categories ("A", "B", "C", and "R"). Those assigned an "A", "B" or "C" were submitted to the TEC for assessment by a peer review panel. Data were supplied to the TEC on the Evidence Portfolios that were assigned an "R".

10 Of the 8,013 PBRF-eligible staff in the participating TEOs, 5,771 had their Evidence Portfolios assessed by a peer review panel. There were 12 such panels covering 41 designated subject areas. The work of these expert panels was overseen by a Moderation Panel comprising the 12 panel chairs and an independent chair (Professor Paul Callaghan). Altogether, there were 165 panel chairs and members, 33 from overseas.

11 One TEO that did not participate in the 2003 Quality Evaluation (International Pacific College) submitted a return in relation to research degree completions; another TEO (Te Wānanga o Raukawa) submitted a return for external research income. Altogether, therefore, 24 TEOs are currently participating in one or more of the three components of the PBRF.

12 The external research income generated by the 15 TEOs that lodged returns totalled about $195 million for the 2002 year. All but about $1 million was generated by the eight universities.

13 Research degree completions were notified by 13 TEOs. Roughly two-thirds of the completions were for masters courses, with the remainder being doctorates.

14 The TEC welcomes the fact that so many TEOs chose to participate in the PBRF, often in the knowledge that their results were unlikely to compare favourably with some other TEOs.

Confidence in the assessment process

15 The TEC, in consultation with the Ministry of Education, commissioned a series of audits in order to ensure that the Quality Evaluation was conducted in a robust, fair and consistent manner and that the data upon which the 12 peer review panels based their assessments were of the highest possible integrity.

16 An audit of nominated research outputs conducted by the National Library of New Zealand identified some ineligible entries in Evidence Portfolios, and a small number of staff were deemed to be ineligible based on a staff eligibility audit led by the Ministry of Education. Although the audit of the peer esteem and contribution to research environment components of Evidence Portfolios was unable to confirm any ineligible entries, it proved invaluable for identifying process improvements for subsequent Quality Evaluations.

17 The Office of the Controller and Auditor-General provided independent assurance over the processes for the TEC's evaluation of research proposals[1] relating to the PBRF, and was satisfied that the processes were established and conducted in accordance with the guidelines issued by the TEC and generally conformed to good practice. (See Appendix C, Annex.)

18 In summary, the TEC is confident that the peer review panels undertook their assessment of Evidence Portfolios in accordance with the assessment framework and that the results of the 2003 Quality Evaluation provide a fair reflection of the quality of research being undertaken across the tertiary education sector. The TEC is also confident that the data supplied by TEOs in relation to external research income and research degree completions are reliable.

The results of the 2003 Quality Evaluation

19 The results of the 2003 Quality Evaluation are outlined in detail in Appendix A of this report. They are also discussed and analysed in Chapter 5. The results include data on:

a the overall distribution of Quality Categories ("A", "B", "C", and "R") across the tertiary education sector, as well as for each of the 22 participating TEOs, 12 peer review panels, 41 subject areas, and 310 nominated academic units;

b the quality scores of the participating TEOs, peer review panels, subject areas, and nominated academic units (the method for calculating the quality scores is explained in Chapter 4);

c the number of PBRF-eligible staff for each of the participating TEOs, peer review panels, subject areas and nominated academic units; and

d the number of Evidence Portfolios assessed for each of the participating TEOs, peer review panels, subject areas and nominated academic units.

20 The results of the 2003 Quality Evaluation, and especially the quality score data, reflect the nature of the assessment methodology that has been employed and the particular weightings applied to the four Quality Categories – ie "A" (10), "B" (6), "C" (2), and "R" (0). Had the methodology (or weighting regime) been different, so too would the results.

21 Under the approach adopted, the maximum quality score that can be achieved by a TEO (subject area or nominated academic unit) is 10. In order to obtain such a score, however, all the PBRF-eligible staff in the relevant TEO would have to receive an "A" Quality Category. With the exception of very small academic units, such an outcome is extremely unlikely (ie given the nature of the assessment methodology adopted under the 2003 Quality Evaluation and the very exacting standards required to secure an "A"). No sizeable academic

1 "Research proposals" in this context means Evidence Portfolios.

unit, let alone a large TEO, could reasonably be expected to secure a quality score even close to 10. Much the same applies to quality scores at the subject-area level. Likewise, there is no suggestion that a quality score of less than 5 constitutes a "fail". These considerations are important to bear in mind when assessing the results reported in this document.

22 Several other matters deserve emphasis in this context. The quality scores of particular units are bound to change over time, at least to some degree – reflecting turnover in the staff being assessed and related fluctuations in the quality and quantity of research output. For obvious reasons, smaller academic units and TEOs are likely to experience greater variations in their scores than larger ones.

23 The quality score data also provide only one way of depicting the results of the 2003 Quality Evaluation and do not furnish a complete picture. For instance, the subject area of education achieved a relatively low quality score (1.02 FTE-weighted), yet it contains no less than 24.4 A-rated staff and 70.3 B-rated staff (FTE-weighted). The low quality score reflects the very large number of staff whose Evidence Portfolios were assigned an "R".

24 Note that in determining the appropriate Quality Category to assign to an Evidence Portfolio, panels were required to consider the quality of the three components of each portfolio – research output, peer esteem, and contribution to the research environment.

25 For comparative purposes, data are presented using two measures of the number of PBRF-eligible staff: full-time-equivalent (FTE) and non-FTE.

Key findings

26 The results of the 2003 Quality Evaluation show that:

a The FTE-weighted quality score for the 22 participating TEOs is 2.6 (out of a potential maximum score of 10).

b There are a substantial number of staff in TEOs undertaking research of a world-class standard – of the 8,013 PBRF-eligible staff, 5.7% (FTE-weighted) were assigned an "A" Quality Category by a peer review panel.

c There are significant numbers of high-calibre researchers in a good range of the 41 subject areas. For instance, eight subject areas have more than 20 A-rated staff (FTE-weighted) and 13 subject areas have more than 50 B-rated staff (FTE-weighted).

d A relatively high proportion of PBRF-eligible staff (39.9% FTE-weighted) were deemed to not yet meet the standard required for achieving a "C" Quality Category, and were assigned an "R". It is important to stress that there is a large proportion of new and emerging researchers, many of high-calibre and potential, among these "R"s.

e There are major differences in the research performance of the participating TEOs. Seven of the eight universities achieved higher quality scores than the other 14 TEOs. Relatively few researchers outside the university sector secured an "A" or "B" Quality Category, and some TEOs have very few researchers rated "C" or above.

f On virtually any measure, the University of Auckland is the country's leading research university. Not only did it achieve the highest quality score of any TEO, but it also has by far the largest share of A-rated researchers in the country (35.9%, FTE-weighted).

g Research performance within the university sector is very uneven. For instance, 31.7% of PBRF-eligible staff (FTE-weighted) in the university sector were assigned an "A" or "B" Quality Category. The range, however, extended from 47.5% for the highest-scoring university to 6.3% for the lowest-scoring university. Likewise, those assigned an "R" Quality Category varied between 15.7% and 76.2%.

h There are marked differences in the research performance of the 41 subject areas. While some subject areas have a substantial proportion of researchers in the "A" and "B" Quality Categories, others have hardly any. Altogether, 11 of the 41 subject areas have a quality score of less than 2.0 and thus an average score within the "R" range (0 to 1.99).

i In general, the best results were achieved by long-established disciplines with strong research cultures, such as philosophy, chemistry and psychology. Many of the subject areas with low quality scores are newer disciplines in New Zealand's tertiary education sector, such as design; nursing; sport and exercise science; and theatre and dance, film and television and multimedia.

j Relatively high quality scores were achieved by subject areas within the biological and physical sciences, the humanities, and the social sciences. Against this, with only a few exceptions, subject areas in the fields of business and the creative and performing arts had below-average quality scores.

k As with subject areas, there are marked differences in the research performance of the 310 academic units nominated for reporting purposes by participating TEOs. On the one hand, there are 21 nominated academic units with a quality score of at least 5.0. On the other hand, there are 80 units with a quality score of less than 1.0.

Funding allocations

27 Funding allocations through the PBRF will not be fully implemented until 2007. In the meantime, the bulk of the research funding will continue to be allocated through degree "top up" funding arrangements (ie on the basis of student enrolments). These will be phased out gradually and replaced by funding based on the PBRF funding formula. The funding rates for the "top up" component of undergraduate degree and research postgraduate degrees will reduce to 90% of the 2003 rates in 2004, to 80% in 2005, and to 50% in 2006; and the "top ups" will be completely phased out in 2007.

28 In the 2004 funding year, the funding allocated by means of the three PBRF performance measures is $18.2 million (based on current forecasts) and is derived from 10% of the degree "top up" funding, together with additional funding from the government (through the 2002 and 2003 Budgets).

Issues and implications

29 While the results of the 2003 Quality Evaluation reveal significant research strength in a substantial number of subject areas and in most of the country's universities, there is undoubtedly room for improvement.

30 In other countries where periodic evaluations of research performance are conducted, such as Britain and Hong Kong, significant improvements have occurred in the quality of research since the commencement of the assessment regimes. If this experience is replicated in New Zealand, then the outcome of the proposed 2006 Quality Evaluation should show an improvement on the 2003 results.

31 In the meantime, the results of the 2003 Quality Evaluation raise a number of important policy questions. One of these is the extent to which all degree providers are meeting their current statutory obligations: under section 254(3)(a) of the Education Act 1989, degrees must be "taught mainly by people engaged in research". Further, there is the question of whether specific government action may be required to help TEOs build research capacity in areas of strategic importance and in areas of demonstrated research weakness.

Detailed Analysis of the 2003 Assessment

CHAPTER 1

The new research assessment and funding regime

Introduction

32 The publication of this report represents a landmark in the development of New Zealand's tertiary education sector. For the first time in the country's history, the quality of research being conducted in our tertiary education organisations (TEOs) – universities, polytechnics, colleges of education, wānanga, and private training establishments – has been assessed comprehensively, systematically and authoritatively. The information now exists to make meaningful and accurate comparisons between the research performance of different TEOs (and types of TEOs) and between the quality of research in different subject areas.

33 The quality of the research produced within the tertiary education sector is vital for at least two reasons. First, TEOs play an important role in the creation, application and dissemination of knowledge – crucial ingredients for a knowledge economy and society. If TEOs are not generating high-quality research, this will have a detrimental impact on New Zealand's overall research and innovation system. Second, vigorous and high-quality research cultures underpin and enhance degree-level learning, particularly at the postgraduate level. So, if the quality of research within our TEOs is of a questionable standard, this is bound to affect the quality of the education received by many of our tertiary students.

34 For many years, research in the tertiary education sector has been funded mainly through public tuition subsidies based on the number of equivalent-full-time students (EFTS) and with weightings for different courses based, at least to some degree, on the cost of provision. TEOs have also been able to secure research funds from the Foundation for Research, Science and Technology, the Health Research Council, the Marsden Fund (managed by the Royal Society of New Zealand), government departments and agencies, and the private sector.

35 Nevertheless, most TEOs have been heavily dependent upon EFTS funding in order to support their research activities. This has meant that certain research programmes have been vulnerable to large shifts in student demand. It has also meant that the volume of research in particular subject areas has been determined more by the pattern of student demand than by the quality of research being undertaken. In the late 1990s, a portion of the EFTS subsidies

for degree-level programmes was notionally designated for research in the form of degree "top ups" and the subsidy rates for different course categories were adjusted. This did not, however, alter the fundamental nature of the research funding system in the tertiary education sector; nor did it address the underlying weaknesses.

36 Since 1999 significant efforts have been made to improve the tertiary funding regime in the interests of encouraging and rewarding excellence. The first major step in this process was the government's decision in 2001 to fund the creation of a number of centres of research excellence (COREs) within the tertiary sector. Initially five COREs were established, with funding commencing in 2002. An additional two were funded from 2003.

37 A second key step was the establishment of the PBRF. This new programme, which will allocate research funding to participating TEOs for the first time in 2004, entails the periodic assessment of research quality together with the use of two performance indicators. Between 2004 and 2007 all the funding that is currently distributed via the degree "top ups" will gradually be transferred to the PBRF. Additionally, the government has allocated significant new funding which will be phased-in over the next three years – so that, in 2007, close to $33 million extra funding will be available to participating TEOs. On current forecasts, it is estimated that in 2007 approximately $185 million will be allocated through the PBRF. This will make the PBRF the largest single source of research funding for the tertiary education sector.

Issues and implications

38 The data contained in this report provide an important source of information on the research performance of participating TEOs, subject areas and nominated academic units. This should assist stakeholders in the tertiary education sector (including current and prospective students, research funders, providers, the government, and business) in making better-informed decisions. It should also serve to enhance accountability, at both the organisational and sub-organisational levels.

39 Equally important, the TEC is confident that the results of the 2003 Quality Evaluation, and its related external research income and research degree completions performance measures, will provide an impetus for TEOs to review their research plans and strategies. This may include renewed efforts to forge collaborative research endeavours between individual TEOs, and between TEOs and other research organisations (such as the Crown research institutes [CRIs]). It is also likely that some TEOs will take the opportunity afforded by the PBRF to concentrate more of their research effort in areas of excellence rather than attempting to sustain a significant research capability across both high- and low-performing subject areas.

Background

The government's decision in mid 2002 to introduce the PBRF marked the culmination of many years of vigorous debate over the best way of funding research in the country's tertiary education sector. In 1997, the previous National-led government proposed a new system for research funding and subsequently appointed a team of experts to consider the options. For various reasons, little progress was made. In 2001, the Tertiary Education Advisory Commission (TEAC), which was appointed by the Labour-Alliance government, recommended the introduction of the PBRF as a central component of a new funding regime for the tertiary sector.

The TEAC proposal was the product of detailed consultation with the tertiary education sector and comparative analysis of various overseas approaches to the funding of research. In essence, TEAC recommended a mixed model for assessing and funding research: on the one hand, the proposed model incorporated an element of peer review (as used in the British and Hong Kong research assessment exercises [RAEs]); on the other hand, it incorporated several performance indicators (as used in the Australian and Israeli research funding models). The proposed indicators were external research income and research degree completions.

In response to the TEAC report, the government established a working group of sector experts in mid 2002, chaired by Professor Marston Conder, to develop the detailed design of a new research assessment and funding model for the tertiary sector. The Report of the Working Group on the PBRF – *Investing in Excellence* – was published in December 2002 and approved by the Cabinet.

In brief, the working group endorsed the key elements of the funding model proposed by TEAC, including the periodic assessment of research quality by expert panels and the use of two performance indicators. It also supported TEAC's idea of using individuals as the unit of assessment, rather than academic units as in Britain. It did, however, recommend that the funding formula have different weightings from those proposed by TEAC – and it developed a comprehensive framework for assessing the research performance of individual staff.

The TEC was given the responsibility for overseeing the introduction of the PBRF. The new funding regime has been implemented in accordance with the agreed timetable.

40 By such means, the PBRF should contribute to an improvement in the overall research performance of the tertiary education sector, in line with the goals of the government's *Tertiary Education Strategy 2002/07* and the *Statement of Tertiary Education Priorities 2003/04*.

41 At the same time, the TEC recognises that some of the results will be disappointing for many TEOs and their staff. For instance, the funding that certain TEOs will receive through the PBRF in 2004 may fall short of the costs of participation. More significantly, many staff are likely to feel that their research efforts have not been properly recognised.

42 In this context, the TEC is aware that aspects of the PBRF remain controversial within the tertiary education sector. The results contained in this report are bound to fuel debate. For instance, some may have concerns either about the overall assessment framework or about particular aspects of the methodology used to evaluate Evidence Portfolios. Questions are also likely to be raised, given the low quality scores of certain TEOs and subject areas, about the quality of particular undergraduate and postgraduate programmes. Additionally, there are issues surrounding the compliance costs associated with the 2003 Quality Evaluation.

Evaluation of the PBRF

43 While the TEC has confidence that the overall results of the Quality Evaluation are fair and reasonable, it is mindful that the current assessment framework is by no means perfect. Accordingly, in co-operation with the Ministry of Education, it has launched a thorough and independent evaluation of the PBRF. The first phase of this evaluation, which is being conducted by Web Research, is due to be completed by May 2004. (Fuller details are outlined in Appendix D.) It is intended that the results will contribute to the government's planned review of the current policy framework and that appropriate changes will be put in place in time for the next Quality Evaluation in 2006.

44 The TEC will also be monitoring the impact of the new funding regime on TEOs, and an independent evaluation of the wider effects of the PBRF on the tertiary education sector will be conducted in late 2004 and early 2005.

More detailed information in the rest of the report

45 The remaining chapters in this report detail the processes and methodology that underlie the PBRF and discuss the key findings from the 2003 Quality Evaluation. Chapter 2 outlines the aims and key elements of the PBRF, including the PBRF definition of research. Chapter 3 provides a brief description of how the 2003 Quality Evaluation was conducted, and outlines some of the key facts and timelines of the assessment process. Chapter 4 explains the decisions of the TEC in presenting the results of the 2003 Quality Evaluation and discusses how the assessment framework has affected the overall results. It also highlights some of the limitations of the data and provides guidance on interpreting the results.

46 The results of the 2003 Quality Evaluation are explored in detail in Chapter 5. Drawing upon the detailed statistical information provided in Appendix A, this chapter compares the relative research performance of the 22 participating TEOs, 12 peer review panels, 41 subject areas, and 310 academic units nominated for reporting purposes by TEOs.

47 The report then turns, in Chapters 6 and 7, to consider the other two performance measures that form part of the PBRF – namely, external research income and research degree completions. This is followed, in Chapter 8, by an outline of the PBRF funding formula and the indicative funding allocations to participating TEOs for 2004.

48 Finally, Chapter 9 draws together some of the key themes and issues arising from the results of the 2003 Quality Evaluation, and looks ahead to what can be learned for the 2006 Quality Evaluation.

49 Additional information is provided in the appendices, including a description of the various audits undertaken in relation to the 2003 Quality Evaluation.

Confidentiality issues

Confidentiality of the Quality Categories assigned to individuals

The TEC has undertaken to protect the confidentiality of the Quality Categories assigned to individual staff. To ensure that this principle is adhered to, there will be no public release by the TEC of the Quality Categories assigned to individual staff. The TEC has, however, made such information available to the TEOs of the staff concerned.

Evidence Portfolios from the 2003 Quality Evaluation will not be published on the TEC website

The TEC has decided to delay the implementation of the policy of publishing parts of Evidence Portfolios on the TEC website until the completion of the Quality Evaluation planned for 2006. There are various reasons for this decision.

The quality of Evidence Portfolios submitted to the TEC was highly variable, with some containing a large number of minor errors. Any attempt to correct these errors would create unacceptably high workloads for both the TEC and participating TEOs. It would also raise issues about who has the authority to change the contents of Evidence Portfolios. Almost certainly the relevant TEOs and staff would need to approve any changes.

Software developed independently from that provided by the TEC caused a number of problems when the data were uploaded to the TEC's systems. Formatting, field truncation, and the conversion of special characters have resulted in many Evidence Portfolios lacking the professional appearance and quality required for web publication.

Although a systematic audit of all nominated research outputs was conducted by the National Library of New Zealand (see Appendix C), the tight time constraints dictated that only the most serious errors received full attention. Accordingly, many errors were not properly documented, let alone corrected. Quite apart from this, no audit was undertaken of the more-than-100,000 other research outputs listed in Evidence Portfolios.

The TEC will be working closely with TEOs over the next few years to help ensure that there is a marked improvement in the quality of Evidence Portfolios submitted to the 2006 Quality Evaluation.

CHAPTER 2
The aims and key elements of the PBRF

Introduction

50 This chapter outlines the aims of the PBRF, the principles governing its implementation, the key elements of the assessment framework, and the PBRF definition of research.[2]

Aims of the PBRF

51 The government's main aims for the PBRF are to:

a increase the average quality of research;

b ensure that research continues to support degree and postgraduate teaching;

c ensure that funding is available for postgraduate students and new researchers;

d improve the quality of public information about research output;

e prevent undue concentration of funding that would undermine research support for all degrees or prevent access to the system by new researchers; and

f underpin the existing research strengths in the tertiary education sector.

Principles of the PBRF

52 The PBRF is governed by the following set of principles from *Investing in Excellence*:[3]

- *Comprehensiveness:* the PBRF should appropriately measure the quality of the full range of original investigative activity that occurs within the sector, regardless of its type, form, or place of output;
- *Respect for academic traditions:* the PBRF should operate in a manner that is consistent with academic freedom and institutional autonomy;
- *Consistency:* evaluations of quality made through the PBRF should be consistent across the different subject areas and in the calibration of quality ratings against international standards of excellence;

2 More comprehensive details regarding the overall aims, structure and key elements of the PBRF are contained within the *PBRF: A Guide for 2003* (25 July 2003), available online at: <http://www.tec.govt.nz/downloads/a2z_publications/pbrffinal-july03.pdf>.
3 These principles were first enunciated by the Working Group on the PBRF. See *Investing in Excellence*, pp.8-9.

- *Continuity:* changes to the PBRF process should only be made where they can bring demonstrable improvements that outweigh the cost of implementing them;
- *Differentiation:* the PBRF should allow stakeholders and the government to differentiate between providers and their units on the basis of their relative quality;
- *Credibility:* the methodology, format and processes employed in the PBRF must be credible to those being assessed;
- *Efficiency:* administrative and compliance costs should be kept to the minimum consistent with a robust and credible process;
- *Transparency:* decisions and decision-making processes must be explained openly, except where there is a need to preserve confidentiality and privacy;
- *Complementarity:* the PBRF should be integrated with new and existing policies, such as charters and profiles, and quality assurance systems for degrees and degree providers; and
- *Cultural inclusiveness:* the PBRF should reflect the bicultural nature of New Zealand and the special role and status of the Treaty of Waitangi, and should appropriately reflect and include the full diversity of New Zealand's population.

Key elements of the PBRF

53 The PBRF is a "mixed" performance-assessment regime in the sense that it employs both peer-review processes and performance indicators. There are three elements to its assessment:

a periodic Quality Evaluations: the assessment of the research performance of eligible TEO staff, undertaken by expert peer review panels;

b a postgraduate "research degree completions" measure: the number of postgraduate research-based degrees completed in participating TEOs, assessed on an annual basis; and

c an "external research income" measure: the amount of income for research purposes received by participating TEOs from external sources, assessed on an annual basis.

54 For funding purposes, the weightings given to these three elements are: 60% for the Quality Evaluation; 25% for research degree completions; and 15% for external research income. The details of the funding formula and the indicative allocations to TEOs for 2004 are set out in Chapter 8.

The Quality Evaluation

55 The Quality Evaluation is a periodic assessment of research quality across the tertiary education sector. While the next Quality Evaluation is planned for 2006, it is envisaged that further assessments will be conducted every six years.

56 Unlike the research assessment exercise (RAE) in Britain, but in keeping with the Hong Kong RAE, the Quality Evaluation involves the direct assessment of individual staff rather than academic units. As in Britain, however, the field of research has been divided for assessment and reporting purposes into a large number of separate subject areas. For the 2003 Quality Evaluation, 41 subject areas were identified (see also Chapter 4).

The role and structure of peer review panels

57 The assessment of research quality is undertaken by interdisciplinary peer review panels consisting of disciplinary experts from both within New Zealand and overseas. For the 2003 Quality Evaluation, 12 peer review panels were established. These panels comprised between 7 and 20 members selected to provide expert coverage of the subject areas within each panel's respective field of responsibility (see Table 2.1).

58 Altogether, there were 165 panel chairs and members, of whom 33 were from overseas. The names and institutional affiliations of panel chairs and members are outlined in Appendix B.

59 The panels were advised by a PBRF Project Team within the TEC that provided policy, technical and administrative support.

Eligibility criteria

60 All 45 New Zealand TEOs with quality-assured degree programmes were entitled to submit Evidence Portfolios of staff for assessment by a peer review panel. TEOs were required to conduct a self-assessment and to submit only those Evidence Portfolios that were nominated a Quality Category of "C" or higher.

61 Two key principles governed the eligibility of staff to participate in the 2003 Quality Evaluation:

a the individual must be an academic staff member (ie they are expected to make a contribution to the learning environment); and

b the individual is expected to make a significant contribution to research activity and/or degree teaching in a TEO.

Table 2.1 Panels and Subject Areas

Panel	Subject Area
Biological Sciences	Agriculture and other applied biological sciences
	Ecology, evolution and behaviour
	Molecular, cellular and whole organism biology
Business and Economics	Accounting and finance
	Economics
	Management, human resources, industrial relations, international business and other business
	Marketing and tourism
Creative and Performing Arts	Design
	Music, literary arts and other arts
	Theatre and dance, film and television and multimedia
	Visual arts and crafts
Education	Education
Engineering, Technology and Architecture	Architecture, design, planning, surveying
	Engineering and technology
Health	Dentistry
	Nursing
	Other health studies (including rehabilitation therapies)
	Sport and exercise science
	Veterinary studies and large animal science
Humanities and Law	English language and literature
	Foreign languages and linguistics
	History, history of art, classics and curatorial studies
	Law
	Philosophy
	Religious studies and theology
Māori Knowledge and Development	Māori knowledge and development
Mathematical and Information Sciences and Technology	Computer science, information technology, information sciences
	Pure and applied mathematics
	Statistics
Medicine and Public Health	Biomedical
	Clinical medicine
	Public health
Physical Sciences	Chemistry
	Earth sciences
	Physics
Social Sciences and Other Cultural/ Social Studies	Anthropology and archaeology
	Communications, journalism and media studies
	Human geography
	Political science, international relations and public policy
	Psychology
	Sociology, social policy, social work, criminology and gender studies

Evidence portfolios and the assessment framework

62 The evaluation of a staff member's research performance was based on information contained within an Evidence Portfolio. These portfolios were composed of three components:

a The "research output" component. This comprised up to four "nominated research outputs",[4] as well as up to 50 "other research outputs". The research output component had a 70% weighting. For a research output to be eligible for inclusion, it must have been produced (ie published, publicly disseminated, presented, performed, or exhibited) within the agreed assessment period. For the 2003 Quality Evaluation the period in question was 1 January 1997 to 31 December 2002. Research outputs were also required to satisfy the PBRF definition of research (see box on page 22).

b The "peer esteem" component. This comprised the recognition of a staff member's research by her or his peers (eg prizes, awards, invitations to speak at conferences) and had a 15% weighting.

c The "contribution to research environment" component. This comprised a staff member's contribution to a vital high-quality research environment (eg the supervision of research students, the receipt of research grants) and had a 15% weighting.

63 The assessment of Evidence Portfolios involved scoring each of a portfolio's three components. In determining the appropriate score, the panels drew upon generic descriptors and tie-points (encapsulating the standard expected for a particular score) that applied to every panel, together with certain panel-specific guidelines.

64 The rating scale had the following characteristics:

a The scale for each component had eight steps (0 – 7), with "7" being the highest point on the scale and "0" being the lowest.

b A score of "0" indicated that no evidence had been provided in the Evidence Portfolio for that component.

c Only whole scores were allocated (ie the use of fractions was not permitted).

d The descriptors and tie-points for each of the three components were used to assist with the scoring. The tie-points at 2, 4 and 6 were used to distinguish between different descriptions of quality for each of the components.

65 Having agreed on the appropriate scores for each of the three components, panels were required to assign a Quality Category to the Evidence Portfolio – and in doing this were required to make a "holistic judgement" (which was

4 It was expected that staff would nominate their (up to) four "best" pieces of research carried out during the eligible assessment period.

based only on the information contained in the relevant portfolio). The scoring system was an important aid in assigning a final Quality Category but did not determine it.

66 The following example illustrates how the scoring system worked in practice. Consider an Evidence Portfolio that was rated 5 for research output, 4 for peer esteem and 3 for contribution to research environment. Research output had a weighting of 70 (out of 100), so a score of 5 generated a total score of 350 (5 x 70). Peer esteem had a weighting of 15 (out of 100), so a score of 4 generated a total score of 60 (4 x 15). Contribution to research environment had a weighting of 15 (out of 100), so a score of 3 generated a total score of 45 (3 x 15). Thus, the Evidence Portfolio in question would have achieved an aggregate score of 455.

67 For the 2003 Quality Evaluation, there were four Quality Categories:

- "A" (indicative of a total weighted score of 600 – 700);
- "B" (indicative of a total weighted score of 400 – 599);
- "C" (indicative of a total weighted score of 200 – 399); and
- "R" (indicative of a total weighted score of less than 200).

Moderation Panel

68 The assessments conducted by the 12 peer review panels were subject to the oversight of a Moderation Panel. This was composed of the panel chairs and an independent chair (Professor Paul Callaghan). The role of the Moderation Panel was to:

a ensure that the assessment framework was applied consistently across the panels, while at the same time avoiding a situation in which the judgements of the panels were reduced to a mechanistic application of the assessment criteria;

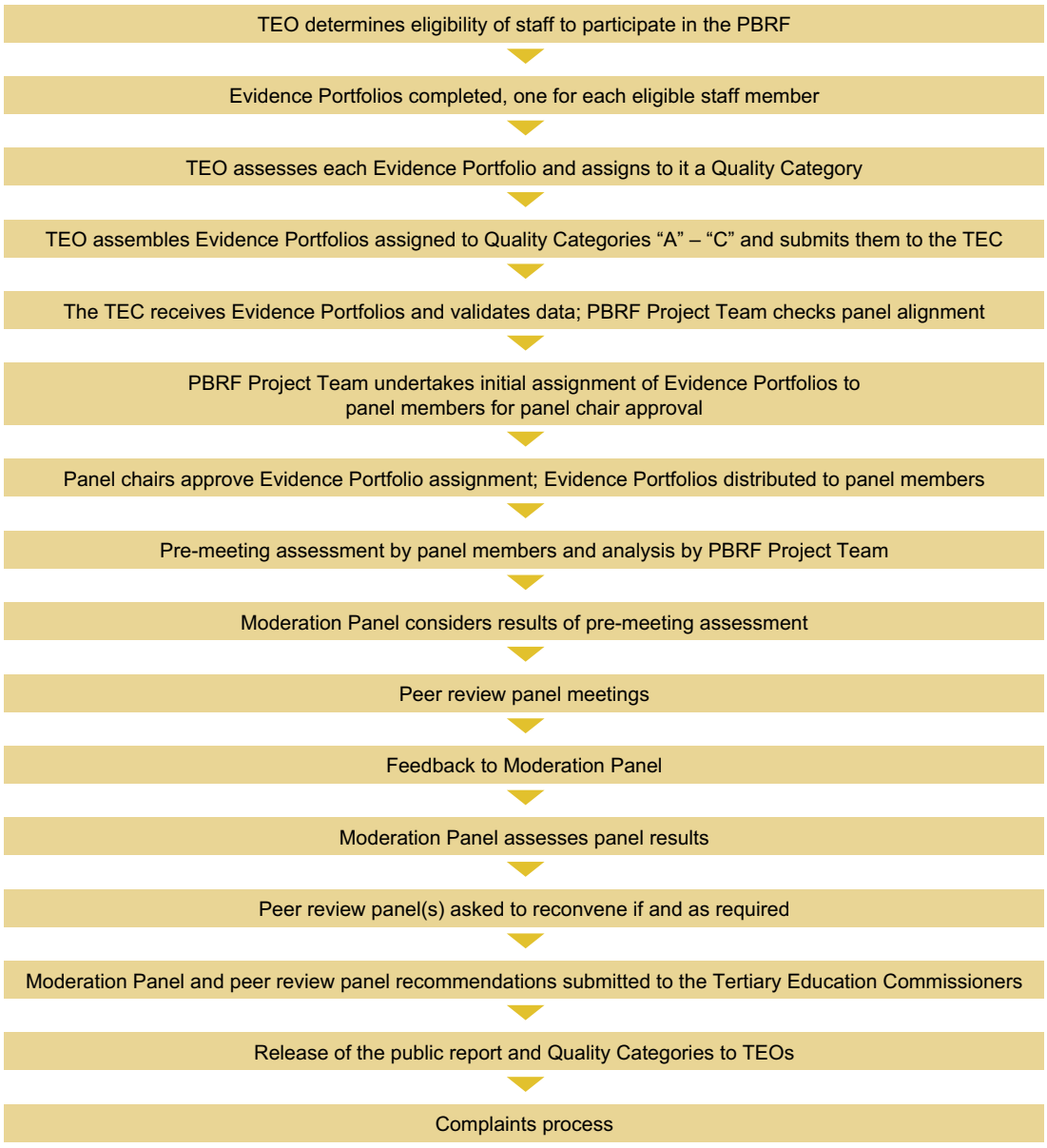
b provide an opportunity to review the standards and processes being applied by the panels;

c establish mechanisms and processes by which material differences or apparent inconsistencies in standards and processes could be addressed by the panels; and

d advise the Tertiary Education Commissioners on any issues regarding consistency of standards across panels.

69 Figure 2.1 provides an overview of the key phases in the 2003 Quality Evaluation.

Figure 2.1 Key Phases of the 2003 Quality Evaluation



The definition of research

The definition of research developed for the PBRF drew heavily on definitions employed by the New Zealand Qualifications Authority, the British RAE and the OECD. The PBRF definition states:

> For the purposes of the PBRF, research is original investigation undertaken in order to gain knowledge and understanding.
>
> It typically involves enquiry of an experimental or critical nature driven by hypotheses or intellectual positions capable of rigorous assessment.
>
> It is an independent, creative, cumulative and often long-term activity conducted by people with specialist knowledge about the theories, methods and information concerning their field of enquiry. (Note: The term "independent" here should not be construed so as to exclude collaborative work.) Its findings must be open to scrutiny and formal evaluation by others in the field, and this may be achieved through publication or public presentation.
>
> In some fields, the results of the investigation may be embodied in the form of an artistic work, design or performance.
>
> Research includes contribution to the intellectual infrastructure of subjects and disciplines (eg dictionaries and scholarly editions). It also includes the experimental development of design or construction solutions, as well as investigation that leads to new or substantially improved materials, devices, products or processes.
>
> The following activities are excluded from the definition of research:
>
> - Preparation for teaching
> - The provision of advice or opinion, except where it is consistent with the definition of research
> - Scientific and technical information services
> - General purpose or routine data collection
> - Standardisation and routine testing (but not including standards development)
> - Feasibility studies (except into research and experimental development projects)
> - Specialised routine medical care
> - The commercial, legal and administrative aspects of patenting, copyrighting or licensing activities
> - Routine computer programming, systems work or software maintenance (but note that research into and experimental development of, for example, applications software, new programming languages and new operating systems is included)
> - Any other routine professional practice (eg in arts, law, architecture or business).
>
> *Note: Activities such as clinical trials and evaluations can be included where they are consistent with the definition of research.*

Recognition of Māori and Pacific research

70 The PBRF has been designed to ensure that proper recognition is given to: research by Māori and Pacific researchers; research into Māori and Pacific matters; and research that employs distinctive Māori and Pacific methodologies.

71 With respect to Māori research, a number of mechanisms were instituted:

a the formation of a Māori Knowledge and Development Panel, to evaluate research into distinctly Māori matters such as aspects of Māori development, te reo Māori, and tikanga Māori;

b the provision of advice from the Māori Knowledge and Development Panel on research that had a significant Māori component but was being assessed by other panels;

c the inclusion of Māori researchers on other panels; and

d the encouragement of growth in Māori research capability through an equity weighting for research degree completions by Māori students during the first two evaluation rounds of the PBRF.

72 With respect to Pacific research, the following mechanisms were instituted:

a the formation of a PBRF Pacific Advisory Group of esteemed Pacific researchers, to help define excellence in Pacific research and develop guidance for the peer review panels and specialist advisers on Pacific research (see Appendix B); and

b an equity weighting for research degree completions by Pacific students during the first two evaluation rounds of the PBRF, to encourage growth in Pacific research capability.

External research income and research degree completions

73 The requirements surrounding external research income and research degree completions are described in Chapters 6 and 7 respectively.

74 Research degree completions is a measure of the number of research-based postgraduate degrees (eg masters and doctorates) that are completed within a TEO and that meet the following criteria:

a The degree has a research component of 0.75 EFTS or more.

b The student who has completed the degree has met all compulsory academic requirements by the end of the relevant year (for 2004 funding allocations, the end of the relevant year is 31 December 2002).

c The student has successfully completed the course.

75 External research income is a measure of the total research income received by a TEO (and/or any 100% owned subsidiary), excluding income from: TEO employees who receive external research income in their personal capacity (ie the external research income is received by them and not their employer); controlled trusts; partnerships; and joint ventures.

76 The 2004 funding allocations are based on the external research income data supplied by TEOs for the year to 31 December 2002.

CHAPTER 3
The conduct of the 2003 Quality Evaluation

Introduction

77 This chapter briefly outlines the conduct of the 2003 Quality Evaluation. In particular, it provides a timeline of the key events, describes the way that the peer review panels conducted their assessments of Evidence Portfolios, and outlines the role of the Moderation Panel. The chapter also includes some relevant data concerning the implementation of the assessment process and notes a few of the issues that arose.

Timeline of key events

78 In late 2002, the TEC commenced detailed design work on the 2003 Quality Evaluation. It developed guidelines for the assessment process, appointed panel chairs and members, and consulted with the tertiary education sector over a range of policy issues. Subsequently, panels were given detailed briefings on the proposed assessment framework, and the TEC provided guidance to those TEOs wishing to participate in the 2003 Quality Evaluation.

79 In accordance with the agreed process, participating TEOs undertook an initial assessment of the Evidence Portfolios prepared by their PBRF-eligible staff and assigned each portfolio one of four possible Quality Categories (“A”, “B”, “C”, and “R”). Those assigned an “A”, “B or “C” were submitted to the TEC by 30 September 2003 for assessment by a peer review panel. The Evidence Portfolios were distributed to panel members for their preliminary assessment in mid October, and the panels met (typically for 3 – 4 days) between mid November and early December to undertake their assessments. A more detailed timeline of the key events is provided in Table 3.1.

Participation in the PBRF

80 Of the 45 PBRF-eligible TEOs, 22 participated in the 2003 Quality Evaluation. The 22 participants were: all eight of New Zealand’s universities; two of the 17 eligible polytechnics; all four colleges of education; one of the three wānanga; and seven of the 13 eligible private training establishments. Of the 8,013 PBRF-eligible staff in these 22 TEOs, 5,771 had their Evidence Portfolios submitted to the TEC. The Evidence Portfolios of PBRF-eligible staff that were not submitted were counted as “R”s for the purposes of the 2003 Quality Evaluation.

Table 3.1 Timeline of Key Events

Date	Event
November 2001	Report of the Tertiary Education Advisory Commission, *Shaping the Funding Framework*, published
1 May 2002	The Cabinet agrees to the establishment of the PBRF
December 2002	Report of the PBRF Working Group, *Investing in Excellence*, published; endorsed by the Cabinet
31 December 2002	Assessment period for the 2003 Quality Evaluation closes
February 2003	Panel chairs and panel members appointed
March 2003	Briefings of panel chairs and members
March – July 2003	Preparation, revision and confirmation of PBRF guidelines
May – September 2003	TEOs conduct internal assessment of Evidence Portfolios
25 July 2003	Release of *PBRF: A Guide for 2003*
31 July 2003	Date of PBRF Census: Staffing Return
August – November 2003	Staff eligibility audit by the Ministry of Education and the TEC
September 2003	Phase 1 of the PBRF evaluation commenced by Web Research
September 2003 – February 2004	Process assurance audit by the Office of the Controller and Auditor-General
30 September 2003	All Evidence Portfolios submitted to the TEC
October – November 2003	Preliminary evaluation of Evidence Portfolios by pairs of panel members
Mid October – mid November 2003	Audit of nominated research outputs by the National Library of New Zealand
Early November 2003	TEC audit of peer esteem and contribution to research environment components of Evidence Portfolios
15 November 2003	First Moderation Panel meeting
16 November – 8 December 2003	Peer review panel meetings
15 December 2003	Second Moderation Panel meeting
Mid December 2003 – mid January 2004	Further moderation processes undertaken
15 – 16 January 2004	Reconvening of Engineering, Technology and Architecture Panel
29 January 2004	Tertiary Education Commissioners approve Quality Categories assigned by peer review panels
Late April 2004	TEOs advised of the Quality Categories of their staff; report released on the results of the 2003 assessment
May 2004	Lodging of complaints closes
May 2004	Report by Web Research on evaluation of PBRF due
30 June 2004	Report to the Cabinet on review of the PBRF due

81 One TEO that chose not to participate in the 2003 Quality Evaluation (International Pacific College) submitted returns in relation to research degree completions and another TEO (Te Wānanga o Raukawa) submitted a return for the external research income component only. Altogether, therefore, 24 TEOs are currently participating in one or more of the three components of the PBRF. Those PBRF-eligible TEOs that chose not to participate in any of the components of the PBRF do not receive PBRF funding.

The assessment of Evidence Portfolios by the peer review panels

82 The peer review panels all strove to ensure that the Evidence Portfolios for which they were responsible fully complied with the PBRF guidelines and were assessed in an accurate, fair and consistent manner. In particular, every effort was made to ensure that conflicts of interest were handled in accordance with the agreed procedures, and that the different subject areas for which each panel was responsible were assessed on the same basis.

83 In all cases, the panels employed the following methods:

a Each Evidence Portfolio was assessed by a pair of panel members who submitted an agreed set of scores to the PBRF Project Team before panel meetings.

b Panel members obtained and reviewed nominated research outputs. In most cases at least one nominated research output was examined for each Evidence Portfolio.

c Panel members typically operated in multiple pairings (eg in some cases panellists worked with up to 10 other panel members), thus enabling significant variations in standards or approach to be detected.

d Altogether, approximately 485 Evidence Portfolios were cross-referred to other panels for advice.

e Advice was sought from specialist advisers in relation to 87 Evidence Portfolios.

f At panel meetings, chairs reported the findings of the first Moderation Panel meeting, and panel members were provided with an analysis of the preliminary results (based on panel assessors' scores) for their particular panel.

g Panels devoted considerable attention to the determination of final scores for the three components of Evidence Portfolios (ie research output, peer esteem, and contribution to research environment).

h All panels undertook a systematic review of Evidence Portfolios. In all panels, particular attention was given to those where the weighted score was close to one of the three Quality Category boundaries (ie A/B, B/C, and C/R).

i Panels considered all Evidence Portfolios where panel assessors were unable to reach agreement on the appropriate scores.

j Panels discussed, and agreed upon, the appropriate boundaries between Quality Categories, having appropriate regard to the tie-points (at scores of 2, 4 and 6) and generic descriptors in the assessment guidelines.

k Panels considered all Evidence Portfolios "holistically", and a significant proportion were discussed in detail.

l At the final stage in proceedings, panels considered the Quality Categories nominated by TEOs and reviewed those Evidence Portfolios where there were large disparities between TEO and panel assessments. Few changes were made at this stage.

m Where panels were required to assess the Evidence Portfolios of their own panel members, the panellist left the room and the Evidence Portfolio in question was considered by the remaining panel members.

n Panel secretariats took an active role in ensuring that panels complied with the PBRF assessment framework and guidelines.

84 Some panels employed a number of additional methods to ensure that Evidence Portfolios were assessed in an accurate, fair and consistent manner. For instance:

a In many cases, panel chairs also assessed a significant proportion of the Evidence Portfolios submitted to their particular panels.

b In some cases, panels employed the technique of "blind marking" (ie they considered a selection of Evidence Portfolios without knowing the scores assigned by the pairs of panel assessors to see whether similar standards of assessment were being applied).

c In many cases, panels examined all Evidence Portfolios with unusual score combinations for the research output, peer esteem and contribution to research environment components.

d In many cases, all panel members were involved in the assessment of virtually every Evidence Portfolio.

e In some cases, groups of panel members with expertise in the same subject area met to reconsider their scores following calibration discussions.

Conflicts of interest

85 The PBRF guidelines included detailed provisions for the handling of conflicts of interest. Six levels of conflict were identified:

a departmental/academic unit;

b close colleague;

c co-authored during the assessment period;

d personal;

e professional; and

f other (any unanticipated conflict of interest not covered by a – e).

86 Panel chairs, with the assistance of the panel secretariats, managed conflicts of interest in accordance with the published policies. This included a declaration of potential conflicts before the allocation of Evidence Portfolios to panel members, and the active management of conflicts as they were identified during the course of panel meetings.

The moderation process

87 The assessment framework was designed to maximise not merely *intra*-panel consistency but also *inter*-panel consistency. A variety of methods were employed to achieve this latter objective, including:

a the establishment of a Moderation Panel to oversee the moderation process;

b the provision of clearly specified assessment criteria and guidelines, including tie-points and descriptors;

c a requirement for panel-specific guidelines to be consistent with the generic PBRF guidelines for panels;

d the use of cross-referrals between panels – including both score data and commentaries; and

e the use of internal TEO results for comparative purposes – both in relation to the Quality Categories assigned to individual staff and at the aggregate level.

88 In relation to the moderation process, a detailed account of the methods and procedures employed is contained in the Report of the Moderation Panel to the Tertiary Education Commissioners (see www.tec.govt.nz). In brief, the Moderation Panel sought to ensure *inter*-panel consistency through the following means:

a In early November 2003, a detailed analysis of the results of the assessment thus far (based on data from the internal TEO assessments and the preliminary scores of the pairs of panel members) was prepared by the Moderation Panel's secretariat. This analysis identified areas of concern, including possible inconsistencies in the application of the assessment guidelines.

b The Moderation Panel at its first meeting (held just before the commencement of panel meetings) considered the findings of this analysis. In response, the Moderation Panel agreed that particular issues would be drawn to the attention of various peer review panels by their respective chairs.

c In addition, the Moderation Panel considered about 20 selected Evidence Portfolios from a wide range of peer review panels, with particular attention being given to the setting of the A/B and C/R Quality Category boundaries, together with the handling of "special circumstances". The nature and results of the Moderation Panel's deliberations were reported to each peer review panel by their respective chairs.

d The chair of the Moderation Panel attended four peer review panel meetings for significant periods to observe proceedings, and many others were attended by the Moderation Panel's secretariat.

e In early December 2003, an updated analysis of the results of the assessment (based on data from the internal assessments carried out by the TEOs and the final Quality Categories assigned by the peer review panels) was prepared by the PBRF Project Team for consideration by the second meeting of the Moderation Panel.

f The second Moderation Panel meeting considered the findings of this analysis. Attention was given to the overall pattern of the results and the changes that had occurred at various stages in the assessment process (eg from the preliminary scores by panel-assessor pairs, to the final Quality Categories).

g For two panels (the Education Panel and the Engineering, Technology and Architecture Panel) concerns were raised about the changes that had occurred between the preliminary and final assessment. In response, the Moderation Panel agreed that a sub-committee would scrutinise a selection of Evidence Portfolios on or near Quality Category boundaries.

h In the case of the Education Panel, the sub-committee was completely satisfied that the final Quality Categories correctly reflected the agreed assessment framework. In the case of the Engineering, Technology and Architecture Panel, anomalies were identified well above the agreed tolerance threshold of 20% that had been set by the sub-committee.[5]

5 It was recognised by the sub-committee that there was bound to be disagreement in some cases over the appropriate Quality Category that should be assigned to Evidence Portfolios. Accordingly it was agreed that, in undertaking its moderation responsibilities, the sub-committee should not expect complete unanimity between its views and those of the panel under examination. This led to the question of what level of "discrepancy" would be acceptable. After discussion, it was agreed that a 20% tolerance threshold would be appropriate. Hence, where there were discrepancies between the decisions of the sub-committee and the relevant panel of more than 1 in 5, the sub-committee deemed this to be a matter of concern.

i In response to the concerns raised by the Moderation Panel, the Engineering, Technology and Architecture Panel reconvened in mid January and reviewed its decisions in relation to about 100 Evidence Portfolios. As a result, significant changes were made. These were sufficient to satisfy the chair of the Moderation Panel that, in relation to the setting of Quality Category boundaries, reasonable consistency with all other panels had been achieved.

j In addition, the chair of the Moderation Panel, with the assistance of the Moderation Panel secretariat, undertook an assessment of randomly selected Evidence Portfolios (at Quality Category boundaries) from the 10 remaining panels (ie other than the Education Panel and the Engineering, Technology and Architecture Panel). The assessment concluded that the level of any anomalies was within the agreed tolerance threshold.

Audits

89 The TEC made every effort to ensure that the 2003 Quality Evaluation, including the assessment of Evidence Portfolios by the peer review panels, was conducted in a fair and robust manner and that the data upon which the panels based their assessments were of the highest possible integrity. It also sought to ensure that the data supplied by TEOs in relation to the two PBRF performance measures (ie external research income and research degree completions) were accurate and complied with the policy guidelines.

90 To this end, the TEC, in consultation with the Ministry of Education, developed a policy on PBRF data checking and verification and this formed the basis of a "strategic audit plan". The relevant audits focused on:

a the (up to four) nominated research outputs in each Evidence Portfolio;

b the peer esteem and contribution to research environment components in Evidence Portfolios; and

c the eligibility of staff to participate in the 2003 Quality Evaluation.

91 The Office of the Controller and Auditor-General provided independent assurance over the processes for the TEC's evaluation of research proposals[6] relating to the PBRF.

92 Appendix C outlines the design, conduct and results of these audits.

6 "Research proposals" in this context means Evidence Portfolios.

Relevant data arising from the assessment process

93 Table 3.2 outlines key data arising from the conduct of the 2003 Quality Evaluation.

Table 3.2 Data on the Assessment Process

Item	Number	Percentage
Number of TEOs participating in the PBRF	24	
Number of TEOs participating in the 2003 Quality Evaluation	22	
Number of Evidence Portfolios received	5,771	
Percentage of PBRF-eligible staff with submitted Evidence Portfolios		***72%***
Average number of Evidence Portfolios per panel	481	
Number of cross-referrals of Evidence Portfolios requested	1,376	
Number of cross-referrals of Evidence Portfolios	approx. 485	
Number of transfers of Evidence Portfolios between panels	238	
Number of Evidence Portfolios referred to specialist advisers	87	
Number of nominated research outputs	22,583	
Number of other research outputs	102,921	
Total number of research outputs	125,504	
Number of ineligible nominated research outputs	162	
Number of nominated research outputs examined by panel members	6,566	
Percentage of nominated research outputs examined by panel members		***29%***
Average number of research outputs per Evidence Portfolio	21.7	
Average number of peer esteem entries per Evidence Portfolio	10	
Average number of contribution to research environment entries per Evidence Portfolio	9	

94 Table 3.3 outlines the number and percentage of different types of the (up to four) nominated research outputs contained in Evidence Portfolios, while Table 3.4 provides similar data for the (up to 50) other research outputs. As might be expected, conference papers comprise a much higher proportion of other research outputs than nominated research outputs.

Table 3.3 Nominated Research Outputs by Type

Output Type	Number	Percentage
Artefact/object	67	0.29%
Film/video	76	0.34%
Scholarly edition	88	0.39%
Software	94	0.42%
Confidential report	110	0.49%
Composition	116	0.51%
Intellectual property	117	0.52%
Design output	156	0.69%
Oral presentation	140	0.62%
Performance	248	1.10%
Exhibition	364	1.61%
Edited book	399	1.77%
Other	672	2.98%
Report for external body	579	2.55%
Thesis	729	3.23%
Authored book	1,026	4.54%
Chapter in book	1,905	8.44%
Conference contribution	2,940	13.02%
Journal article	12,757	56.49%
Total	**22,583**	**100.00%**

Table 3.4 Other Research Outputs by Type

Output Type	Number	Percentage
Artefact/object	267	0.26%
Scholarly edition	315	0.31%
Film/video	324	0.31%
Software	357	0.34%
Intellectual property	409	0.40%
Thesis	441	0.43%
Design output	557	0.54%
Composition	558	0.54%
Edited book	961	0.93%
Authored book	1,188	1.15%
Exhibition	1,372	1.33%
Confidential report	1,847	1.79%
Performance	2,038	1.98%
Oral presentation	4,247	4.13%
Report for external body	4,773	4.64%
Chapter in book	6,493	6.31%
Other	6,855	6.67%
Journal article	33,494	32.54%
Conference contribution	36,425	35.39%
Total	**102,921**	**100.00%**

Problems and issues

95 Overall, the implementation of the 2003 Quality Evaluation was relatively smooth. All the panels conducted their assessments in accordance with the agreed guidelines and completed their task within the set timeframes.

96 Nevertheless, given the scale and relative novelty of the whole exercise, it is not surprising that a variety of problems were encountered. Some of these were the product of a very ambitious implementation timetable. For instance, there was relatively little time to audit nominated research outputs (see Appendix C). Similarly, the time available for panel members to obtain and review nominated research outputs was constrained.

97 Another significant issue, as already noted in Chapter 1, was the uneven quality of the information provided in many Evidence Portfolios. There were numerous cases where portfolios did not include adequate or sufficiently specific information (eg in relation to “special circumstances”). In some instances this may have been the result of a lack of clarity in the PBRF guidelines. In other cases it was almost certainly due to a misinterpretation of, or a failure to comply with, the relevant guidelines. It should be emphasised that panels were only permitted to use information contained within an Evidence Portfolio; other knowledge about an individual staff member could not be drawn upon.

98 The TEC will be giving full and proper consideration to the problems encountered during the implementation of the 2003 Quality Evaluation and will ensure that the lessons learned from this experience are taken into account in the design and conduct of the 2006 round.

CHAPTER 4
Guidance on interpreting the results of the 2003 Quality Evaluation

Introduction

99 The detailed results of the 2003 Quality Evaluation are presented in Chapter 5 and Appendix A. (See also www.tec.govt.nz for the reports of the peer review panels and the Moderation Panel.)

100 As will be explained below, the presentation of some of the results of the 2003 Quality Evaluation differs from that outlined in the *PBRF: A Guide for 2003* (Part 6). The changes in question have been designed to enhance the clarity and comprehensiveness of the data.

101 The TEC will not be publicly releasing data on the Quality Categories assigned to individuals. Likewise, it will not be publishing the detailed data received from TEOs on the outcome of their internal assessment of PBRF-eligible staff. Certain aggregate data based on the TEO assessments is, however, referred to in this report for comparative purposes.

Presenting the data on the results of the 2003 Quality Evaluation

Principles

102 In considering how to present the results of the 2003 Quality Evaluation, the TEC has been guided by a number of important principles. These include:

a protecting the confidentiality of individuals' Quality Categories;

b maintaining the confidence and co-operation of the academic community;

c ensuring that the results are presented in a useful and meaningful manner for relevant stakeholders, such as students and research funders;

d providing information that will assist TEOs to benchmark their research performance and enable them to make better decisions on priority setting and resource allocation; and

e maintaining a consistent reporting framework over two or more Quality Evaluations, to facilitate comparisons over time.

Changes to the reporting framework

103 After the final results of the 2003 Quality Evaluation had been analysed, it became evident that, if the data were published in the manner originally intended, interested observers with relevant additional information might be able to infer the Quality Categories assigned to many PBRF-eligible staff. For instance, there are several TEOs where all the staff, or virtually all the staff, have received the same Quality Category. Likewise, in the case of many TEOs, all the staff in certain nominated academic units have been assigned the same Quality Category. In these circumstances, the publication of the distribution of Quality Categories for TEOs and nominated academic units has obvious implications for protecting the confidentiality of individuals' Quality Categories.

104 The TEC carefully considered a number of ways of presenting the results of the 2003 Quality Evaluation in a manner that would make it more difficult to ascertain the nature of the Quality Categories that have been assigned to PBRF-eligible staff. This included the use of mechanisms such as absolute ranking and banding. It became evident, however, that unless major changes were made to the reporting framework (changes which furthermore were likely to render the results less intelligible, reliable and useful), it would not be possible to avoid situations in which the Quality Categories of many staff could be inferred by those with relevant additional information.

105 Moreover, if the TEC attempted to conceal certain results there would be a risk of encouraging undesirable speculation and rumour and a potential for undermining confidence in the PBRF. Alternatively, individual TEOs might choose to publish more detailed results for their own organisations, thus revealing certain outcomes that the TEC had sought to conceal.

106 Taking the above considerations into account, and in the interests of full and accurate public disclosure of the results, it was decided to retain the basic reporting framework as announced by the TEC in May 2003. It is recognised that this will have implications for the possibility that interested observers might be able to infer the Quality Categories assigned to particular individuals.

107 Various minor changes have been made, nevertheless, to the way the results have been presented. First, in addition to presenting the results based upon the full-time-equivalent (FTE) status of PBRF-eligible staff, data will also be reported using actual staff numbers (ie with no adjustment for fractional appointments). This will enhance comparative analysis, especially at the subject-area level.

108 Second, it was originally envisaged that the distributions of Quality Categories would be presented as percentages without the reporting of actual numbers for these categories. However, since the numbers in each category can be readily calculated from the percentage data, it was decided to include the precise numbers as well.

109 Third, in order to enhance the clarity of the results and enable more accurate distinctions to be made in performance, quality scores have been calculated to one or two decimal places and have not been presented as whole numbers (as was previously indicated). The quality scores are discussed in more detail in the section below on "The calculation of quality scores".

110 Fourth, TEOs, panels and subject areas have all been ranked according to their quality scores. The results are presented using bar graphs in Figures A-1 to A-44 of Appendix A. Data on the number of PBRF-eligible staff (FTE-weighted) have been included so that readers can ascertain the relevant volumes as well as the relative quality scores. Additionally, pie diagrams have been developed for each TEO and subject area showing the proportion of PBRF-eligible staff whose Evidence Portfolios were submitted for assessment by the 12 peer review panels.

111 Finally, it had been intended that the results would include a range of demographic data relating to such categories as ethnicity, gender and age. Not all TEOs supplied the relevant data, and so it has not been possible to provide comprehensive and reliable demographic data.

112 Note that in keeping with the approach outlined in the *PBRF: A Guide for 2003* (Part 6), the results of the 2003 Quality Evaluation have been reported at four levels: TEO, panel, subject area, and nominated academic unit. As explained earlier, the TEC determined that there would be 41 subject areas, and that these would be grouped within 12 peer review panels. By contrast, participating TEOs were allowed to choose their own nominated academic units – subject to advice that very small units should be avoided because of the risks of revealing individuals' Quality Categories.

113 In some cases, TEOs chose to group their staff into relatively large units (eg at the faculty level). In other cases, TEOs chose smaller units (eg departments or schools). As a result, the relative performance of nominated academic units covering similar disciplinary areas may not be comparable.

The calculation of quality scores

114 Many of the results of the 2003 Quality Evaluation are reported using quality scores. The method for calculating these scores is the same as that outlined in the *PBRF: A Guide for 2003* (Part 6), with the exception of the lack of rounding to whole numbers. In brief:

a Weightings have been assigned to the four Quality Categories. The agreed funding weights – "A" (5), "B" (3), "C" (1), and "R" (0) – have been multiplied by 2, thus giving an enhanced weighting of "A" (10), "B" (6), "C" (2), and "R" (0). This has resulted in a rating scale of 0 – 10. The weighting regime has been applied to all PBRF-eligible staff, not merely those who had their Evidence Portfolios submitted to the TEC for assessment. Those PBRF-eligible staff who did not have their Evidence Portfolios submitted have received an "R" (0 on the rating scale).

b The quality score has been calculated by adding the weighted scores (0, 1, 3, and 5) of the staff concerned, multiplying by 2, and then dividing by the number of staff. To secure the maximum quality score of 10, all the PBRF-eligible staff in the relevant unit would need to have been assigned an "A".

c The quality scores have been calculated on both a FTE-weighted and non-FTE-weighted basis. All the figures displaying the ranking of quality scores have been presented using FTE weightings (see Appendix A: Figures A-1 to A-44).

d The information provided in the various tables and figures has been calculated to one or two decimal places, depending on the volume of PBRF-eligible staff and the degree of precision desired.

115 Under the approach adopted, the maximum quality score that can be achieved by a TEO (subject area or nominated academic unit) is 10. In order to obtain such a score, however, all the PBRF-eligible staff in the relevant TEO would have to receive an "A" Quality Category. With the exception of very small academic units, such an outcome is extremely unlikely (ie given the nature of the assessment methodology adopted under the 2003 Quality Evaluation and the very exacting standards required to secure an "A" – as explained in paragraphs 124 and 125). No sizeable academic unit, let alone a large TEO, could reasonably be expected to secure a quality score even close to 10. Much the same applies to quality scores at the subject-area level. Likewise, there is no suggestion that a quality score of less than 5 constitutes a "fail". These considerations are important to bear in mind when assessing the results reported in this document.

116 Just as a quality score between 8 and 10 is not realistically achievable (except by very small academic units) it is not necessarily something to which it would be prudent to aspire. After all, any academic unit (or TEO) concerned about its longer-term viability and future research capability has a strong interest in ensuring that it not only has within its ranks a sufficient number of experienced and well-respected researchers, but also a pool of new and emerging researchers. Under the assessment framework employed in the 2003 Quality Evaluation, any academic unit with staff at different stages of their research careers will find it virtually impossible to secure a score in excess of 8.

117 Quite apart from this, TEOs and the academic units within them have multiple purposes. While research is vitally important (especially for universities), so too are teaching and service to the community. In many cases, PBRF-eligible staff members are employed primarily, if not solely, for their teaching expertise rather than as researchers. This, of course, is perfectly appropriate. High-quality teaching, after all, should not be regarded as an optional extra. But by virtue of having multiple purposes – and thus the need to recruit and retain staff with varying types of expertise – TEOs are likely to achieve somewhat lower quality scores than an institution dedicated solely to research.

The impact of the assessment framework on the overall results

118 The overall results of the 2003 Quality Evaluation have clearly been influenced by the nature of the assessment framework. Three matters deserve particular attention:

a The Quality Evaluation is a standards-referenced assessment regime; it is not norm-based.

b The scoring system employed by panels in the assessment process (see Chapter 2) had significant implications for the distribution of Quality Categories.

c The criteria for achieving an "A" were exacting.

No controls on the Quality Categories awarded

119 Because the Quality Evaluation is a standards-referenced assessment regime, there were no predetermined limits on the proportion of PBRF-eligible staff who could be assigned particular Quality Categories. Accordingly, the peer review panels were free to determine the appropriate distribution of Quality Categories for their respective subject areas. Their decisions, however, needed to be consistent with the agreed assessment criteria and were subject to the scrutiny of the Moderation Panel.

The scoring system

120 The scoring system employed by panels to assist with the assessment process almost certainly had the effect of lowering the overall proportions of those assigned an "A", "B" and "C". It thereby increased the proportion of those assigned an "R".

121 For instance, in order to secure an "A" it was generally necessary for all three components (ie research output, peer esteem and contribution to research environment) of an Evidence Portfolio to receive a relatively high score (eg a minimum of 6/6/6 or 7/4/4). Thus, Evidence Portfolios with a research output score of 6, but with lower peer esteem and contribution to research environment scores would typically not be assigned an "A". While some Evidence Portfolios with scoring combinations of less than 6/6/6 or 7/4/4 were assigned an "A" at the "holistic" phase of the panel assessment process, this was not common. The scoring system thus had the effect of reducing the proportion of those assigned an "A" relative to what would have been the case if the results had been based solely on the research output component. Indeed, whereas only 5.5% of PBRF-eligible staff (non-FTE-weighted) received an "A", 9.5% were assigned a score of 6 or 7 for the research output component of their Evidence Portfolios.

122 One of the effects of the scoring system was to make it difficult for more junior staff to receive a "C" or higher Quality Category. This is because in most cases such individuals have not had the opportunity to acquire a substantial measure of peer esteem or make a major contribution to the research environment. In relation to new and emerging researchers (ie those who have very recently completed a doctorate), a significant proportion received research output scores of 2, but peer esteem and/or contribution to research environment scores of 1 or 0. This made it difficult for such staff to secure a "C".

123 In short, had the PBRF used a different scoring system, the final results for many staff (and TEOs) would have been different.

The exacting criteria for achieving an "A"

124 Related to the above, the standards required for achieving an "A" Quality Category, as stated in the relevant guidelines and applied by the 12 peer review panels, were exacting.[7] Many staff who produced research outputs of a world-class standard did not secure an "A" because they failed to demonstrate either the necessary level of peer esteem or a contribution to the research environment of the standard required.

125 Two other factors also contributed to some high-calibre researchers receiving a "B" rather than an "A":

a The assessment period covered only six years. In some cases, major research outputs were produced just before, or just after, the assessment period, with the result that the researcher in question received a lower score for the research output component than might otherwise have been the case.

b In a significant number of cases, high-calibre researchers failed to provide sufficient detail in the peer esteem and/or contribution to research environment categories, with the result that panels were unable to score these components as highly as might otherwise have been possible.

7 In order to achieve an "A", Evidence Portfolios were required to demonstrate – among other things – leadership and accomplishment exemplified by a platform of world-class research, including highly original work ranking with the best of its kind and characterised by qualities such as:
- intellectual and creative advance;
- important new findings with wider implications;
- intellectual rigour, imaginative insight, or methodological skill;
- substantial impact or uptake; and
- dissemination through most appropriate and best channels.

Other factors influencing the overall results

The results cover only participating TEOs

126 As previously noted, just under half (22) of the 45 PBRF-eligible TEOs participated in the 2003 Quality Evaluation. Accordingly, the results reported in this document do not provide a complete picture of the quality or level of research activity across the whole tertiary education sector.

127 Nevertheless, it would appear that most of the TEOs with significant research strength participated in the 2003 round, as did the overwhelming majority of PBRF-eligible staff who undertook research of at least the standard of a "C". Had the remaining 23 TEOs participated, it is unlikely that the number of staff receiving an "A", "B" or "C" would have increased very much. Against this, the number (and proportion) of staff receiving an "R" would almost certainly have risen appreciably, thereby reducing the quality score for the system as a whole. In all likelihood, some subject areas (eg accounting and finance, education, management,[8] marketing and tourism, and nursing) would have been affected more significantly than many others (eg philosophy, physics, and clinical medicine).

128 Additionally, it is important to stress that the PBRF is concerned with research performance in New Zealand's tertiary education sector. It does not, therefore, assess the research performance of the many other governmental and non-governmental organisations that undertake research, such as the nine Crown research institutes (CRIs). For this reason, the results of the 2003 Quality Evaluation do not provide a comprehensive overview of the quality of all the research being undertaken by New Zealand-based researchers.

Not all TEO researchers were eligible to participate in the 2003 Quality Evaluation

129 The eligibility criteria developed for the 2003 Quality Evaluation had the effect of rendering some active researchers in TEOs ineligible for inclusion. Excluded were researchers who are employed part-time by a TEO but who are permanently located overseas and, in particular, have their primary place of research overseas. Also excluded were researchers employed on contracts that do not meet the relevant criteria – for example, researchers who are contracted to undertake certain teaching and research activities in a TEO but who are employed by non-TEOs (such as CRIs).

130 It is not known how many staff fall into such categories, but the overall numbers are unlikely to be large. While the impact of such exclusions on the quality scores of TEOs, panels and subject areas is probably relatively insignificant, there will undoubtedly have been effects on the reported performance of certain nominated academic units within TEOs.

8 The full "management" subject area is: "management, human resources, industrial relations, international business and other business".

The results represent an assessment of performance over a specific period

131 As noted, the results of the 2003 Quality Evaluation are based on the research performance of PBRF-eligible staff over a six-year assessment period (1 January 1997 – 31 December 2002). Accordingly, they do not represent a judgement on the quality of individuals' research during the whole of their working life to date. Nor, of course, do they purport to assess the many and varied contributions that staff of TEOs make outside the field of research (eg in teaching, administration, and service to the community).

132 If Quality Evaluations of a broadly similar nature are conducted periodically over the next decade or two (as intended), it will be possible to make meaningful inter-temporal comparisons of the results. This will allow the tracking of changes in the overall quality of research in the tertiary education sector, as well as in the performance of individual TEOs, subject areas and academic units.

Interpreting the results at the panel and subject-area levels

133 Caution is required when interpreting the results for individual panels and subject areas. As explained in Chapter 2, there were 12 peer review panels established for the purposes of assessing Evidence Portfolios. These panels varied significantly in terms of both the scope of the subject areas covered and the number of Evidence Portfolios assessed. Two of the panels, the Education Panel and the Māori Knowledge and Development Panel, embrace only one subject area. In all other cases, the panels cover two or more subject areas, up to a maximum of six. For panels spanning more than one subject area, the research performance of the particular panel's subject areas differed – sometimes significantly. The panel-level results thus mask considerable variation at the subject-area level.

134 It was recognised when determining the classification of the 41 subject areas that some subject areas did not relate directly to well-established academic disciplines. Indeed, certain subject areas embrace two or more recognised disciplines (eg anthropology and archaeology) or cover a very large disciplinary area where it is common to make sub-disciplinary distinctions (eg engineering which has a range of sub-disciplines such as civil, mechanical, electrical, and chemical engineering). Nor, of course, do the 41 subject areas accurately reflect the way research activity is organised and conducted within many TEOs – which is often through multi-disciplinary teams.

135 For such reasons, the quality scores and other aggregate results for a particular subject area mask considerable variations in research performance at the disciplinary and sub-disciplinary levels. Many of these variations will be

apparent if the performance of particular subject areas is compared with that of the relevant nominated academic units within TEOs. In some cases, the reports of the peer review panels (see www.tec.govt.nz) have drawn attention to the variable performance of different disciplines or sub-disciplines covered by specific subject areas, and have commented upon the significance and implications of this.

136 There are at least four other factors that may have affected results at the subject-area level:

a A significant proportion of those submitting Evidence Portfolios for assessment undertake research that crosses two or more subject area boundaries (and in some cases two or more panel boundaries). Such staff (and/or their TEOs) were able to indicate under which subject area their Evidence Portfolio should be assessed and reported. For instance, a health economist could have asked to be assessed either by the Business and Economics Panel (and thus be reported under the subject area of economics), or by the Medicine and Public Health Panel (and thus be reported under the subject area of public health). Although there was scope for Evidence Portfolios to be transferred between subject areas and panels, in most cases the preferences indicated by staff determined the allocation and reporting of their Evidence Portfolios at the subject-area level. This, in turn, will have affected the nature and pattern of subject-level results in some instances.

b Some 238 Evidence Portfolios were transferred, after being received by the TEC, from one panel to another. They have therefore been reported under a subject area different from that originally chosen. This will have had an effect, albeit marginal, on subject-area (and panel) results.

c In some subject areas, a significant proportion of the PBRF-eligible staff are employed on a part-time basis. Many such staff are recruited primarily to teach rather than to conduct research. This inevitably has implications for the quality scores of subject areas where there is a high level of clinical or professional practice.

d Within individual TEOs, there are often only a small number of staff undertaking research within a particular subject area. This can have a significant bearing on the subject-area results at a TEO level. For instance, if there is a single researcher in a particular subject area, and if this person secures a relatively high Quality Category, then the relevant quality score will either be 10 (if the person was assigned an “A”) or 6 (if the person was assigned a “B”). Therefore, focusing solely on the quality score without taking the number of researchers into account may give rise to a misleading perception of the research strength of particular subject areas at TEO level.

The results of the Māori Knowledge and Development Panel

137 Related to this, staff undertaking research based on Māori world-views (both traditional and contemporary) and Māori methods of research were able to submit their Evidence Portfolios either to the Māori Knowledge and Development Panel or to another appropriate panel. A proportion of such staff did not submit their Evidence Portfolios to the Māori Knowledge and Development Panel. Notwithstanding the subsequent process of panel transfers, the results of the Māori Knowledge and Development Panel do not necessarily provide an accurate reflection of the quality of research conducted by Māori staff or the quality of research dealing with Māori themes and issues. Moreover, the Evidence Portfolios submitted to the Māori Knowledge and Development Panel covered a very wide range of academic disciplines. Hence, the aggregate results for this panel (and subject area) provide only a partial indication of the relative strength of the many and varied fields of academic inquiry where Māori researchers are actively engaged (or where Māori research methods are regularly employed).

The meaning of an "R" Quality Category

138 The results of the 2003 Quality Evaluation (see Chapter 5) show that a relatively high proportion of PBRF-eligible staff have received an "R". It is vitally important to understand that the awarding of an "R" does not mean that the staff member in question is necessarily "research-inactive" – to use a term that is now in wide currency – or that the person has produced no research outputs during the six-year assessment period, or that none of the research outputs produced are of a sound (or even very good) quality. Rather, it simply means that the Evidence Portfolio of the staff member did not meet the standards needed to secure a "C" (as established in the *PBRF: A Guide for 2003* [Part 3, Section D]).

139 There are a number of possible reasons for the assignment of an "R":

a The Evidence Portfolio contained no research outputs other than a masters or doctoral thesis.

b The score for the research output component was less than 2.

c The research output component was awarded a score of 2 (thus demonstrating a platform of research activity based on sound/justifiable methodologies); but the combined score for the other two components (peer esteem and contribution to research environment) was less than 4, and the relevant panel decided on a "holistic" basis not to assign a "C" or higher Quality Category.

d The Evidence Portfolio did not include all the relevant information that the staff member could have provided. For instance, it may have failed to note certain important information in the "special circumstances" field. (As noted earlier, peer review panels were not permitted to draw on any information about an individual's research activities or personal circumstances that was not included in the relevant Evidence Portfolio.)

140 Because of the nature of the assessment methods and the standards set for a "C", those assigned an "R" include at least four different categories of staff. These are detailed below.

141 First, there are those who have only recently been appointed to an academic/research position within a TEO or who have only recently become active researchers, so that – for perfectly understandable reasons – they produced relatively few research outputs during the assessment period. This category includes many young and emerging researchers of high calibre and potential, most of whom can reasonably expect to secure a higher Quality Category at the next Quality Evaluation in 2006.

142 Second, and related to this, there are those who were appointed to their first academic/research position within a TEO sometime during the assessment period (or who have recently become active researchers), and who have produced a reasonable number of eligible research outputs of adequate quality. But, by virtue of being in the early stages of their careers as researchers, they have not acquired significant peer esteem and have not been able to make much of a contribution to the research environment (either within their own institution or beyond). Like the first category of staff, this category includes many emerging researchers of high calibre and potential, most of whom can reasonably expect to secure a higher Quality Category at the next Quality Evaluation.

143 Third, there are those who have held academic/research positions for a considerable time but for one reason or another have not produced many substantial research outputs during the assessment period (and/or have not acquired a significant level of peer esteem or made a considerable contribution to the research environment). In some cases, the staff in question may have produced one or more major research outputs just outside the assessment period, and so were unable to include them in their Evidence Portfolios.

144 Finally, there are those who have held academic/research positions for many years but for one reason or another were not sufficiently active researchers during the assessment period.

145 The TEC has insufficient data to ascertain the relative proportion of staff who fall into each of these four categories. However, such information will be known within individual TEOs. It is important that TEOs interpret the results carefully, taking proper account of individual circumstances. It will also be crucial for TEOs to implement appropriate strategies for managing staff development. Plainly, it would be extremely demoralising to many staff if most or all of those assigned an "R" were assumed to be research-inactive or undertaking research of poor quality.

CHAPTER 5
The results of the 2003 Quality Evaluation

Introduction

146 Of the total funding to be allocated through the PBRF each year, 60% is allocated according to the results of the periodic quality-evaluation process.[9] This chapter outlines the results of the 2003 Quality Evaluation. It begins with a brief summary of the key results; this is followed by a more detailed analysis of the results for individual TEOs, panels, subject areas, and nominated academic units.

Summary of the key results

147 A summary of some of the key results of the 2003 Quality Evaluation is outlined in Table 5.1. A much fuller presentation of the statistical results can be found in Appendix A.

Overall quality scores

148 The overall quality score of the 22 participating TEOs is 2.59 (FTE-weighted) (see Table 5.2). The figure in question is out of a possible maximum of 10 – which is the score that would be achieved if all eligible staff were assigned an "A". The quality score of 2.59 indicates that the average quality of the research produced by PBRF-eligible staff is towards the bottom of the "C" range (2.00 to 5.99). As explained in Chapter 4, however, the quality score data must be interpreted with appropriate care.

149 The quality scores reveal large variations in the relative performance of subject areas (see Figure 5.1, and Table A-3 in Appendix A). Whereas the six highest-performing areas achieved quality scores in excess of 4.0, the three lowest-performing areas had scores of about 1.0 or less. As expected, long-established disciplines with well-developed research cultures, such as philosophy, psychology and physics, achieved much higher quality scores than less-well-established disciplines, such as design and nursing.

150 The quality scores also reveal large variations in the research performance of TEOs, with a range from 3.96 to zero (see Figure 5.2, and Table A-1 in Appendix A). As expected, the universities generally achieved much better quality scores than other participating TEOs. However, there is significant variation within the university sector, with the highest-scoring institution (the University of Auckland) outperforming the lowest-scoring institution (Auckland University of Technology [AUT]) by a ratio of 5:1. The quality scores for the 14 TEOs outside the university sector are all within the "R" range (0 to 1.99).

9 Chapter 8 contains detail on how the results of the 2003 Quality Evaluation affect the funding of TEOs.

Figure 5.1 Subject-Area Ranking – All Subject Areas

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

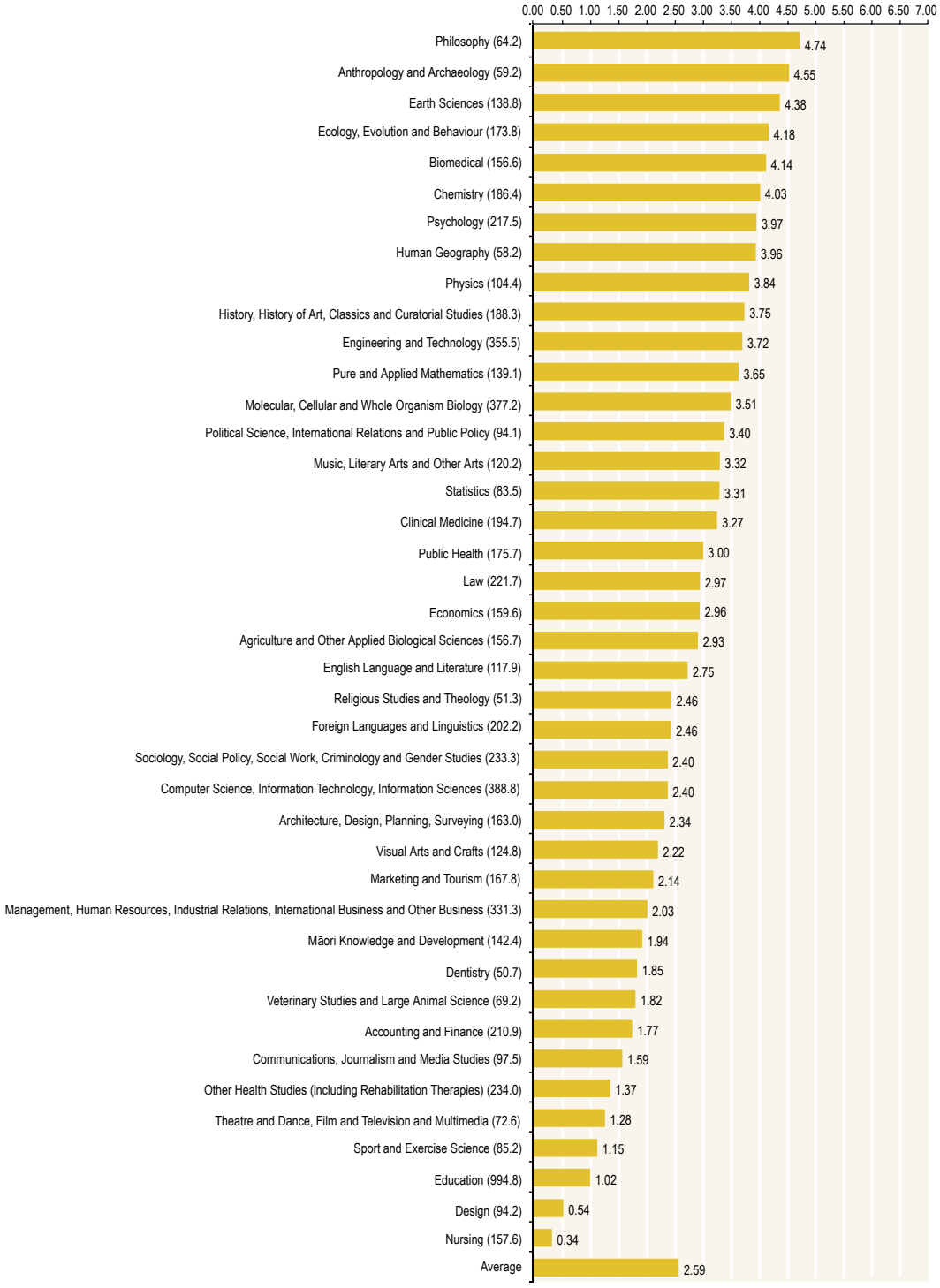


Figure 5.2 TEO Ranking – All TEOs

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

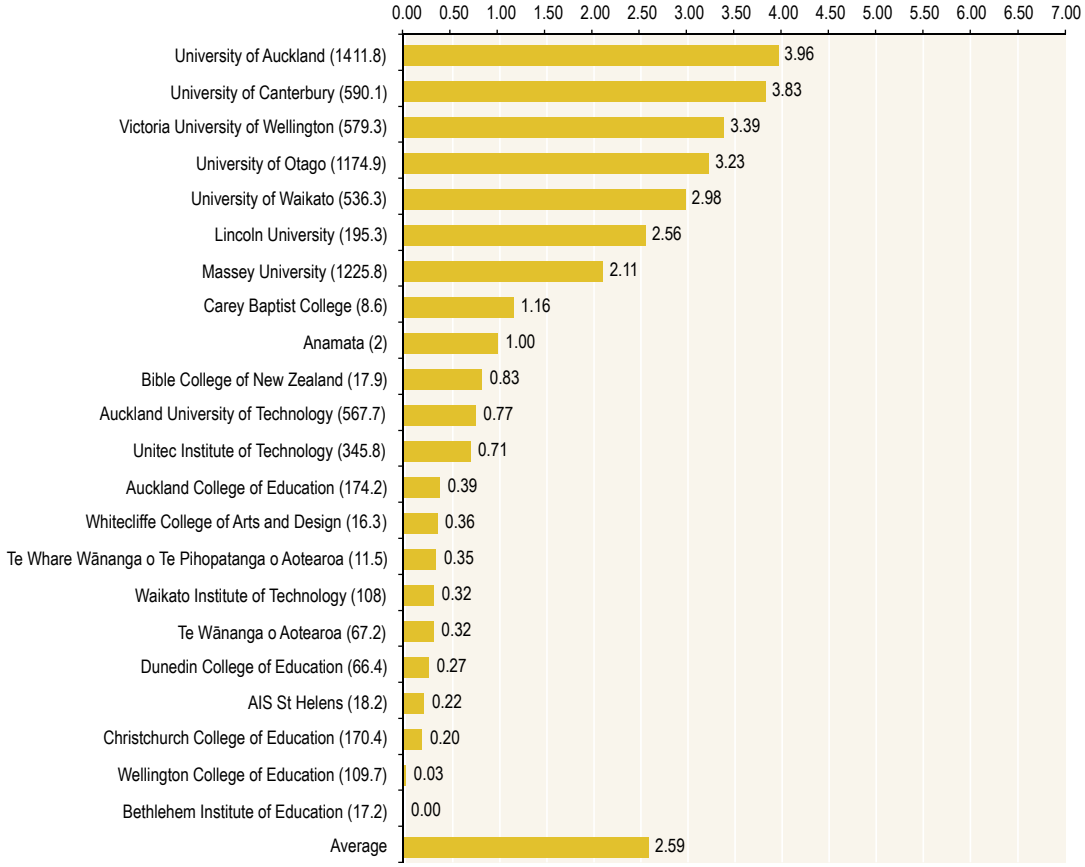


Table 5.1 The Distribution of Quality Categories Nominated by TEOs and Assigned by Peer Review Panels

Quality Category	Quality Categories Nominated by TEOs		Quality Categories Nominated by TEOs (FTE-weighted)		Quality Categories Assigned by Peer Review Panels		Quality Categories Assigned by Peer Review Panels (FTE-weighted)	
	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
A	11.56%	927	11.88%	881.19	5.54%	444	5.72%	424.15
B	26.15%	2,097	26.92%	1,995.83	22.57%	1,810	23.21%	1,720.85
C	34.32%	2,752	34.34%	2,546.40	31.01%	2,486	31.21%	2,313.82
R	27.96%	2,242	26.85%	1,991.15	40.88%	3,278	39.86%	2,955.75
A + B	37.71%	3,024	38.73%	2,877.02	28.11%	2,254	28.93%	2,145.00
B + C	60.47%	4,849	61.26%	4,542.23	53.58%	4,296	54.42%	4,034.67
A Universities only	13.60%	922	13.96%	876.69	6.53%	443	6.74%	423.15

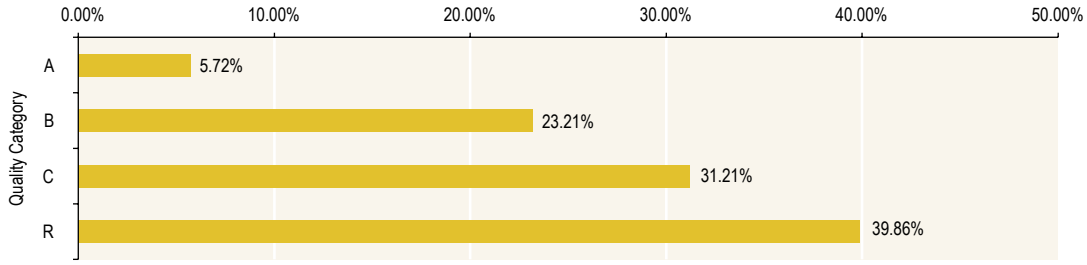
Distribution of Quality Categories

151 Of the 8,018[10] PBRF-eligible non-FTE-weighted staff, 444 (5.5%) received a Quality Category of "A", 1,810 (22.6%) a "B", 2,486 (31.0%) a "C", and 3,278 (40.9%) an "R". This means that close to 30% of PBRF-eligible staff received an "A" or a "B". The distribution of Quality Categories is shown in Table 5.1; and the overall distribution is graphically depicted on an FTE-weighted basis in Figure 5.3. More detailed data are presented in Appendix A: Tables A-1, A-2 and A-3.

152 When the results of the 2003 Quality Evaluation are calculated on a FTE basis for eligible staff, the relative proportion of "A", "B" and "C" Quality Categories increases, while the proportion of "R"s decreases. The use of FTE-weighted data tends to enhance the scores of TEOs with a high proportion of part-time staff (eg the University of Otago). This effect is due, in part, to the fact that part-time staff received lower Quality Categories, on average, than full-time staff. Note that many part-time staff awarded an "R" are not primarily employed in research capacities (eg clinicians in part-time teaching roles).

10 The figures in the text above and in Table 5.1 indicate that there were 8,018 PBRF-eligible staff, and that 5,776 Evidence Portfolios were assessed. But both these figures include five duplicates (ie there were five staff concurrently employed by two different TEOs at the time of the PBRF Census: Staffing Return). So there were 8,013 PBRF-eligible staff; and 5,771 separate Evidence Portfolios were assessed.

Figure 5.3 Distribution of Quality Categories (PBRF-Eligible FTE-Weighted Staff)

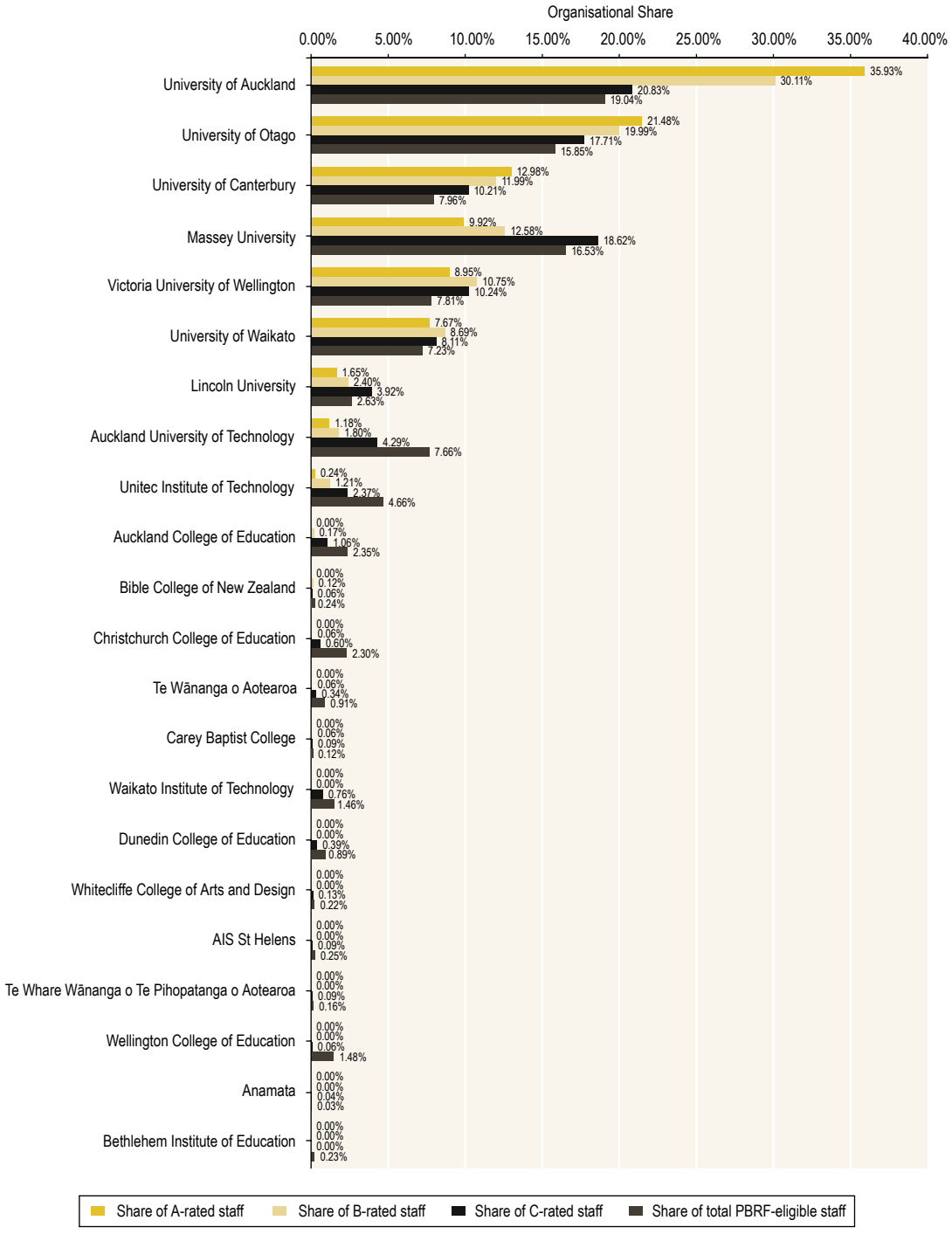


153 The distribution of "A"s is highly skewed across the tertiary education sector (see Figure 5.4 on the following page). Of the 444 "A"s, only one was assigned to a researcher outside the university sector. Overall, more than a third (35.9%) of A-rated staff are concentrated in a single institution (the University of Auckland), and just over 70% are located in only three universities (Auckland, Otago and Canterbury).

154 The distribution of "R"s across the tertiary education sector is also very uneven. The TEOs with the lowest proportions of "R"s are the University of Canterbury (15.7% of eligible staff, FTE-weighted) and the University of Auckland (18.4% of eligible staff, FTE-weighted). At the other end of the spectrum, the proportion of "R"s exceeds 90% in three TEOs – Bethlehem Institute of Education, Wellington College of Education, and Christchurch College of Education.

155 The distribution of "A"s at the subject-area level is highly variable. The proportion of "A"s exceeds 12% (FTE-weighted) in five subject areas: philosophy; pure and applied mathematics; ecology, evolution and behaviour; biomedical; and psychology. By contrast, the proportion of "A"s is under 2% (FTE-weighted) in six subject areas: design; nursing; sport and exercise science; theatre and dance, film and television and multimedia; other health studies (including rehabilitation therapies); and communications, journalism and media studies.

Figure 5.4 Organisational Share of PBRF-Eligible FTE-Weighted Staff Rated "A", "B" and "C"[11]



11 The Figure also shows each TEO's share of the total number of PBRF-eligible FTE-weighted staff.

Organisational share of quality-weighted staff

156 There are various ways of depicting the relative research performance of TEOs. Several ranking methods have been outlined so far, based on quality scores and the proportion of staff assigned an "A". Another way of comparing the performance of TEOs is to calculate their respective shares of PBRF-eligible staff who were assigned a "C" or above, with weightings applied (ie "A"=10, "B"=6, "C"=2).

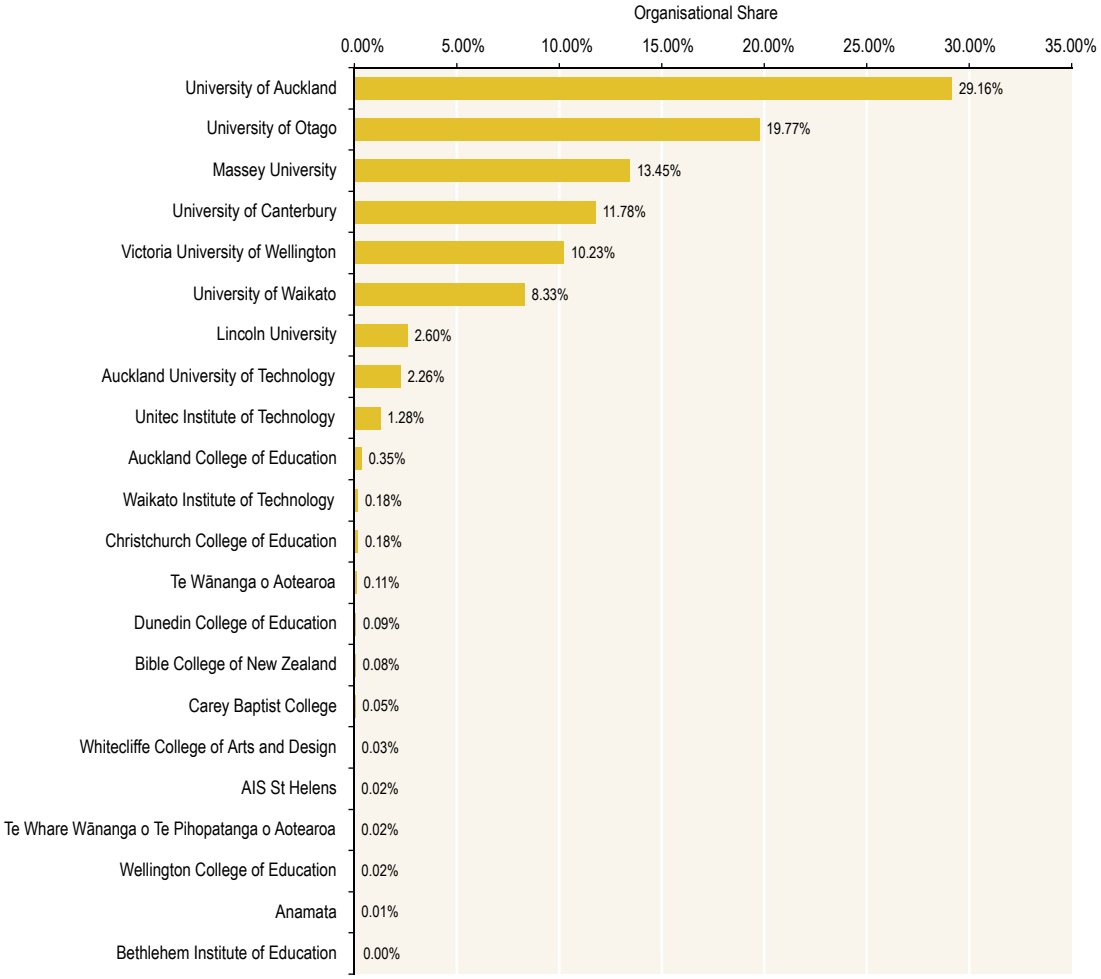
157 The results of such an exercise are depicted in Figure 5.5 (see the following page). This again shows the relative dominance of the University of Auckland. However, while quality-score data ranks the Universities of Canterbury and Victoria second and third respectively, this changes when the organisational shares of quality-weighted staff are compared: the Universities of Otago and Massey move into second and third place respectively. The change reflects the fact that Otago and Massey are much larger organisations (with far more PBRF-eligible staff) than Canterbury and Victoria.

158 As shown in Figure 5.5, more than 90% of the quality-weighted staff within the tertiary education sector are located in just six TEOs. These results are unlikely to have been substantially different if all PBRF-eligible TEOs had participated in the 2003 Quality Evaluation.

Comparisons between results of peer review panels and the internal assessments of TEOs

159 In contrast to the Quality Categories nominated by TEOs (as a result of their own internal assessment of PBRF-eligible staff), the peer review panels adopted a tougher standard. Of the 5,771 Evidence Portfolios submitted to the TEC for assessment, approximately 1,000 (17.3%) were assigned an "R" by the panels. Similarly, only about half of those nominated for an "A" by TEOs were assigned an "A" by the panels.

Figure 5.5 Overall Organisational Share of Quality-Weighted[12] Staff (FTE-Weighted)



12 Quality-weighted staff means those assigned a "C" or above, with weightings ("A"=10, "B"=6, "C"=2) applied.

More detailed analysis: the relative performance of TEOs

160 As noted above, the data reveal major differences in the research performance of the TEOs that participated in the 2003 Quality Evaluation – whether judged on the basis of quality scores, the distribution of "A"s, or the organisational share of quality-rated staff.

161 Not unexpectedly, the performance of most of the country's eight universities is markedly better than that of the other 14 TEOs (see Figures 5.2, 5.4 and 5.5, and Table A-1). This is reflected in the fact that virtually all those rated "A" were university staff. Likewise, of the 1,810 "B"s, only 30 were assigned to TEOs outside the university sector.

162 As previously noted, however, there are substantial differences within the university sector. The country's newest university – AUT – achieved a quality score of 0.77 (FTE-weighted), which was marginally ahead of Unitec Institute of Technology. Less than 1% of the PBRF-eligible staff of AUT achieved an "A", while 76.2% were assigned an "R". None of AUT's 17 nominated academic units received a quality score above 2.0. To some degree these results are understandable, given that AUT acquired university status barely four years ago.

163 Massey University, with a quality score of 2.11, ranks seventh of the universities. Although this score is almost three times higher than that of AUT, it is only slightly over half that of the University of Auckland. Massey's score reflects, amongst other things, a relatively low FTE-weighted proportion of "A"s (3.4%) and a high proportion of "R"s (43.8%). These results are attributable, at least in part, to Massey's decision to merge with a polytechnic and a college of education. However, it is notable that only 13 of Massey's 48 nominated academic units achieved a quality score above the tertiary sector average (2.59), and that Massey ranked highly in relatively few subject areas.

164 At the other end of the spectrum, the highest-ranking TEO was the University of Auckland – closely followed by the University of Canterbury. There is a reasonable gap between these two universities and the third- and fourth-ranked universities (Victoria and Otago); and then a further moderate gap to the fifth-ranked university (Waikato) and a more substantial gap to the sixth-ranked university (Lincoln).

165 As previously noted, the University of Auckland not only received the highest quality score of the participating TEOs (3.96, FTE-weighted); it also had a disproportionately large share of those assigned an "A" or "B". Significantly, the overwhelming majority of Auckland's 58 nominated academic units achieved a quality score above the tertiary sector average. Twelve of Auckland's nominated academic units obtained a quality score of 5.0 or more – which means that Auckland represents over half of the 22 units to achieve such a score. Most of Auckland's high-scoring units have well in excess of 10

PBRF-eligible staff, thus indicating a considerable depth and breadth of research capability. Another sign of the relative research strength of the University of Auckland is the fact that, in 26 of 41 subject areas, its quality score ranked either first or second in the country.

166 The University of Canterbury comes a close second to the University of Auckland in terms of its research-quality ranking, with a quality score of 3.83 (FTE-weighted). Canterbury's positive showing reflects its relatively high proportion of "A"s (9.3%) and "B"s (35%), and its low proportion of "R"s (15.7%). At the subject-area level, Canterbury performed particularly strongly in engineering and the physical sciences, and in certain disciplines within the humanities and social sciences (eg linguistics and classics, philosophy and religious studies, and psychology). Of Canterbury's 30 nominated academic units, three achieved quality scores in excess of 5.0 and a further 11 achieved between 4.0 and 5.0.

167 The third-ranked TEO, Victoria University of Wellington, achieved a quality score of 3.39 (FTE-weighted). While its proportion of "A"s (6.6%) was only slightly above the tertiary-sector average, its proportion of "R"s was barely half the sector average (20.6%). One of Victoria's 30 nominated academic units (philosophy) achieved a quality score in excess of 5.0; another eight achieved between 4.0 and 5.0. Only six units had scores below the sector average. Victoria has particular research strengths in certain disciplines within the humanities and social sciences (eg history, philosophy, politics, and psychology), and in architecture, mathematics, music, and the physical sciences (including earth sciences).

168 The quality score of the University of Otago (3.23, FTE-weighted) was influenced by a relatively high proportion of "R"s (28.1%). Balancing this, however, was a reasonably positive outcome in terms of "A"s. With 97 staff assigned an "A" (non-FTE-weighted), Otago has over 20% of the top researchers within the tertiary education sector. Of 46 nominated academic units, six achieved a quality score of 5.0 or more and a further 12 achieved between 4.0 and 5.0. Its quality scores show that Otago's primary research strengths lie in the biological sciences (including anatomy and structural biology, botany, biochemistry, marine science, microbiology, and zoology), and in fields such as anthropology, history and art history, geology, law, philosophy, and psychology. The largest concentration of world-class researchers, however, is in the Faculty of Medicine, with 23 "A"s (non-FTE-weighted). This faculty also has 112 "B"s.

169 The University of Waikato achieved a quality score of 2.98 (FTE-weighted). The proportion of "A"s at Waikato was just above the tertiary sector average; and its proportion of "R"s (31%, FTE-weighted) was higher than that of the other universities, with the exception of AUT and Massey. Interestingly, Waikato's overall result was significantly affected by the relatively low quality score (1.8, FTE-weighted) received by its second-largest nominated academic

unit – the School of Education. If this school were to be excluded, Waikato's quality score would be 3.35 – close to that of Victoria University of Wellington. Waikato's main research strengths lie in the areas of chemistry, computing, mathematics, and the biological sciences.

170 The country's smallest university – Lincoln – achieved a quality score of 2.56, virtually identical to the tertiary sector average. Lincoln has less than 200 PBRF-eligible staff: close to 30% of these were assigned an "R"; and only seven staff (3.6%, FTE-weighted) were awarded an "A". Not surprisingly, given Lincoln's history, its main research strength lies in the area of agriculture. However, the quality score achieved by the relevant nominated academic unit (agricultural and primary products) was a relatively modest 3.6. Four of Lincoln's eight nominated academic units received scores below the tertiary sector average; and one of these (marketing and management) had a quality score of 0.8.

171 The quality scores of all four colleges of education are low – in each case under 0.40 (FTE-weighted). The highest-ranked of the four is the Auckland College of Education (0.39), followed by Dunedin College of Education (0.27), Christchurch College of Education (0.20), and Wellington College of Education (0.03). Altogether, four out of 572 (non-FTE-weighted) staff within the colleges of education received a "B" and 54 received a "C".

172 The two polytechnics that participated in the 2003 Quality Evaluation – Unitec Institute of Technology and Waikato Institute of Technology – achieved quality scores of 0.71 and 0.32 respectively. But whereas 22 staff at Unitec secured a "B" and one an "A", no staff at Waikato Institute of Technology achieved more than a "C".

173 Of the three wānanga, only Te Wānanga o Aotearoa participated in the Quality Evaluation.[13] Of the 70 eligible staff, one received a "B" and eight a "C".

174 Amongst the seven private training establishments (PTEs) that participated, quality scores ranged from 1.16 for Carey Baptist College to zero for Bethlehem Institute of Education. These PTEs have relatively few PBRF-eligible staff, and only three of them received more than a "C". The difference between the PTEs, in terms of their quality scores, appears to be partly related to the "age" of the provider: long-established PTEs generally performed better than those that are more recently established.

175 The relative rankings of TEOs are broadly similar regardless of whether the quality scores are calculated on a FTE-weighted or non-FTE-weighted basis.

13 Under the Education Act 1989, Te Whare Wānanga o Te Pihopatanga o Aotearoa is a PTE, not a wānanga.

More detailed analysis: panel-level results

176 Another way of examining the results of the 2003 Quality Evaluation is to consider the relative performance of the groupings of subject areas under the responsibility of each peer review panel. It is important to stress that the performance in question here is not that of panel members or panels (eg how well they undertook their tasks), but rather that of the 12 groupings of between one and six subject areas that were assessed by each panel. For simplicity, however, this will be referred to as performance at the panel level.

177 The quality scores of the 12 peer review panels (ie the groupings of subject areas) ranged from 4.1 for the Physical Sciences Panel to 1.02 for the Education Panel – see Table A-2 and Figure A-2 in Appendix A. Six panels (Physical Sciences; Biological Sciences; Medicine and Public Health; Engineering, Technology and Architecture; Social Sciences and Other Cultural/Social Studies; and Humanities and Law) achieved quality scores above 3.0 – and, with the exception of Physical Sciences, there are only relatively modest differences in the quality scores of these panels.

178 The seventh-ranked panel (the Mathematical and Information Sciences and Technology Panel) achieved a quality score of 2.81, well above that of the eighth-ranked (the Business and Economics Panel). The overall score of the Mathematical and Information Sciences and Technology Panel masks a relatively strong performance for the subject area of pure and applied mathematics and a rather more modest score for the subject area of computer science, information technology, information sciences.

179 Three panels – Business and Economics, Creative and Performing Arts, and Māori Knowledge and Development – achieved quality scores close to 2.0. Significantly, perhaps, the quality score of the Business and Economics Panel would have been even lower if the subject area of economics had been placed within the responsibility of the Social Sciences and Other Cultural/Social Studies Panel.

180 The relatively low quality scores of both the Health Panel and the Education Panel reflect the high number (and proportion) of “R”s in their respective subject areas. In Education, for instance, fewer than half the eligible staff were submitted for panel assessment and, of those submitted, a substantial proportion were assigned an “R”. Altogether, 73.1% of all PBRF-eligible staff (FTE-weighted) within the responsibility of the Education Panel were rated “R”. In Health, somewhat over 50% of eligible staff were submitted for panel assessment; and 67.6% of those eligible received an “R”. By contrast, in the subject areas covered by the Physical Sciences Panel only 12.9% of PBRF-eligible staff received an “R” – barely a third of the tertiary sector average. The next lowest proportions of “R”s were in the Biological Sciences (18.4%), followed by Medicine and Public Health (22.5%).

181 The highest proportions of "A"s (FTE- and non-FTE-weighted) were awarded by the Physical Sciences Panel and the Engineering, Technology and Architecture Panel, while the lowest proportions of "A"s were awarded by the Health Panel and the Māori Knowledge and Development Panel. There is, however, a significant number of A-rated researchers in all other panel areas, as well as large numbers of "B"s.

182 There is only one difference in the rankings when the results are compared on a non-FTE-weighted and FTE-weighted basis. The Medicine and Public Health Panel, ranked fourth under non-FTE-weighting, rises to third when FTE-weighted; and the Engineering, Technology and Architecture Panel falls from third to fourth. The higher ranking of the Medicine and Public Health Panel under FTE-weighting is attributable to the large proportion of staff in part-time academic positions, especially in clinical medicine.

More detailed analysis: subject-area results

183 As previously noted, there are large differences in research quality between the 41 subject areas – whether judged on quality scores or the distribution of Quality Categories. Caution, however, is required in judging subject-area performance, especially at the TEO level, because in some cases the results are based on very small numbers of PBRF-eligible staff.

184 As shown in Figure 5.1, and Table A-3 in Appendix A, the 10 highest-scoring research subject areas are: philosophy; anthropology and archaeology; earth sciences; ecology, evolution and behaviour; biomedical; chemistry; psychology; human geography; physics; and history, history of art, classics and curatorial studies. The 10 lowest-scoring are: nursing; design; education; sport and exercise science; theatre and dance, film and television and multimedia; other health studies (including rehabilitation therapies); communications, journalism and media studies; accounting and finance; veterinary studies and large animal science; and dentistry.

185 Interestingly, the 10 top-performing subject areas are not limited to disciplinary fields where New Zealand has a long-established reputation (such as the biological and physical sciences). Indeed, half of the subject areas are within the humanities (philosophy; and history, history of art, classics and curatorial studies) and the social sciences (anthropology and archaeology; human geography; and psychology). With the exception of economics and of music, literary arts and other arts, however, none of the subject areas within the Business and Economics Panel and the Creative and Performing Arts Panel achieved quality scores above the tertiary sector average.

186 Ranking by quality scores provides only part of the picture. It is also important to consider the number of staff in each subject area, and the number of these assigned to each of the four Quality Categories. For example, education, with a relatively low quality score of 1.02 (FTE-weighted), has 24.4 FTE-weighted researchers with an "A". By contrast anthropology and archaeology, which has a relatively high quality score of 4.55, has only 6 "A"s.

187 Altogether, 25 of the 41 subject areas have fewer than 10 FTE-weighted researchers rated "A". A further six subject areas have between 10 and 15 "A"s. Only 10 subject areas have more than 15. In short, there are relatively few subject areas with significant concentrations of A-rated researchers. The largest such concentrations are in engineering and technology (39.3); psychology (27.5); education (24.4); ecology, evolution and behaviour (22.8); molecular, cellular and whole organism biology (22); chemistry (21.4); computer science, information technology, information sciences (20.3); and biomedical (20.2). All these subject areas also have more than 50 B-rated researchers.

188 At the other end of the spectrum, two subject areas (design and nursing) have no "A"s, and a further eight subject areas have less than five. It is also significant that in some of these areas there are relatively few staff with "B"s. This suggests that a number of subject areas may lack a critical mass of experienced and highly respected researchers capable of providing strong leadership in their respective disciplines.

189 In assessing the relative research strength of the various subject areas, it is also relevant to consider the extent to which the high-calibre researchers within a subject area are concentrated in a few TEOs or spread more thinly across the whole tertiary sector. For instance, the "A"s and "B"s in some of the weaker subject areas (eg accounting and finance; communications, journalism and media studies; and nursing) are spread thinly across three or more TEOs – but in some other subject areas (eg design; theatre and dance, film and television and multimedia; and visual arts and crafts) they are concentrated in one or two TEOs.

190 In order to undertake a more comprehensive assessment of the research performance of particular subject areas, it would be necessary to consider the relative performance of different disciplines and sub-disciplines. The aggregate data available in this report do not permit such an analysis. Take, for example, the subject area of political science, international relations and public policy: it is not possible to ascertain on the basis of the data in Appendix A whether there are significant differences in the research strength of the various disciplines that comprise this subject area. Thus, it cannot be determined whether the main strength (or weakness) lies in comparative government, political theory, electoral behaviour, international relations, or policy studies.

191 In some cases, the reports of the peer review panels contain information that will assist interested observers in securing a more complete picture of the state of particular disciplines (or sub-disciplinary areas). In most cases, however, more detailed analyses will require access to other data sources.

More detailed analysis: comparisons between the results of the peer review panels and the internal TEO assessments

192 The results of the peer review panels are similar in many important respects to those of the internal TEO assessments. In summary:

a At the level of individual Evidence Portfolios, there were relatively few differences of more than one Quality Category between the final results of the panels and those of the internal TEO assessments.

b The ranking of TEOs (based on quality scores) is broadly similar for both sets of results.

c The ranking of panels (based on quality scores) is broadly similar for both sets of results.

d The ranking of subject areas (based on quality scores) is broadly similar for both sets of results.

Differences of more than one Quality Category

193 There were relatively few differences of more than one Quality Category between the results of the peer review panel and those of the internal TEO assessments. There were only 61 such differences – about 1% of all Evidence Portfolios assessed by the peer review panels. In other words, 99% of Evidence Portfolios received the same Quality Category from both the TEO and panel assessments, or a Quality Category only one above or below.

The ranking of TEOs

194 Significantly, the two assessments produced similar rankings of individual TEOs on the basis of quality scores (FTE-weighted). In both assessments, the University of Auckland and the University of Canterbury received the highest scores; and Bethlehem Institute of Education and Wellington College of Education received the lowest. A number of non-university TEOs performed better than the lowest-ranked university, AUT, in both assessments.

195 The fact that the ranking of TEOs is little different when the results of the panel and TEO assessments are compared suggests that there was a reasonable congruence between the judgements of the two different sets of assessors – although the internal TEO assessors were more generous with their scores.

The ranking of panels

196 There were relatively minor variations in the ranking of panels in the two assessment processes. In only two cases was the ranking of a panel (on the basis of the respective sets of quality scores) more than one place different.

The ranking of subject areas

197 There was greater variation in the ranking for subject areas than there was for panels. Nevertheless, of the six subject areas ranked highest in the TEO assessment (ecology, evolution and behaviour; earth sciences; biomedical; philosophy; chemistry; and history, history of art, classics and curatorial studies), all but one was also ranked highest by the peer review panels. The exception was history, history of art, classics and curatorial studies. Likewise, of the six subject areas ranked lowest, based on the internal TEO assessment (nursing; design; education; communications, journalism and media studies; theatre and dance, film and television and multimedia; and Māori knowledge and development), all but two were ranked lowest by the peer review panels. The exceptions were Māori knowledge and development; and communications, journalism and media studies.

The overall difference between the TEO and panel assessments

198 As already mentioned, the peer review panels awarded lower scores than the TEOs. The overall quality score based on the internal TEO assessment (including all PBRF-eligible staff, FTE-weighted) was 3.49 and the equivalent figure for the panels was 2.59 – an average difference of 0.90. This can be seen in Table 5.2. For the universities, the average difference was 0.97, while for the non-universities the average difference was 0.53. In proportional terms, however, the Quality Categories nominated by the universities were more closely aligned with the results of the peer review panels than were the Quality Categories awarded by the other participating TEOs.

199 There are a number of possible reasons why TEOs assessed the research quality of their staff more favourably than the peer review panels did. These reasons include:

a the lack of use of independent assessors from other TEOs or other jurisdictions;

b the more limited TEO use of calibration and moderation processes;

c the conduct of the TEO assessment process within very tight time constraints;

d the likelihood that TEOs may have relied on information about staff that is not contained within Evidence Portfolios; and

e the absence of any systematic examination of nominated research outputs.

Table 5.2 The Distribution of Quality Scores Nominated by TEOs and Assigned by Peer Review Panels

Quality Scores Nominated by TEOs	Quality Scores Nominated by TEOs (FTE-weighted)	Quality Scores Assigned by Peer Review Panels	Quality Scores Assigned by Peer Review Panels (FTE-weighted)
3.41	3.49	2.53	2.59

The assessment of Māori and Pacific researchers

200 The PBRF was designed to enable Māori research and researchers to be assessed by Māori within an appropriate framework, as determined by the Māori Knowledge and Development Panel. To this end, the Māori Knowledge and Development Panel developed detailed panel-specific guidelines (see *PBRF: A Guide for 2003* [Part 2, Section G]).

201 It is not known how many Māori staff had Evidence Portfolios submitted to peer review panels for assessment. Nevertheless, 79 Evidence Portfolios (including seven transfers) were assessed by the Māori Knowledge and Development Panel; and a further 81 were cross-referred from other panels for advice. The Report of the Māori Knowledge and Development Panel notes that panel members were surprised at how few of their colleagues and students had seen their work as falling within the ambit of the Māori Knowledge and Development Panel. It was considered that this may have been due, in part, to the nature of advice (or lack thereof) provided by TEOs.

202 Because of the wide spread of Māori research across the different panels, it is difficult to assess the overall state of Māori research in New Zealand. However, based on the Evidence Portfolios submitted to it, the Māori Knowledge and Development Panel ranked tenth, with a similar quality score to that of the Creative and Performing Arts Panel. As a subject area, Māori knowledge and development ranked thirty-first (out of 41).

203 It is not known how many Māori staff were assessed by panels other than the Māori Knowledge and Development Panel. However, there were at least seven Māori on other panels, as well as a number of non-Māori researchers with detailed knowledge of Māori customs, culture, history, language, and Treaty of Waitangi issues.

204 The Report of the Māori Knowledge and Development Panel indicates that the 2003 Quality Evaluation has generated a range of issues about the assessment of Māori research and researchers. There is, however, no suggestion that the panel had any serious concerns about the overall fairness and credibility of the results.

205 With reference to Pacific research and researchers, there were three Pacific panel members spread across three panels – and six Pacific specialist advisers were appointed, five of them from the PBRF Pacific Advisory Group. The Creative and Performing Arts Panel referred one Evidence Portfolio to a Pacific specialist adviser.

206 It is not known how many Pacific researchers had Evidence Portfolios submitted to peer review panels for assessment, nor how much Pacific research was contained in the Evidence Portfolios received by the TEC. However, it would appear that the volume was low and that panel members generally felt able to assess Evidence Portfolios containing Pacific research. None of the peer review panels raised concerns about their capacity to assess Māori or Pacific research (or researchers) in a fair and consistent fashion.

The reliability of the results

207 It is evident that the results of the 2003 Quality Evaluation may not meet the expectations of many within the tertiary education sector. In particular, the relatively low proportion of "A"s and the high proportion of "R"s is likely to draw comment. Equally, the results may raise questions about whether the different categories of TEO and the many and varied subject areas have all been fairly treated.

208 In response to potential concerns and objections of this nature, the following points need to be stressed:

a In the view of the TEC and the Moderation Panel, the peer review panels conducted their assessments appropriately, fairly, and consistently – and they applied the PBRF assessment guidelines in a reasonable manner. Accordingly, the results provide an accurate picture of the relative research performance of TEOs, subject areas, and nominated academic units.

b There was a significant measure of agreement across all panels, including those that spanned many different subject areas, on where the boundaries should be drawn between the four Quality Categories.

c All panels included disciplinary experts from outside New Zealand TEOs, most of these from overseas universities. Such panel members constituted about a quarter of all panellists. Some of those from overseas have been directly involved in similar assessment exercises in their own jurisdictions.

d Many staff would almost certainly have been assigned a higher Quality Category if they had completed their Evidence Portfolios in accordance with the PBRF assessment guidelines and if they had included all relevant information (especially in regard to the peer esteem and contribution to research environment components).

CHAPTER 6
External research income

Introduction

209 The external research income (ERI) measure accounts for 15% of the total funds to be allocated through the PBRF each year. The decision to include external research income as a performance indicator in the PBRF was based on the judgement that it provides a good proxy for research quality. The underlying assumption is that external research funders are discriminating in their choice of who to fund and that they will allocate their limited resources to those they see as undertaking research of a high quality.

210 External research income is the total of research income received by a TEO (and/or any 100% owned subsidiary), *excluding* income from:

a TEO employees who receive external research income in their personal capacity (ie the external research income is received by them and not their employer);

b controlled trusts;

c partnerships; and

d joint ventures.

211 A complete description of inclusions and exclusions is given in the *PBRF: A Guide for 2003* (Part 5), along with guidance on the status of joint or collaborative research.

212 According to the *Guide*, income cannot be included in the external research income calculation until the work has been "undertaken".

213 TEOs wishing to participate in the PBRF were required to provide, to the Ministry of Education's Tertiary Advisory and Monitoring Unit, figures showing their total external research income for the 12 months ending 31 December 2002. A declaration signed by the TEO's chief executive, as well as an independent audit opinion, was provided to the TEC in support of each external research income calculation. The TEC subsequently confirmed the external research income figures with each TEO.

Funding allocations

214 Within the external research income component of PBRF funding, a funding allocation ratio determines the amount allocated to each TEO. The 2004 funding allocation ratios for each TEO are based entirely on their external research income figures for the 12 months ending 31 December 2002 – see

Figure 8.3 in Chapter 8. Their 2005 funding allocation ratio will be derived from 50% of their external research income figure for 2002 and 50% of their external research income figure for 2003. In future years, a rolling average will be introduced: this will be calculated on a 50/35/15 percentage of external research income across the previous three years. (See Chapter 8 for detail on the 2004 indicative allocations.)

215 Fifteen TEOs declared a total of around $195 million external research income for the 2002 year (see Table 6.1). The eight universities, which all reported figures in excess of $1 million in their external research income returns, dominated the generation of external research income. The seven remaining TEOs reported external research income in the range of $20,000 to $250,000 each.

216 In terms of external research income generation:

a There is a significant gap between the amount of research income reported by the two universities[14] earning the largest amount of external research income and the amount of research income reported by the other six universities.

b Non-universities' research income was considerably less in total than that reported by the university with the lowest research income.

Table 6.1 TEO External Research Income 2002

TEO	External Research Income
University of Auckland	$69,606,459
University of Otago	$52,938,213
Massey University	$24,147,520
University of Canterbury	$14,162,554
Victoria University of Wellington	$12,360,035
University of Waikato	$10,709,854
Lincoln University	$8,551,452
Auckland University of Technology	$1,229,550
Unitec Institute of Technology	$249,551
Christchurch College of Education	$218,063
Dunedin College of Education	$126,675
Wellington College of Education	$125,149
Waikato Institute of Technology	$55,719
Te Wānanga o Raukawa	$28,351
Auckland College of Education	$22,372
Total	**$194,531,517**

14 These two universities both have medical schools.

CHAPTER 7
Research degree completions

Introduction

217 The research degree completions measure accounts for 25% of the total funds to be allocated through the PBRF each year. The use of research degree completions as a performance indicator in the PBRF serves two key purposes:

a It captures, at least to some degree, the connection between staff research and research training – thus providing some assurance of the future capability of tertiary education research.

b It provides a proxy for research quality. The underlying assumption is that students choosing to undertake lengthy, expensive and advanced degrees (especially doctorates) will tend to search out departments and supervisors that have high reputations in the relevant fields for quality in research and research training.

218 Research degree completions measures the number of research-based postgraduate degrees (eg masters and doctorates) that are completed within a TEO and that meet the following criteria:

a The degree has a research component of 0.75 EFTS or more.

b The student who has completed the degree has met all compulsory academic requirements by 31 December 2002.

c The student has successfully completed the course.

Funding formula and allocations

219 Within the research degree completions component of PBRF funding, a funding allocation ratio determines the amount allocated to each TEO. The 2004 funding allocation ratios for each TEO are based entirely on their research degree completions for the 12 months ending 31 December 2002. Their 2005 funding allocation ratio will be derived from 50% of their research degree completions for 2002 and 50% of their completions for 2003. In future years, a rolling average will be introduced: this will be calculated on a 50/35/15 percentage of research degree completions across the previous three years.

220 The funding formula for the research degree completions component includes weightings for the following factors:

a the cost of the subject area (a cost weighting);

b Māori and Pacific student completions (an equity weighting); and

c the volume of research in the degree programme (a research-component weighting).

221 The cost weighting (for the subject area) is the same as that applied in the Quality Evaluation part of the PBRF, and is determined by the course's funding category as set down in the course register (see Table 7.1 and also Table 8.2).

Table 7.1 Cost Weighting

Student Component – Funding Category	Weighting
A, I	1
B	2
C, G, H	2.5

222 Table 7.2 shows the equity weighting applied to each individual completion. This weighting aims to encourage TEOs to enrol and support Māori and Pacific students, as their representation at higher levels of the qualifications framework is currently very low. Ethnicity is taken from the student enrolments file, using the latest enrolments in the course.

Table 7.2 Equity Weighting

Ethnicity	Weighting
Māori	2
Pacific	2
All other ethnicities	1

223 The research-component weighting uses a "volume of research factor" (VRF). The VRF is based on the volume of research included in the degree programme that has been completed, as shown in Table 7.3.

Table 7.3 Research-Component Weighting

Research-Component Weighting	VRF
Less than 0.75 EFTS	0
0.75 EFTS to 1.0 EFTS of masters degree	EFTS value
Masters course of 1.0 EFTS thesis or more	1
Doctorate	3

Interim measures

224 Interim measures were used for the collection of 2002 research degree completions data, with the process to be automated for future years using information contained in the course register, the student enrolments file, and the course completions file.

225 The interim measures for collection of the 2002 research degree completions data included:

a population of an additional field in the course register identifying the course as eligible for PBRF funding – C (doctorate part-time), D (doctorate full-time), L (masters part-time), M (masters full-time), and X (not eligible);

b identification of those courses that were divided into two (or more) parts to allow for part-time enrolments, but that qualify because their total EFTS value when combined is 0.75 EFTS or more (VRF for the total course was applied only on completion of the final part of the course); and

c confirmation of PBRF-eligible courses and application of the appropriate VRF.

Results

226 Around 1,730 eligible research degree completions were reported from 13 TEOs for the 2002 calendar year (see Figure 7.1 and Figures A-121 to A-129). Note that all figures have yet to be confirmed; they are indicative only and are therefore subject to change.

227 The majority of the completions were masters courses; approximately a third were doctorates. Doctorate completions were reported by seven of the eight universities.

228 Massey, Otago, and Auckland Universities reported over 300 research degree completions each. Massey University reported more masters completions than any other TEO, but these were primarily in lower-weighted subject areas.

229 The University of Auckland reported the highest research degree completions overall, but these completions were primarily in the lower-weighted subject areas.

230 The University of Otago reported the fewest research degree completions of the three. These completions, however, comprised more doctorate completions and higher-weighted subject areas – and this means that Otago's funding allocation ratio for this component of the PBRF is higher than that of the other TEOs. (See Chapter 8 for detail on the 2004 indicative allocations.)

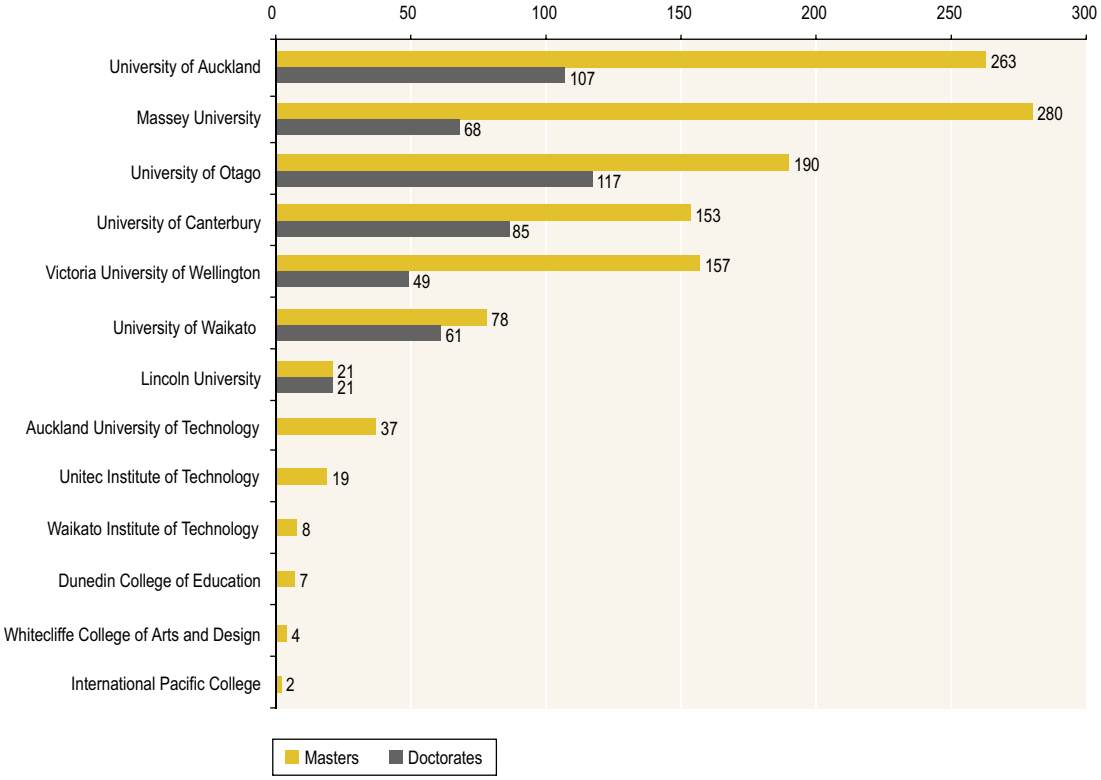
231 Demographically, the research degree completions results show that:

a 1,232 of the completions were by New Zealand European/Pākehā.

b Although the total number of completions by Māori (47) and Pacific students (24) was not large, the volume is encouraging.

c Over half the completions (56%) were by women, with the gender disparity varying substantially across TEOs.

Figure 7.1 Research Degree Completions Results by TEO – Volume of Masters and Doctorates



CHAPTER 8
PBRF funding apportionment

Introduction

232 The amount of PBRF funding that each TEO receives is determined by its performance in the three components of the PBRF:

a the Quality Evaluation (60%);

b research degree completions (25%); and

c external research income (15%).

233 Each TEO's share of funding for each of these three components is determined by its performance relative to other participating TEOs.

The funding formula for the quality measure

234 Funding in relation to the Quality Evaluation is based on:

a the Quality Categories assigned to Evidence Portfolios (ie "A", "B", "C", or "R");

b the funding weighting for the subject area that the PBRF-eligible staff have been assigned to; and

c the FTE status of the PBRF-eligible staff in participating TEOs as at the time of the PBRF Census: Staffing Return (with certain qualifications – see paragraph 238).

The Quality Categories

235 The PBRF funding generated via the staff who participate in the Quality Evaluation is determined by the Quality Category that they have been assigned by the relevant peer review panel. These Quality Categories have a quality weighting – and the quality weighting for the 2003 Quality Evaluation is outlined in Table 8.1.

Table 8.1 Quality-Category Weighting

Quality Category	Quality Weighting
A	5
B	3
C	1
R	0

The funding weighting for subject areas

236 Subject-area weightings are based on the *primary* subject area of research in the assessed Evidence Portfolio. The current funding weightings for subject areas are shown in Table 8.2.

237 The Funding Category Review, which is currently underway, may result in changes to the relative weightings of the subject areas in future years.

Table 8.2 Subject-Area Weightings

Subject Areas	Weighting
Māori knowledge and development; law; history, history of art, classics and curatorial studies; English language and literature; foreign languages and linguistics; philosophy; religious studies and theology; political science, international relations and public policy; human geography; sociology, social policy, social work, criminology and gender studies; anthropology and archaeology; communications, journalism and media studies; education; pure and applied mathematics; statistics; management, human resources, industrial relations, international business and other business; accounting and finance; marketing and tourism; and economics.	1
Psychology; chemistry; physics; earth sciences; molecular, cellular and whole organism biology; ecology, evolution and behaviour; computer science, information technology, information sciences; nursing; sport and exercise science; other health studies (including rehabilitation therapies); music, literary arts and other arts; visual arts and crafts; theatre and dance, film and television and multimedia; and design.	2
Engineering and technology; agriculture and other applied biological sciences; architecture, design, planning, surveying; biomedical; clinical medicine; public health; veterinary studies and large animal science; and dentistry.	2.5

The FTE status of staff

238 The FTE status of each staff member is also a factor in the formula. Funding is generated in proportion to FTE status (as supplied by TEOs in the PBRF Census: Staffing Return). Particular considerations that apply to FTE calculations include:

a Where staff are concurrently employed at two TEOs, they will generate an FTE entitlement for each organisation based on their FTE status in their employment agreement with each TEO.

b For most staff, the FTE that will apply is the FTE status in the week of 28 July 2003 to 1 August 2003. But if staff changed their employment status within the TEO during the previous 12 months, their FTE status will be their average FTE over the period (eg six months at 0.5 FTE and six months at 1 FTE = 0.75 FTE).

c Where a staff member commences employment in the 12-month period before the Census date and was previously not employed by a participating TEO, then (providing they have an employment agreement of one year or more) their FTE status will be what their employment agreement states it to be at the Census date.

d Where a staff member leaves one participating TEO to take up a position in another participating TEO in the 12 months before the Census date, then both TEOs will have a proportional FTE entitlement.

The formula

239 The funding formula for the quality measure is:

$$\frac{\Sigma \text{ TEO [(numerical quality score) x (FTE status of researcher) x (funding weighting for relevant subject area)]}}{\Sigma \text{ all TEOs [(numerical quality score) x (FTE status of researcher) x (funding weighting for relevant subject area)]}} \times \text{Total amount of funding available for the Quality Evaluation component of the PBRF}$$

The funding formulae for the research degree completions and external research income measures

240 The funding formula for the research degree completions (RDC) measure is:

$$\frac{\Sigma \text{ TEO [(research component weighting) x (cost weighting for relevant subject area) x (equity weighting)]}}{\Sigma \text{ all TEOs [(research component weighting) x (cost weighting for relevant subject area) x (equity weighting)]}} \times \text{Total amount of funding available for the RDC component of the PBRF}$$

241 The external research income measure allocates funding to TEOs in proportion to the extent to which they attract external research income. The funding formula for the external research income (ERI) measure is:

$$\frac{\text{Total ERI for TEO}}{\text{Total ERI for all TEOs}} \times \text{Total amount of funding available for the ERI component of the PBRF}$$

Applying the funding formulae

242 The PBRF will not be fully implemented until 2007. In the interim, the allocation of much of the available research funding will continue to be through degree "top ups" (ie on the basis of student enrolments), which will gradually be phased out and replaced by funding based on the PBRF formula. The "top up" funding for undergraduate degrees and research postgraduate degrees will reduce to 90% of the 2003 rates in 2004, 80% in 2005, and 50% in 2006. It will be completely phased out in 2007.

243 For the 2004 funding year, the total funding allocated by means of the three PBRF performance measures is $18.2 million (based on current forecasts). This is derived from 10% of the degree "top up" funding, plus additional funding from the government (through the 2002 and 2003 Budgets).

244 Participating TEOs will receive monthly PBRF payments through the tertiary funding system, with each monthly payment being of an equal amount. However, the amount of a TEO's *overall* PBRF entitlement may vary:

a A TEO may leave the fund during the course of a year (either through ceasing operations or through changes to course offerings), which may increase the value of the share of each remaining TEO even though it reduces the total fund size.

b Errors may be found in PBRF data as a result of checks or audits and these, when corrected, will result in an increase or a decrease in the share of a TEO (with a corresponding adjustment for other TEOs).

c The number of students at degree and postgraduate degree level may increase or decrease, affecting the total size of the fund.

245 A final "wash up" payment for each year will be made with the April payment of the following year. This will take into account any changes in a TEO's overall PBRF entitlement.

Results for 2004

246 Table 8.3 and Figures 8.1 and 8.2 show the PBRF allocation for the 24 participating TEOs in the 2004 funding year. The allocation ratios and funding allocations are *indicative* only; actual figures will be advised separately to each TEO before the first payment is made.

247 Only those TEOs participating in the PBRF in 2003 are shown in Table 8.3 and Figures 8.1 and 8.2. The PBRF-eligible TEOs that chose not to participate in 2003 will have the opportunity to do so in future years.

248 The universities will receive the bulk of the PBRF funding in 2004. Of the non-universities, only Unitec Institute of Technology (with a 0.94% total allocation) will receive greater than 0.2% of the total PBRF.

249 The University of Auckland (28.80%) and the University of Otago (22.47%) dominate the funding allocations, showing significant levels of achievement in all three components of the PBRF. Their performance is particularly strong for the external research income measure; and they will receive 63% of the 2004 external research income funding, with the other universities receiving approximately 36%. This can be seen in Figure 8.3. The seven remaining TEOs that submitted returns for the external research income measure will receive less than 1% of this component's funding in 2004 – a total of approximately $11,590 between them.

250 The Universities of Auckland and Otago also performed strongly in the research degree completions measure, and will secure 43% of the funding for this component. Overall, the eight universities will receive almost 99% of the research degree completions funding for 2004. The six remaining TEOs that submitted returns for the research degree completions measure will receive less than 2% of this component's funding for 2004 – a total of approximately $50,000 between them.

Table 8.3 PBRF Indicative TEO Funding 2004

TEO	Quality Evaluation	Research Degree Completions	External Research Income	Total	Percentage of Total PBRF Funding
University of Auckland	$3,289,390	$975,804	$976,837	$5,242,032	28.80%
University of Otago	$2,362,220	$984,313	$742,920	$4,089,452	22.47%
Massey University	$1,452,920	$781,254	$338,879	$2,573,053	14.14%
University of Canterbury	$1,299,385	$661,539	$198,753	$2,159,678	11.87%
Victoria University of Wellington	$955,456	$446,076	$173,457	$1,574,989	8.65%
University of Waikato	$757,979	$432,962	$150,299	$1,341,241	7.37%
Lincoln University	$327,144	$167,759	$120,009	$614,911	3.38%
Auckland University of Technology	$239,272	$53,357	$17,255	$309,885	1.70%
Unitec Institute of Technology	$148,623	$18,087	$3,502	$170,212	0.94%
Waikato Institute of Technology	$20,368	$13,023	$782	$34,173	0.19%
Auckland College of Education	$22,419	$0	$314	$22,733	0.12%
Christchurch College of Education	$12,942	$0	$3,060	$16,003	0.09%
Dunedin College of Education	$6,678	$7,235	$1,778	$15,691	0.09%
Whitecliffe College of Arts and Design	$3,733	$7,235	$0	$10,968	0.06%
Te Wānanga o Aotearoa	$8,815	$0	$0	$8,815	0.05%
Bible College of New Zealand	$4,975	$0	$0	$4,975	0.03%
Carey Baptist College	$3,339	$0	$0	$3,339	0.02%
Wellington College of Education	$1,002	$0	$1,756	$2,758	0.02%
International Pacific College	$0	$1,357	$0	$1,357	0.01%
AIS St Helens	$1,336	$0	$0	$1,336	0.01%
Te Whare Wānanga o Te Pihopatanga o Aotearoa	$1,336	$0	$0	$1,336	0.01%
Anamata	$668	$0	$0	$668	0.00%
Te Wānanga o Raukawa	$0	$0	$398	$398	0.00%
Bethlehem Institute of Education	$0	$0	$0	$0	0.00%
Totals	**$10,920,000**	**$4,550,000**	**$2,730,000**	**$18,200,000**	**100.00%**

Figure 8.1 PBRF Indicative TEO Funding – Universities

Quality Evaluation	Research Degree Completions	External Research Income	
$3,289,390	$975,804	$976,837	University of Auckland
$2,362,220	$984,313	$742,920	University of Otago
$1,452,920	$781,254	$338,879	Massey University
$1,299,385	$661,539	$198,753	University of Canterbury
$955,456	$446,076	$173,457	Victoria University of Wellington
$757,979	$432,962	$150,299	University of Waikato
$327,144	$167,759	$120,009	Lincoln University
$239,272	$53,357	$17,255	Auckland University of Technology

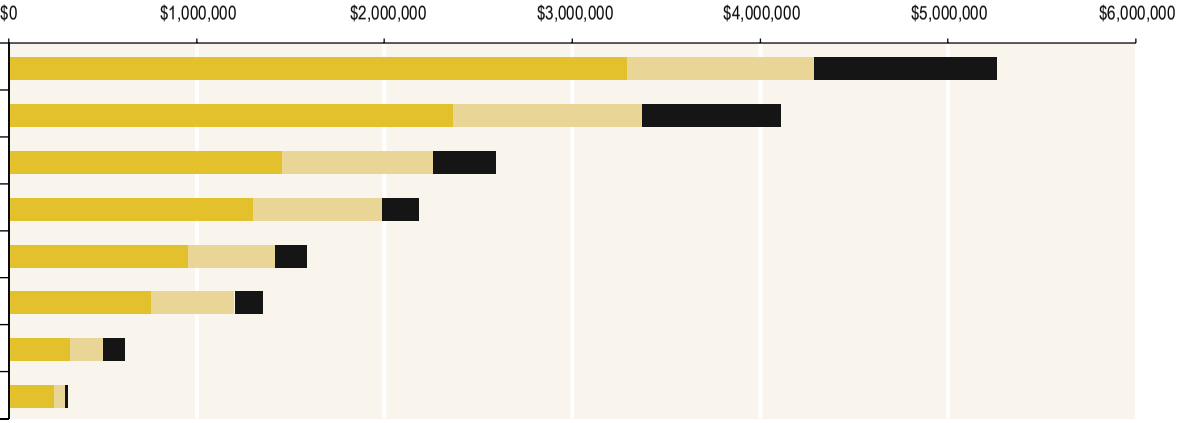
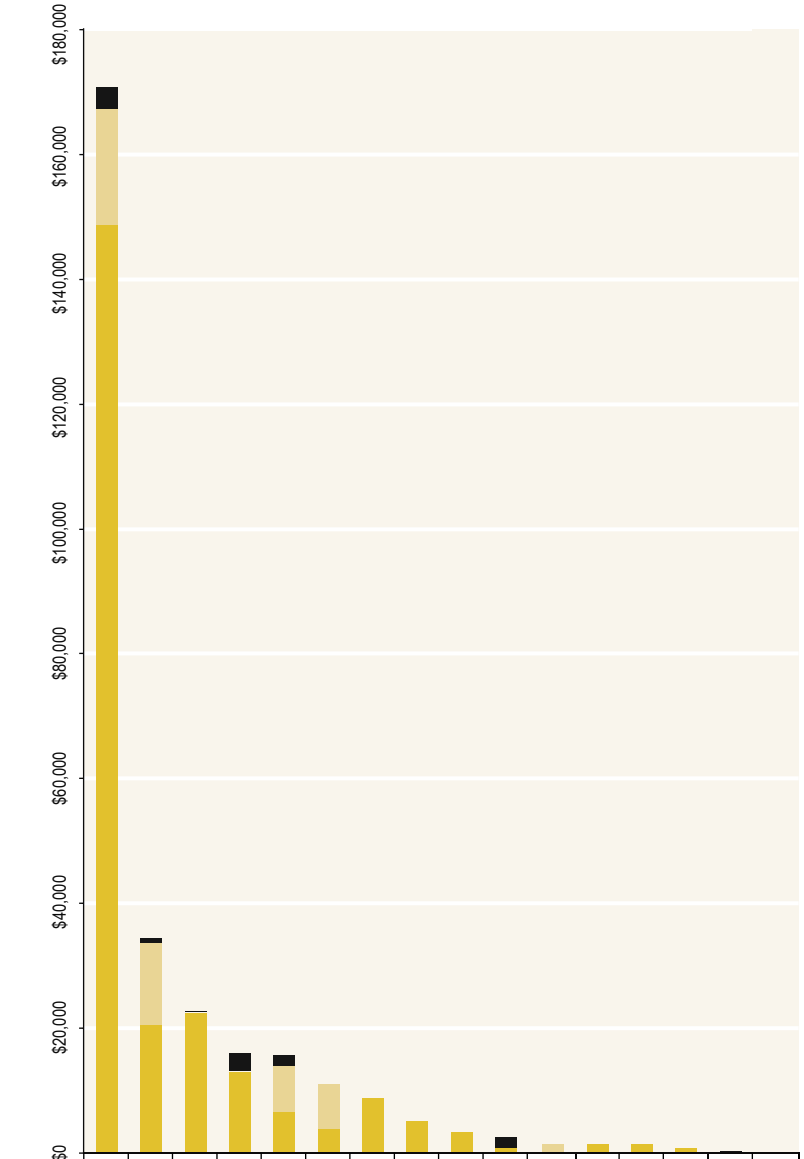
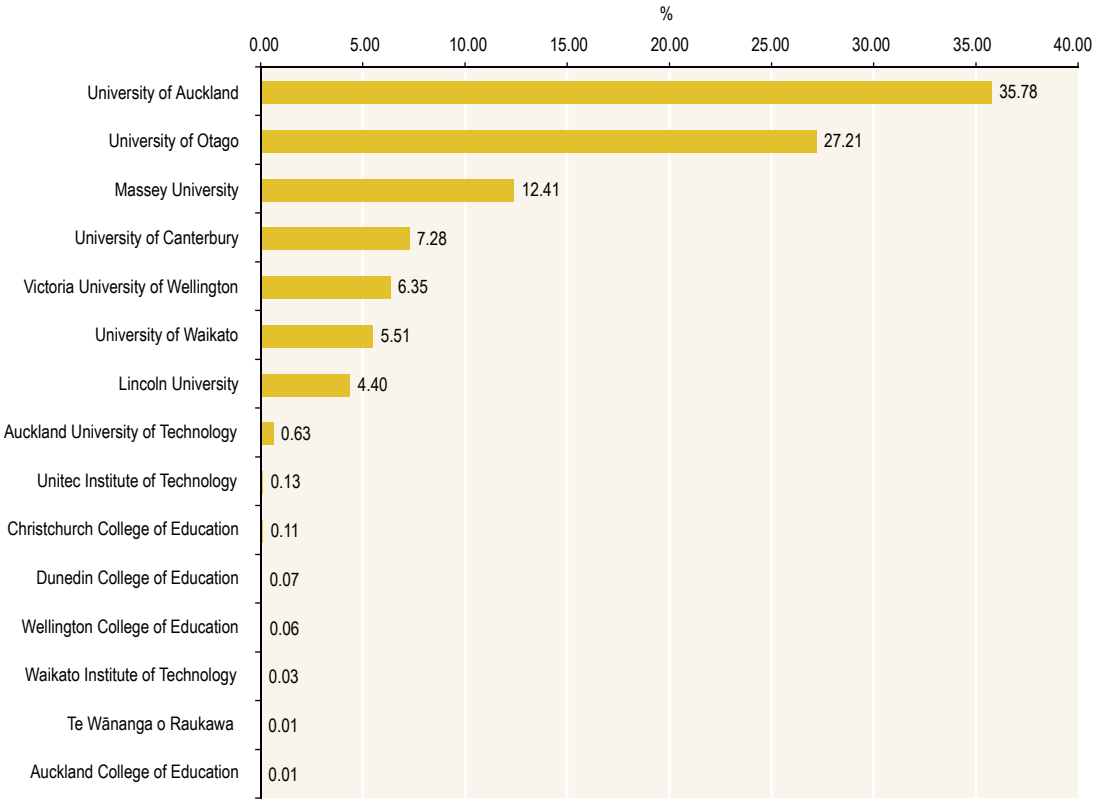


Figure 8.2 PBRF Indicative TEO Funding – Other TEOs



Quality Evaluation	Research Degree Completions	External Research Income	
$148,623	$18,087	$3,502	Unitec Institute of Technology
$20,368	$13,023	$782	Waikato Institute of Technology
$22,419	$0	$314	Auckland College of Education
$12,942	$0	$3,060	Christchurch College of Education
$6,678	$7,235	$1,778	Dunedin College of Education
$3,733	$7,235	$0	Whitecliffe College of Arts and Design
$8,815	$0	$0	Te Wānanga o Aotearoa
$4,975	$0	$0	Bible College of New Zealand
$3,339	$0	$0	Carey Baptist College
$1,002	$0	$1,756	Wellington College of Education
$0	$1,357	$0	International Pacific College
$1,336	$0	$0	Te Whare Wānanga o Te Pihopatanga o Aotearoa
$1,336	$0	$0	AIS St Helens
$668	$0	$0	Anamata
$0	$0	$398	Te Wānanga o Raukawa
$0	$0	$0	Bethlehem Institute of Education

Figure 8.3 External Research Income Allocation Ratios



The net effect on TEO funding allocations

251 Tables 8.4, 8.5 and 8.6 show the net effect of the introduction of the PBRF on the funding that each of the 45 PBRF-eligible TEOs will receive in 2004. Note that the figures are *indicative* only and are therefore subject to change.

252 The first column of figures in each table indicates the funding that each TEO would have received in 2004 if the PBRF had not been introduced – based on the forecast degree "top ups" for 2004. The second column shows the research funding for each TEO minus the 10% that has been reallocated from the degree "top ups" to the PBRF. The third column – the 2004 PBRF indicative allocation – outlines the amount of funding each TEO will receive based on the results of the 2003 Quality Evaluation, plus the research degree completions and external research income measures. The fourth column shows the total research funding for each TEO (including both the degree "top ups" and the PBRF indicative allocations), while the fifth column shows the net impact of the introduction of the PBRF.

253 Of the TEOs participating in the various components of the PBRF, 11 can expect to receive a net increase in their funding levels – and the average increase for these TEOs is 3.88%. Interestingly, on the basis of the indicative data outlined in Table 8.4, the University of Otago will receive the largest net increase ($1,809,219) even though the University of Auckland secured better results in two of the three components of the PBRF. There are various reasons why the University of Otago gains the most from the PBRF. Amongst these are the fact that it has fewer EFTS per PBRF-eligible staff member (on a FTE-weighted basis), coupled with a significant volume of quality-rated staff.

254 The net decreases for the remaining 13 TEOs range between 1.65% and 10%, with an average decrease of 4.82%. AUT is the only university in this category, with a net decrease in funding of 4.47% ($250,050) for 2004.

255 The 22 TEOs that did not participate in the PBRF – mainly the polytechnics – will each experience a net loss of 10%, this being the amount reallocated from degree "top ups" to the PBRF contestable pool for 2004. Of these TEOs, Otago Polytechnic will experience the largest loss in dollar terms ($77,766).

Table 8.4 Research Funding Increases – PBRF Participants

TEO	2004 Forecast Degree "Top Ups"	2004 Forecast Less 10% PBRF	2004 PBRF Indicative Allocation	2004 Total Research Funding (PBRF + Degree "Top Ups")	Net Impact of PBRF on Research Funding 2004	Net Change
University of Otago	$22,802,334	$20,522,100	$4,089,452	$24,611,552	$1,809,219	7.93%
University of Auckland	$36,520,621	$32,868,559	$5,242,032	$38,110,591	$1,589,970	4.35%
University of Canterbury	$17,777,164	$15,999,447	$2,159,678	$18,159,125	$381,962	2.15%
Massey University	$22,009,919	$19,808,927	$2,573,053	$22,381,980	$372,061	1.69%
University of Waikato	$10,218,431	$9,196,588	$1,341,241	$10,537,829	$319,398	3.13%
Lincoln University	$3,725,203	$3,352,683	$614,911	$3,967,594	$242,391	6.51%
Victoria University of Wellington	$13,727,155	$12,354,439	$1,574,989	$13,929,428	$202,274	1.47%
Te Wānanga o Aotearoa	$63,184	$56,866	$8,815	$65,681	$2,497	3.95%
Carey Baptist College	$18,336	$16,502	$3,339	$19,841	$1,505	8.21%
Anamata	$0	$0	$668	$668	$668	–
International Pacific College	$9,194	$8,275	$1,357	$9,632	$438	4.76%
Totals	**$126,871,541**	**$114,184,387**	**$17,609,535**	**$131,793,922**	**$4,922,381**	**3.88%**

Table 8.5 Research Funding Decreases – PBRF Participants

TEO	2004 Forecast Degree "Top Ups"	2004 Forecast Less 10% PBRF	2004 PBRF Indicative Allocation	2004 Total Research Funding (PBRF + Degree "Top Ups")	Net Impact of PBRF on Research Funding 2004	Net Change
Auckland University of Technology	$5,599,348	$5,039,414	$309,885	$5,349,299	-$250,050	-4.47%
Te Wānanga o Raukawa	$737,372	$663,634	$398	$664,032	-$73,339	-9.95%
Auckland College of Education	$768,491	$691,642	$22,733	$714,375	-$54,116	-7.04%
Waikato Institute of Technology	$776,588	$698,929	$34,173	$733,102	-$43,486	-5.60%
Unitec Institute of Technology	$2,039,645	$1,835,681	$170,212	$2,005,893	-$33,753	-1.65%
Christchurch College of Education	$456,374	$410,736	$16,003	$426,739	-$29,634	-6.49%
Whitecliffe College of Arts and Design	$377,163	$339,446	$10,968	$350,414	-$26,748	-7.09%
Wellington College of Education	$203,995	$183,596	$2,758	$186,354	-$17,642	-8.65%
AIS St Helens	$84,258	$75,832	$1,336	$77,168	-$7,090	-8.41%
Dunedin College of Education	$208,174	$187,357	$15,691	$203,048	-$5,126	-2.46%
Bible College of New Zealand	$97,606	$87,845	$4,975	$92,820	-$4,786	-4.90%
Bethlehem Institute of Education	$28,944	$26,049	$0	$26,049	-$2,894	-10.00%
Te Whare Wānanga o Te Pihopatanga o Aotearoa	$17,564	$15,807	$1,336	$17,143	-$420	-2.39%
Totals	**$11,395,521**	**$10,255,969**	**$590,468**	**$10,846,437**	**-$549,084**	**-4.82%**

Table 8.6 Research Funding Decreases – PBRF Non-Participants

TEO	2004 Forecast Degree "Top Ups"	2004 Forecast Less 10% PBRF	2004 PBRF Indicative Allocation	2004 Total Research Funding (PBRF + Degree "Top Ups")	Net Impact of PBRF on Research Funding 2004	Net Change
Otago Polytechnic	$777,658	$699,892	$0	$699,892	-$77,766	-10.00%
Universal College of Learning	$677,323	$609,591	$0	$609,591	-$67,732	-10.00%
Christchurch Polytechnic Institute of Technology	$593,733	$534,360	$0	$534,360	-$59,373	-10.00%
Manukau Institute of Technology	$378,489	$340,640	$0	$340,640	-$37,849	-10.00%
The Open Polytechnic of New Zealand	$369,305	$332,375	$0	$332,375	-$36,931	-10.00%
Eastern Institute of Technology	$332,197	$298,977	$0	$298,977	-$33,220	-10.00%
Southern Institute of Technology	$299,702	$269,732	$0	$269,732	-$29,970	-10.00%
Wellington Institute of Technology	$165,648	$149,083	$0	$149,083	-$16,565	-10.00%
Western Institute of Technology Taranaki	$162,277	$146,049	$0	$146,049	-$16,228	-10.00%
Waiariki Institute of Technology	$152,363	$137,126	$0	$137,126	-$15,236	-10.00%
Whitireia Community Polytechnic	$147,225	$132,503	$0	$132,503	-$14,723	-10.00%
Nelson Marlborough Institute of Technology	$136,832	$123,149	$0	$123,149	-$13,683	-10.00%
Northland Polytechnic	$127,966	$115,170	$0	$115,170	-$12,797	-10.00%
Te Whare Wānanga o Awanuiarangi	$103,046	$92,741	$0	$92,741	-$10,305	-10.00%
Tairawhiti Polytechnic	$36,938	$33,244	$0	$33,244	-$3,694	-10.00%
New Zealand College of Chiropractic	$25,211	$22,690	$0	$22,690	-$2,521	-10.00%
Bay of Plenty Polytechnic	$7,043	$6,339	$0	$6,339	-$704	-10.00%
Pacific International Hotel Management School	$394	$354	$0	$354	-$39	-10.00%
New Zealand Drama School *	$0	$0	$0	$0	$0	
Auckland Institute for Cognitive and Behaviour Therapies *	$0	$0	$0	$0	$0	
Apostolic Training College *	$0	$0	$0	$0	$0	
Good Shepherd College *	$0	$0	$0	$0	$0	
Totals	**$4,493,350**	**$4,044,015**	**$0**	**$4,044,015**	**-$449,335**	**-10.00%**

* These four PBRF-eligible TEOs have yet to seek research funding ("top ups") for 2004.

CHAPTER 9
Looking ahead

A valuable exercise

256 The 2003 Quality Evaluation constituted the first comprehensive assessment of research quality within the New Zealand tertiary education sector. Without doubt, the exercise was demanding, time-consuming and costly – for participating TEOs, individual researchers, the members of the peer review panels, and those charged with the implementation of the PBRF within the TEC. Nevertheless, the TEC firmly believes that the longer-term benefits of the PBRF – both to the tertiary education sector and to the building of a knowledge society – will significantly outweigh the short-term costs.

257 The results of the 2003 Quality Evaluation, together with the results of the other two components of the PBRF, present a systematic and authoritative account of the research performance of the participating TEOs. These TEOs almost certainly contain within their ranks the overwhelming majority of researchers within the tertiary education sector. Further, it is possible, on the basis of the results of the different types of TEO that participated in the 2003 round, to make reasonably well-informed judgements about the likely research performance of the remaining 23 PBRF-eligible TEOs. So the 2003 Quality Evaluation provides not merely a reliable guide to the performance of participating TEOs, but also a good indication of the research performance of the whole tertiary education sector.

258 While the results are important in terms of what they reveal about the performance of different TEOs and different types of TEO, they are equally significant in showing the relative performance of different subject areas, both nationally and within individual TEOs. Additionally, the results will provide valuable baseline information for assessing trends in research performance over the coming decades.

259 This report highlights some of the key findings of the 2003 Quality Evaluation – at the organisational, sub-organisational, panel, and subject-area levels. However, this analysis of the results is necessarily selective; and it is designed to encourage, rather than foreclose, further inquiry and reflection. As previously noted, the statistical information contained in Tables A-1 to A-66 of Appendix A provides a rich and valuable source of data. The TEC welcomes further analysis of these data by interested parties.

260 Among the many issues that are likely to attract particular attention or concern are the following:

a the major differences in assessed research performance between different TEOs (and types of TEOs), and between the nominated academic units within TEOs, and the reasons for these differences;

b the major differences in assessed research performance between the 41 different subject areas, and the reasons for these differences;

c the relatively low proportion of researchers (5.7%) whose Evidence Portfolios were rated "A", and what action can and should be taken to improve upon this result;

d the relatively high proportion of researchers (about 40%) whose Evidence Portfolios were rated "R", and what action can and should be taken to address this situation;

e the reasons for the relatively high quality scores in some subject areas, and what could be done to sustain and build upon these results;

f the reasons for the relatively low quality scores in some subject areas, and what can and should be done to improve the quality of research being undertaken in these areas;

g the implications of the results of the 2003 Quality Evaluation for the quality of degree-level provision in parts of the tertiary education sector (especially at the postgraduate level), including whether certain TEOs are fulfilling their statutory obligations;

h the adequacy of the resources currently available for supporting and building research capability in the tertiary education sector;

i the extent to which the PBRF will achieve an appropriate degree of concentration in the allocation of research funding; and

j the question of whether specific government action may be required in order to assist TEOs to improve the quality of research in areas of strategic importance and/or weakness.

Placing the results in context

261 In exploring these and related issues, it is important that the limitations of the data be properly recognised. In particular, as highlighted in Chapter 4, it is vital to bear in mind that the 2003 Quality Evaluation constitutes a retrospective assessment of research performance, based primarily on the research outputs produced during a six-year period (1 January 1997 – 31 December 2002). More than a year has now elapsed since the end of this assessment period. In the intervening period, there has been much research activity within the tertiary education sector – activity that in many cases is likely to contribute to a different (and hopefully improved) set of results in 2006.

262 As emphasised in Chapter 4, exacting standards were set for the attainment of an "A" Quality Category. The TEC makes no apologies for establishing a high benchmark for the achievement of world-class standing and for requiring the 12 peer review panels to apply the agreed assessment framework in a rigorous and consistent manner. A relentless focus on verifiable quality is essential if the tertiary education sector is to achieve and sustain internationally competitive levels of research excellence.

263 However, the TEC readily acknowledges that the approach taken has influenced the overall shape and pattern of the results. Three matters deserve particular emphasis in this regard. First, included among the Evidence Portfolios assessed as "B" and (to a lesser extent) "C" are those of excellent researchers and scholars who have been making valuable and important contributions to their respective disciplines and the wider research environment.

264 Second, a significant proportion of staff whose Evidence Portfolios were rated "R" are still at a relatively early stage of their careers as researchers. They have not yet had time to produce a substantial body of research outputs, acquire significant peer esteem, or make a major contribution to the research environment. It can be expected that many, if not most, of these researchers will secure higher Quality Categories in future PBRF rounds.

265 Third, by virtue of being the first exercise of its kind, the 2003 Quality Evaluation encountered a variety of teething problems. The tight implementation timetable, for instance, gave participating TEOs relatively limited time to prepare, and then to initially assess, large numbers of Evidence Portfolios. It is evident that the preparation of these portfolios was very uneven, and that many researchers would have achieved a higher Quality Category had they supplied more specific and complete information. It should also be noted that the six-year assessment period for the 2003 Quality Evaluation predated the promulgation of the assessment framework employed to evaluate research performance. Not all PBRF-eligible staff kept full and accurate records, during these years, of their many and varied research outputs and contributions to the research environment. Again, this is likely to have affected the results in some cases.

Building on the foundations of the 2003 Quality Evaluation

266 The next Quality Evaluation is scheduled for 2006. In preparing for this, the TEC will draw upon the findings of a comprehensive independent evaluation of the PBRF, due for completion in mid 2004 (see Appendix D). It will also take full account of the direct feedback received from participants in the 2003 exercise (including the chairs and members of peer review panels) and many other interested stakeholders. Additionally, the impact of the new funding regime on TEOs will be monitored by the TEC, and an independent evaluation of the wider effects of the PBRF will be undertaken before the 2006 Quality Evaluation.

267 In reviewing how the 2006 Quality Evaluation should be designed and conducted, consideration will be given to possible changes in a variety of areas, such as:

a the rules governing staff eligibility;

b the number and structure of the peer review panels;

c the number and classification of subject areas;

d the overall assessment framework – including the generic descriptors and tie-points, the scoring system used to guide the decisions of the peer review panels, the nature of a "holistic" assessment, and the logistics of providing nominated research outputs to panel members for review;

e the assessment of new and emerging researchers, and the possible desirability of creating a new Quality Category to cover such staff;

f the most effective and appropriate ways of addressing issues associated with Māori and Pacific research and researchers;

g the design of Evidence Portfolios, the nature of the information to be included, and the mechanism for collection;

h the capture and reporting of information in relevant databases;

i the assessment timetable;

j the moderation process;

k the checking and verification of the information contained in Evidence Portfolios;

l the reporting of results;

m the complaints process; and

n the PBRF funding formula and weightings.

268 In addition, the TEC, in consultation with the Ministry of Education and the tertiary education sector, will be reviewing the guidelines relating to external research income and research degree completions. Attention will also be given to ways of reducing the compliance and administrative costs associated with the PBRF. Policy changes, of course, will not be made unless they are justified.

269 While it will be important over the next few years to review and enhance the design of the PBRF, the more vital task is to improve the overall research performance of the country's TEOs. Achieving this will not be easy. To be sure, it will be possible to secure improvements in the *measured* performance of TEOs through the better preparation of Evidence Portfolios for the 2006 Quality Evaluation. But what ultimately counts is the *actual* quality of the research being conducted – and there is considerable scope for this to improve, and go on improving.

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Appendices

APPENDIX A
Statistical information

Note on interpretation of results

Chapter 4 of this report provides detailed guidance on how to interpret the results reported in this Appendix. Readers are advised to consult Chapter 4 where necessary.

The following points should also be noted:

- Rankings in tables and figures have been based on the actual results (often to four or five decimal places) rather than the rounded results. This means that where TEOs have the same *rounded* score their ranking in the table or figure is determined by the actual score they each received. In cases where actual scores are identical, TEOs have been ranked alphabetically.
- Minor discrepancies may be identified in some totals in the bottom row of tables. These can be attributed to rounding.
- In Figures A-3 to A-44 some subject-area names have been abbreviated. A list of the full subject-area names can be found in Appendix H.
- With the exception of Figure A-31, all Figures A-1 to A-44 are on a scale of 7 (out of a possible maximum of 10).

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Table A-1 TEO Results - All TEOs

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	AIS St Helens	0.21	0.22	0.00%	0.00%	0	0.00	0.00%	0.00%	0	0.00	10.53%	10.99%	2	2.00	89.47%	89.01%	17	16.20	19	18.20	7
2	Anamata	1.00	1.00	0.00%	0.00%	0	0.00	0.00%	0.00%	0	0.00	50.00%	50.00%	1	1.00	50.00%	50.00%	1	1.00	2	2.00	1
3	Auckland College of Education	0.38	0.39	0.00%	0.00%	0	0.00	1.60%	1.72%	3	3.00	14.36%	14.10%	27	24.57	84.04%	84.17%	158	146.63	188	174.20	50
4	Auckland University of Technology	0.72	0.77	0.81%	0.88%	5	5.00	5.02%	5.46%	31	31.00	16.86%	17.49%	104	99.27	77.31%	76.17%	477	432.47	617	567.74	212
5	Bethlehem Institute of Education	0.00	0.00	0.00%	0.00%	0	0.00	0.00%	0.00%	0	0.00	0.00%	0.00%	0	0.00	100.00%	100.00%	23	17.15	23	17.15	2
6	Bible College of New Zealand	0.76	0.83	0.00%	0.00%	0	0.00	9.52%	11.17%	2	2.00	9.52%	8.10%	2	1.45	80.95%	80.73%	17	14.45	21	17.90	9
7	Carey Baptist College	1.11	1.16	0.00%	0.00%	0	0.00	11.11%	11.63%	1	1.00	22.22%	23.26%	2	2.00	66.67%	65.12%	6	5.60	9	8.60	4
8	Christchurch College of Education	0.20	0.20	0.00%	0.00%	0	0.00	0.52%	0.59%	1	1.00	8.33%	8.12%	16	13.83	91.15%	91.30%	175	155.56	192	170.39	96
9	Dunedin College of Education	0.25	0.27	0.00%	0.00%	0	0.00	0.00%	0.00%	0	0.00	12.50%	13.56%	9	9.00	87.50%	86.44%	63	57.36	72	66.36	30
10	Lincoln University	2.51	2.56	3.43%	3.58%	7	7.00	20.59%	21.17%	42	41.36	46.57%	46.43%	95	90.70	29.41%	28.81%	60	56.28	204	195.34	183
11	Massey University	2.07	2.11	3.46%	3.43%	45	42.07	17.24%	17.65%	224	216.41	34.57%	35.14%	449	430.80	44.73%	43.77%	581	536.50	1299	1225.78	989
12	Te Wānanga o Aotearoa	0.31	0.32	0.00%	0.00%	0	0.00	1.43%	1.49%	1	1.00	11.43%	11.61%	8	7.80	87.14%	86.90%	61	58.40	70	67.20	23
13	Te Whare Wānanga o Te Pihopatanga o Aotearoa	0.31	0.35	0.00%	0.00%	0	0.00	0.00%	0.00%	0	0.00	15.38%	17.39%	2	2.00	84.62%	82.61%	11	9.50	13	11.50	6
14	Unitec Institute of Technology	0.70	0.71	0.27%	0.29%	1	1.00	5.93%	6.04%	22	20.90	15.90%	15.85%	59	54.80	77.90%	77.82%	289	269.10	371	345.80	106
15	University of Auckland	3.85	3.96	10.26%	10.79%	156	152.40	35.57%	36.70%	541	518.19	34.58%	34.14%	526	481.95	19.59%	18.36%	298	259.27	1521	1411.81	1363
16	University of Canterbury	3.83	3.83	9.36%	9.33%	57	55.04	34.81%	34.97%	212	206.34	40.07%	40.05%	244	236.33	15.76%	15.65%	96	92.36	609	590.07	560
17	University of Otago	3.12	3.23	7.15%	7.75%	97	91.11	28.45%	29.28%	386	344.06	34.86%	34.88%	473	409.85	29.55%	28.08%	401	329.92	1357	1174.94	1062
18	University of Waikato	2.93	2.98	6.00%	6.07%	34	32.55	27.34%	27.88%	155	149.52	34.57%	35.01%	196	187.72	32.10%	31.04%	182	166.47	567	536.26	448
19	Victoria University of Wellington	3.37	3.39	6.92%	6.56%	42	37.98	31.14%	31.94%	189	185.07	40.53%	40.88%	246	236.83	21.42%	20.62%	130	119.46	607	579.34	536
20	Waikato Institute of Technology	0.32	0.32	0.00%	0.00%	0	0.00	0.00%	0.00%	0	0.00	15.93%	16.20%	18	17.50	84.07%	83.80%	95	90.50	113	108.00	55
21	Wellington College of Education	0.03	0.03	0.00%	0.00%	0	0.00	0.00%	0.00%	0	0.00	1.67%	1.37%	2	1.50	98.33%	98.63%	118	108.20	120	109.70	19
22	Whitecliffe College of Arts and Design	0.42	0.36	0.00%	0.00%	0	0.00	0.00%	0.00%	0	0.00	20.83%	17.93%	5	2.92	79.17%	82.07%	19	13.37	24	16.29	15
	Averages & Totals†	**2.53**	**2.59**	**5.54%**	**5.72%**	**444**	**424.15**	**22.57%**	**23.21%**	**1810**	**1720.85**	**31.01%**	**31.21%**	**2486**	**2313.82**	**40.88%**	**39.86%**	**3278**	**2955.75**	**8018**	**7414.57**	**5776**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-1 **TEO Ranking - All TEOs**

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

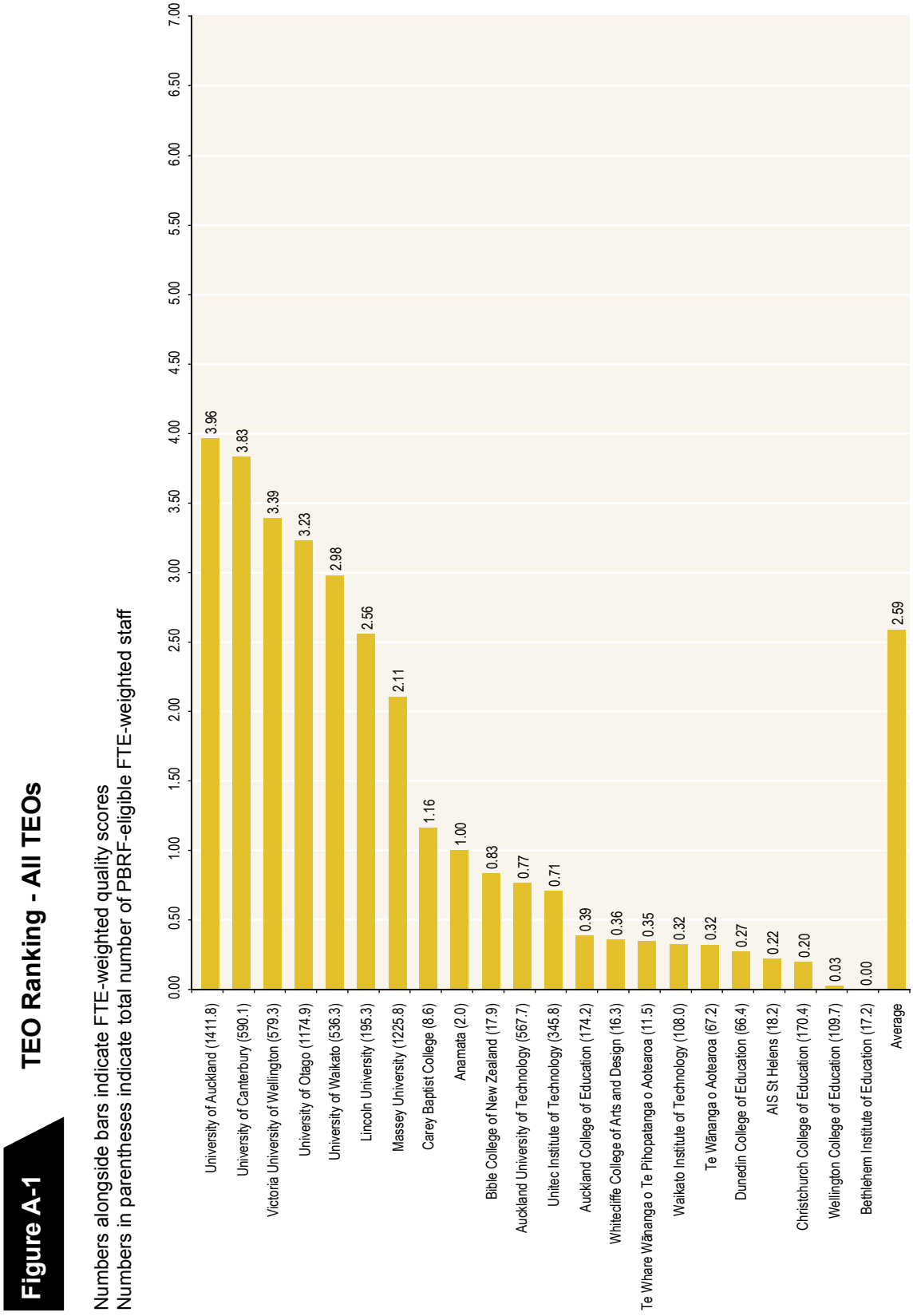

Table A-2 Panel Results - All Panels

	Panel	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Biological Sciences	3.53	3.55	7.27%	7.47%	54	52.78	33.11%	32.95%	246	232.83	40.92%	41.36%	304	292.28	18.84%	18.36%	139	128.70	743	706.59	664
2	Business & Economics	2.14	2.16	3.65%	3.80%	33	33.00	19.47%	19.46%	176	169.20	30.53%	30.65%	276	266.53	46.35%	46.09%	419	400.79	904	869.52	671
3	Creative & Performing Arts	1.97	1.99	3.47%	3.43%	16	14.13	17.57%	17.87%	81	73.59	28.20%	28.81%	130	118.62	50.76%	49.89%	234	205.41	461	411.75	311
4	Education	0.98	1.02	2.41%	2.45%	26	24.40	6.59%	7.07%	71	70.32	17.27%	17.42%	186	173.33	73.72%	73.06%	794	726.76	1077	994.81	493
5	Engineering, Technology & Architecture	3.20	3.28	8.39%	8.52%	46	44.27	26.64%	27.63%	146	143.54	38.32%	38.45%	210	199.77	26.46%	25.21%	146	131.95	548	519.53	420
6	Health	1.10	1.16	1.66%	1.64%	11	9.77	8.73%	9.55%	58	57.00	20.33%	21.22%	135	126.60	69.28%	67.59%	460	403.29	664	596.66	346
7	Humanities & Law	3.03	3.09	6.21%	6.30%	55	53.25	29.68%	30.53%	263	258.12	31.60%	31.60%	280	267.16	32.51%	31.58%	288	267.02	886	845.55	708
8	Māori Knowledge & Development	1.95	1.94	2.00%	2.11%	3	3.00	22.67%	22.56%	34	32.13	19.33%	19.03%	29	27.10	56.00%	56.31%	84	80.20	150	142.43	79
9	Mathematical & Information Sciences & Technology	2.79	2.81	7.57%	7.38%	48	45.12	24.13%	24.56%	153	150.18	29.02%	29.74%	184	181.82	39.27%	38.32%	249	234.25	634	611.37	457
10	Medicine & Public Health	3.16	3.44	6.61%	8.06%	46	42.50	28.59%	31.09%	199	163.85	39.37%	38.34%	274	202.05	25.43%	22.50%	177	118.58	696	526.98	585
11	Physical Sciences	4.07	4.10	9.91%	9.95%	45	42.73	38.55%	39.05%	175	167.72	38.11%	38.10%	173	163.64	13.44%	12.91%	61	55.45	454	429.54	413
12	Social Sciences & Other Cultural/Social Studies	3.08	3.15	7.62%	7.79%	61	59.20	25.97%	26.63%	208	202.37	38.08%	38.81%	305	294.92	28.34%	26.76%	227	203.35	801	759.84	629
	Averages & Totals†	**2.53**	**2.59**	**5.54%**	**5.72%**	**444**	**424.15**	**22.57%**	**23.21%**	**1810**	**1720.85**	**31.01%**	**31.21%**	**2486**	**2313.82**	**40.88%**	**39.86%**	**3278**	**2955.75**	**8018**	**7414.57**	**5776**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-2 Panel Ranking - All Panels

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

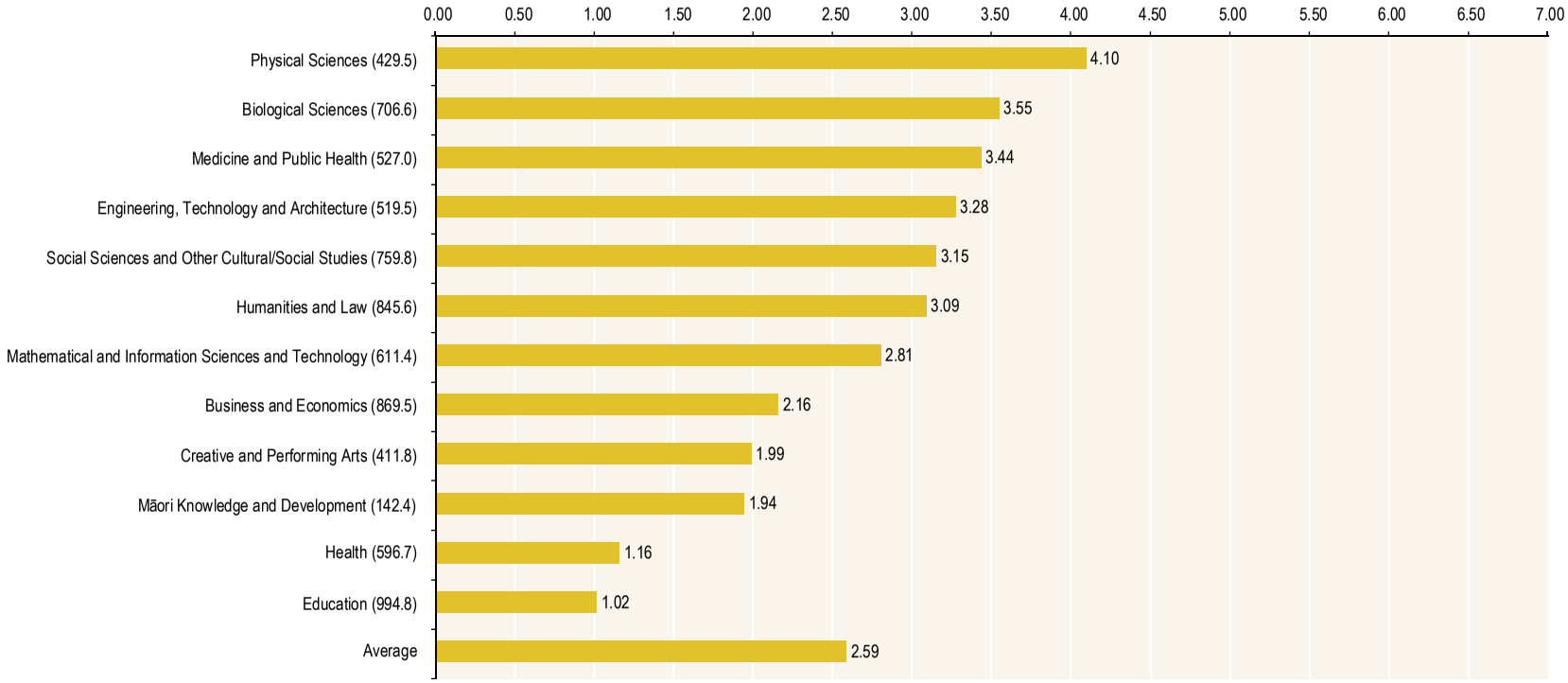

Table A-3 Subject-Area Results - All Subject Areas *(continued on next page)*

	Subject Area	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Accounting and Finance	1.79	1.77	2.75%	2.84%	6	6	16.06%	15.45%	35	32.59	27.52%	27.74%	60	58.5	53.67%	53.97%	117	113.83	218	210.92	144
2	Agriculture and Other Applied Biological Sciences	2.90	2.93	4.82%	5.11%	8	8	25.30%	25.25%	42	39.56	45.18%	45.16%	75	70.75	24.70%	24.49%	41	38.37	166	156.68	141
3	Anthropology and Archaeology	4.57	4.55	10.00%	10.14%	6	6	48.33%	47.64%	29	28.2	33.33%	33.78%	20	20	8.33%	8.45%	5	5	60	59.20	55
4	Architecture, Design, Planning, Surveying	2.24	2.34	2.86%	3.07%	5	5	19.43%	20.74%	34	33.8	39.43%	39.39%	69	64.2	38.29%	36.81%	67	60	175	163.00	114
5	Biomedical	4.08	4.14	12.50%	12.87%	22	20.15	35.80%	36.44%	63	57.06	34.09%	33.33%	60	52.19	17.61%	17.37%	31	27.2	176	156.60	163
6	Chemistry	3.99	4.03	11.28%	11.48%	22	21.4	34.36%	34.72%	67	64.71	40.00%	40.17%	78	74.87	14.36%	13.63%	28	25.4	195	186.38	173
7	Clinical Medicine	2.88	3.27	2.61%	3.75%	8	7.3	30.62%	35.74%	94	69.58	39.09%	37.49%	120	72.99	27.69%	23.02%	85	44.82	307	194.69	245
8	Communications, Journalism and Media Studies	1.57	1.59	1.96%	1.54%	2	1.5	11.76%	12.30%	12	12	33.33%	34.86%	34	34	52.94%	51.30%	54	50.03	102	97.53	58
9	Computer Science, Information Technology, Information Sciences	2.37	2.40	5.22%	5.22%	21	20.3	21.14%	21.42%	85	83.28	28.86%	29.39%	116	114.27	44.78%	43.96%	180	170.9	402	388.75	274
10	Dentistry	1.75	1.85	5.45%	5.92%	3	3.00	12.73%	13.81%	7	7.00	21.82%	21.41%	12	10.85	60.00%	58.86%	33	29.83	55	50.68	29
11	Design	0.51	0.54	0.00%	0.00%	0	0.00	4.76%	5.31%	5	5.00	11.43%	11.15%	12	10.50	83.81%	83.54%	88	78.69	105	94.19	42
12	Earth Sciences	4.34	4.38	8.16%	8.47%	12	11.75	46.26%	46.35%	68	64.33	37.42%	37.72%	55	52.35	8.16%	7.46%	12	10.35	147	138.78	142
13	Ecology, Evolution and Behaviour	4.13	4.18	12.71%	13.12%	23	22.80	33.15%	33.18%	60	57.66	43.65%	44.08%	79	76.60	10.50%	9.61%	19	16.70	181	173.76	172
14	Economics	2.97	2.96	4.79%	5.01%	8	8.00	31.74%	31.12%	53	49.66	29.34%	29.76%	49	47.48	34.13%	34.11%	57	54.42	167	159.56	132
15	Education	0.98	1.02	2.41%	2.45%	26	24.40	6.59%	7.07%	71	70.32	17.27%	17.42%	186	173.33	73.72%	73.06%	794	726.76	1077	994.81	493
16	Engineering and Technology	3.67	3.72	11.02%	11.05%	41	39.27	30.11%	30.87%	112	109.74	37.90%	38.13%	141	135.57	20.97%	19.96%	78	70.95	372	355.53	306
17	English Language and Literature	2.74	2.75	5.79%	5.94%	7	7.00	23.14%	22.85%	28	26.94	38.84%	39.18%	47	46.20	32.23%	32.04%	39	37.78	121	117.92	96
18	Foreign Languages and Linguistics	2.39	2.46	5.14%	5.32%	11	10.75	21.96%	22.60%	47	45.70	28.04%	28.40%	60	57.41	44.86%	43.68%	96	88.32	214	202.18	146
19	History, History of Art, Classics and Curatorial Studies	3.70	3.75	4.59%	4.36%	9	8.20	42.35%	43.68%	83	82.25	35.20%	34.92%	69	65.75	17.86%	17.04%	35	32.09	196	188.29	178

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

Table A-3 Subject-Area Results - All Subject Areas *(continued on next page)*

	Subject Area	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
20	Human Geography	3.87	3.96	8.20%	8.59%	5	5.00	36.07%	36.92%	22	21.50	44.26%	44.15%	27	25.71	11.48%	10.35%	7	6.03	61	58.24	55
21	Law	2.91	2.97	6.52%	6.77%	15	15.00	27.39%	27.96%	63	61.98	30.87%	30.65%	71	67.94	35.22%	34.62%	81	76.73	230	221.65	189
22	Management, Human Resources, Industrial Relations, International Business and Other Business	2.01	2.03	3.23%	3.32%	11	11.00	17.60%	17.79%	60	58.95	31.67%	31.74%	108	105.15	47.51%	47.15%	162	156.19	341	331.29	261
23	Māori Knowledge and Development	1.95	1.94	2.00%	2.11%	3	3.00	22.67%	22.56%	34	32.13	19.33%	19.03%	29	27.10	56.00%	56.31%	84	80.20	150	142.43	79
24	Marketing and Tourism	2.06	2.14	4.49%	4.77%	8	8.00	15.73%	16.69%	28	28.00	33.15%	33.03%	59	55.40	46.63%	45.51%	83	76.35	178	167.75	134
25	Molecular, Cellular and Whole Organism Biology	3.51	3.51	5.79%	5.83%	23	21.98	36.27%	35.96%	144	135.61	37.78%	38.43%	150	144.93	20.15%	19.79%	80	74.63	397	377.15	351
26	Music, Literary Arts and Other Arts	3.37	3.32	8.21%	7.60%	11	9.13	32.09%	31.77%	43	38.19	31.34%	32.60%	42	39.19	28.36%	28.03%	38	33.70	134	120.21	119
27	Nursing	0.31	0.34	0.00%	0.00%	0	0.00	1.71%	1.90%	3	3.00	10.29%	11.42%	18	18.00	88.00%	86.68%	154	136.60	175	157.60	60
28	Other Health Studies (including Rehabilitation Therapies)	1.27	1.37	1.48%	1.50%	4	3.50	11.48%	12.86%	31	30.10	21.85%	22.59%	59	52.86	65.19%	63.05%	176	147.52	270	233.98	145
29	Philosophy	4.68	4.74	16.18%	16.05%	11	10.30	41.18%	42.45%	28	27.25	29.41%	29.19%	20	18.74	13.24%	12.31%	9	7.90	68	64.19	61
30	Physics	3.84	3.84	9.82%	9.18%	11	9.58	35.71%	37.06%	40	38.68	35.71%	34.89%	40	36.42	18.75%	18.87%	21	19.70	112	104.38	98
31	Political Science, International Relations and Public Policy	3.38	3.40	11.34%	10.84%	11	10.20	26.80%	27.63%	26	26.00	31.96%	32.68%	31	30.75	29.90%	28.85%	29	27.15	97	94.10	77
32	Psychology	3.83	3.97	12.02%	12.64%	28	27.50	31.76%	33.01%	74	71.80	36.05%	36.11%	84	78.53	20.17%	18.24%	47	39.67	233	217.50	200
33	Public Health	2.82	3.00	7.51%	8.57%	16	15.05	19.72%	21.18%	42	37.21	44.13%	43.75%	94	76.87	28.64%	26.50%	61	46.56	213	175.69	177
34	Pure and Applied Mathematics	3.59	3.65	13.70%	13.38%	20	18.62	28.77%	30.05%	42	41.80	24.66%	25.55%	36	35.55	32.88%	31.02%	48	43.15	146	139.12	106
35	Religious Studies and Theology	2.28	2.46	3.51%	3.90%	2	2.00	24.56%	27.28%	14	14.00	22.81%	21.67%	13	11.12	49.12%	47.16%	28	24.20	57	51.32	38
36	Sociology, Social Policy, Social Work, Criminology and Gender Studies	2.33	2.40	3.63%	3.86%	9	9.00	18.15%	18.38%	45	42.87	43.95%	45.41%	109	105.93	34.27%	32.35%	85	75.47	248	233.27	184
37	Sport and Exercise Science	1.10	1.15	1.12%	1.17%	1	1.00	6.74%	7.05%	6	6.00	29.21%	30.28%	26	25.79	62.92%	61.50%	56	52.37	89	85.16	56
38	Statistics	3.37	3.31	8.14%	7.43%	7	6.20	30.23%	30.06%	26	25.10	37.21%	38.32%	32	32.00	24.42%	24.19%	21	20.20	86	83.50	77

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

Table A-3 Subject-Area Results - All Subject Areas *(continued)*

	Subject Area	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
39	Theatre and Dance, Film and Television and Multimedia	1.19	1.28	1.23%	1.38%	1	1.00	7.41%	8.27%	6	6.00	30.86%	32.39%	25	23.50	60.49%	57.97%	49	42.06	81	72.56	42
40	Veterinary Studies and Large Animal Science	1.81	1.82	4.00%	3.28%	3	2.27	14.67%	15.74%	11	10.90	26.67%	27.59%	20	19.10	54.67%	53.39%	41	36.97	75	69.24	56
41	Visual Arts and Crafts	2.16	2.22	2.84%	3.21%	4	4.00	19.15%	19.55%	27	24.40	36.17%	36.41%	51	45.43	41.84%	40.84%	59	50.96	141	124.79	108
	Averages & Totals†	**2.53**	**2.59**	**5.54%**	**5.72%**	**444**	**424.15**	**22.57%**	**23.21%**	**1810**	**1720.85**	**31.01%**	**31.21%**	**2486**	**2313.82**	**40.88%**	**39.86%**	**3278**	**2955.75**	**8018**	**7414.57**	**5776**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-3 Subject-Area Ranking - All Subject Areas

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

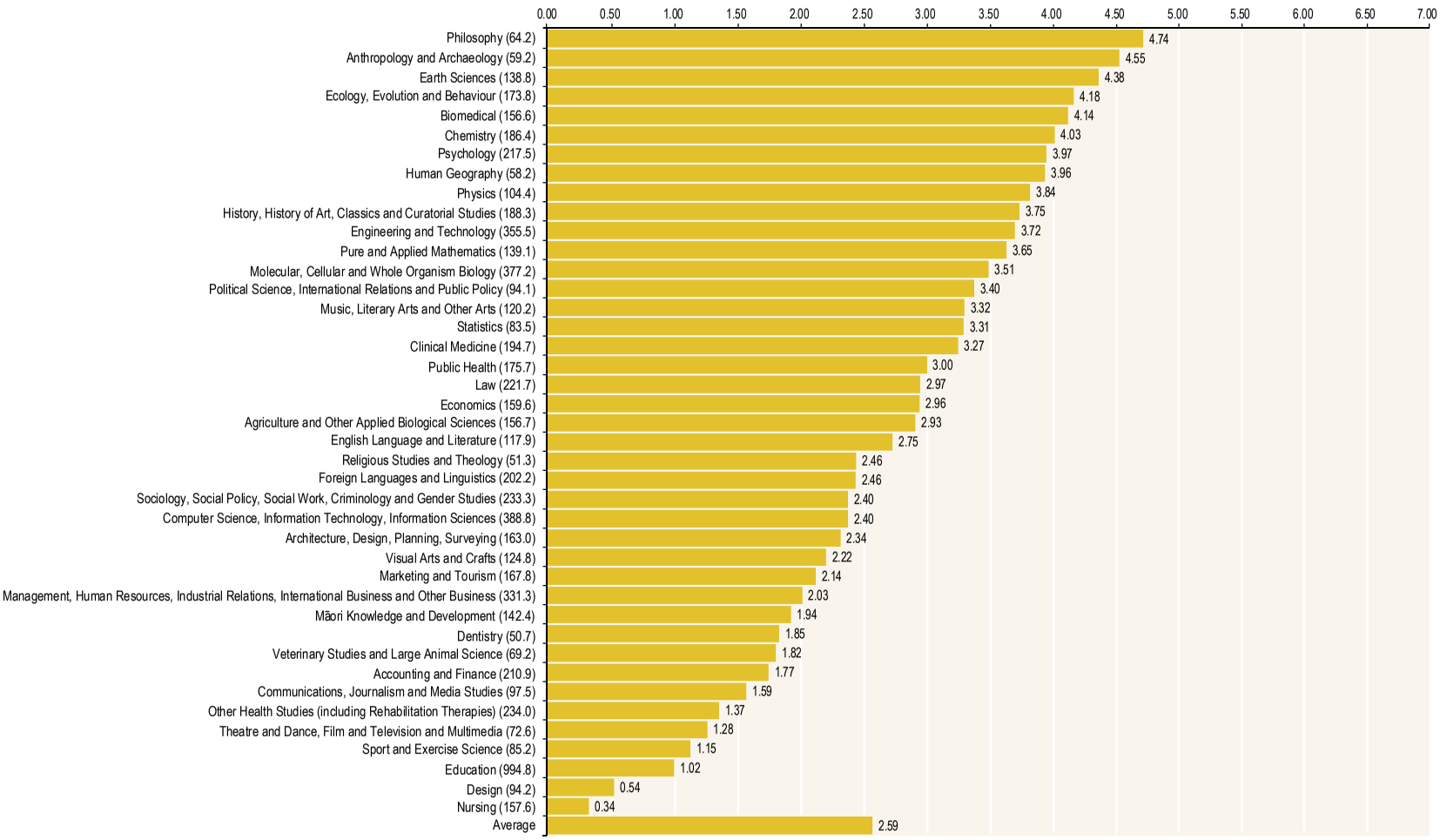

Table A-4 TEO Results by Subject Area - Accounting and Finance

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	0.5	0.6	0.0%	0.0%	0	0.0	9.1%	9.5%	2	2.0	0.0%	0.0%	0	0.0	90.9%	90.5%	20	19.0	22	21.0	3
2	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	4	4.0	4	4.0	3
3	Lincoln University	0.8	0.8	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	40.0%	40.0%	4	4.0	60.0%	60.0%	6	6.0	10	10.0	9
4	Massey University	1.7	1.8	4.0%	4.1%	2	2.0	12.0%	12.3%	6	6.0	30.0%	30.7%	15	15.0	54.0%	53.0%	27	25.9	50	48.9	39
5	Unitec Institute of Technology	0.6	0.6	0.0%	0.0%	0	0.0	6.3%	6.3%	1	1.0	12.5%	12.7%	2	2.0	81.3%	81.0%	13	12.8	16	15.8	4
6	University of Auckland	2.4	2.3	3.0%	3.2%	1	1.0	24.2%	23.3%	8	7.3	30.3%	29.0%	10	9.0	42.4%	44.4%	14	13.8	33	31.1	23
7	University of Canterbury	2.3	2.3	6.3%	6.3%	1	1.0	12.5%	12.7%	2	2.0	43.8%	44.3%	7	7.0	37.5%	36.7%	6	5.8	16	15.8	13
8	University of Otago	2.0	1.9	8.7%	9.0%	2	2.0	8.7%	5.4%	2	1.2	30.4%	31.5%	7	7.0	52.2%	54.1%	12	12.0	23	22.2	14
9	University of Waikato	2.8	2.8	0.0%	0.0%	0	0.0	37.5%	36.5%	9	8.1	29.2%	29.1%	7	6.5	33.3%	34.3%	8	7.7	24	22.3	21
10	Victoria University of Wellington	2.3	2.3	0.0%	0.0%	0	0.0	25.0%	25.2%	5	5.0	40.0%	40.3%	8	8.0	35.0%	34.6%	7	6.9	20	19.9	15
	Averages & Totals†	**1.79**	**1.77**	**2.8%**	**2.8%**	**6**	**6.00**	**16.1%**	**15.5%**	**35**	**32.59**	**27.5%**	**27.7%**	**60**	**58.50**	**53.7%**	**54.0%**	**117**	**113.83**	**218**	**210.92**	**144**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-4 TEO Ranking by Subject Area - Accounting and Finance

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

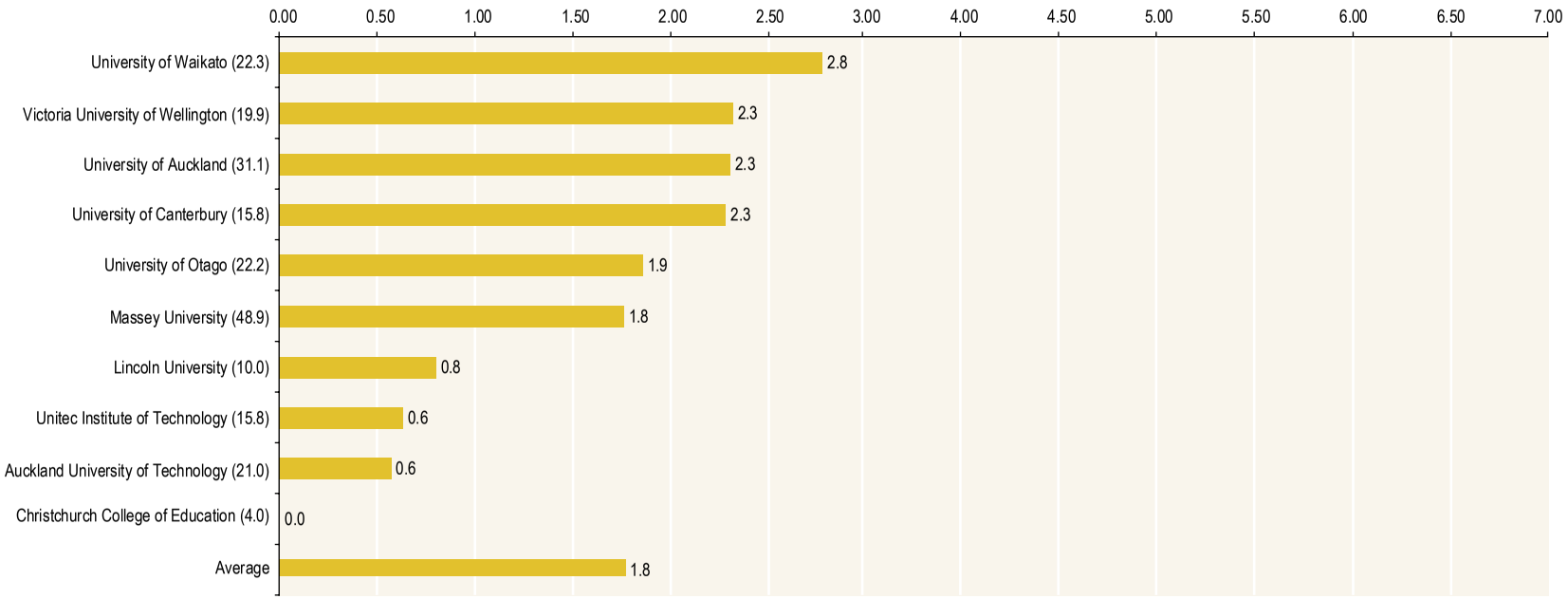

Table A-5 TEO Results by Subject Area - Agriculture and Other Applied Biological Sciences

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	2.0	2.0	0.0%	0.0%	0	0.0	33.3%	33.3%	1	1.0	0.0%	0.0%	0	0.0	66.7%	66.7%	2	2.0	3	3.0	1
2	Lincoln University	2.4	2.5	3.4%	3.6%	2	2.0	19.0%	19.8%	11	11.0	48.3%	48.0%	28	26.7	29.3%	28.7%	17	16.0	58	55.7	50
3	Massey University	3.3	3.3	7.1%	7.7%	5	5.0	25.7%	25.4%	18	16.5	52.9%	52.3%	37	34.1	14.3%	14.6%	10	9.5	70	65.1	65
4	Unitec Institute of Technology	1.8	1.9	0.0%	0.0%	0	0.0	25.0%	27.0%	2	2.0	12.5%	13.5%	1	1.0	62.5%	59.5%	5	4.4	8	7.4	3
5	University of Auckland	2.7	2.7	0.0%	0.0%	0	0.0	33.3%	33.3%	1	1.0	33.3%	33.3%	1	1.0	33.3%	33.3%	1	1.0	3	3.0	3
6	University of Canterbury	4.3	4.0	0.0%	0.0%	0	0.0	57.1%	50.8%	4	3.1	42.9%	49.2%	3	3.0	0.0%	0.0%	0	0.0	7	6.1	7
7	University of Otago	2.9	3.0	6.7%	6.9%	1	1.0	26.7%	27.6%	4	4.0	33.3%	34.5%	5	5.0	33.3%	31.0%	5	4.5	15	14.5	11
8	Victoria University of Wellington	3.0	2.9	0.0%	0.0%	0	0.0	50.0%	49.0%	1	1.0	0.0%	0.0%	0	0.0	50.0%	51.0%	1	1.0	2	2.0	1
	Averages & Totals†	**2.90**	**2.93**	**4.8%**	**5.1%**	**8**	**8.00**	**25.3%**	**25.2%**	**42**	**39.56**	**45.2%**	**45.2%**	**75**	**70.75**	**24.7%**	**24.5%**	**41**	**38.37**	**166**	**156.68**	**141**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-5 TEO Ranking by Subject Area - Agriculture and Other Applied Biological Sciences

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

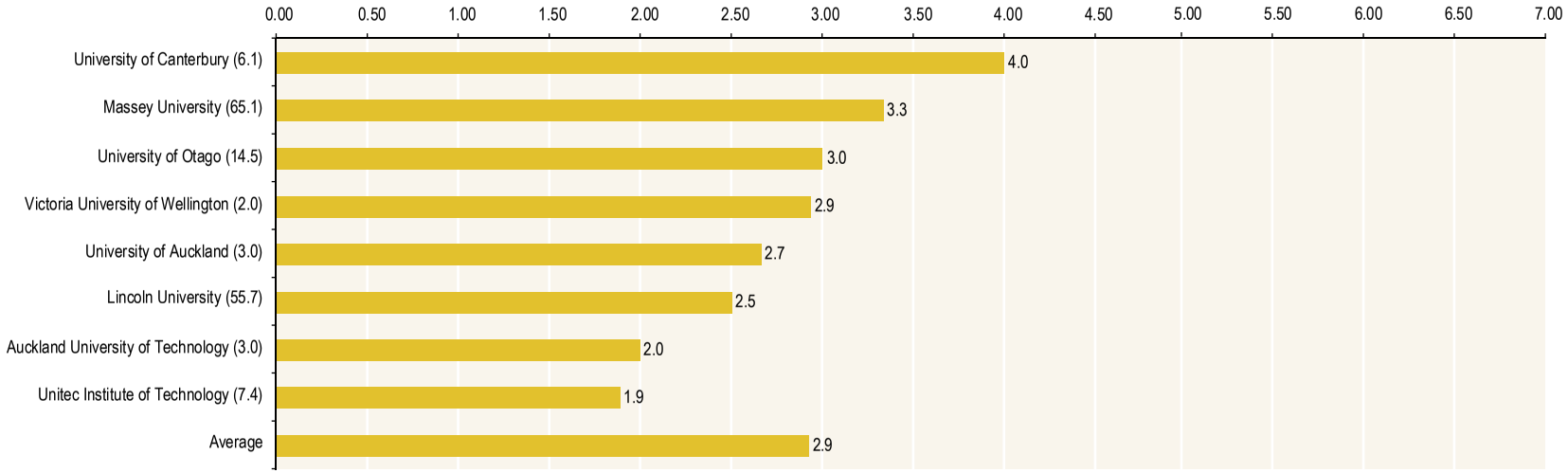

Table A-6 TEO Results by Subject Area - Anthropology and Archaeology

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	AIS St Helens	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
2	Auckland University of Technology	5.0	5.0	50.0%	50.0%	1	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	2	2.0	1
3	Massey University	4.0	3.8	0.0%	0.0%	0	0.0	50.0%	46.2%	5	4.3	50.0%	53.8%	5	5.0	0.0%	0.0%	0	0.0	10	9.3	10
4	University of Auckland	5.4	5.4	10.0%	10.1%	2	2.0	65.0%	64.8%	13	12.9	25.0%	25.1%	5	5.0	0.0%	0.0%	0	0.0	20	19.9	20
5	University of Canterbury	6.0	6.0	25.0%	25.0%	1	1.0	50.0%	50.0%	2	2.0	25.0%	25.0%	1	1.0	0.0%	0.0%	0	0.0	4	4.0	4
6	University of Otago	5.1	5.1	15.4%	15.4%	2	2.0	46.2%	46.2%	6	6.0	38.5%	38.5%	5	5.0	0.0%	0.0%	0	0.0	13	13.0	13
7	University of Waikato	3.2	3.2	0.0%	0.0%	0	0.0	40.0%	40.0%	2	2.0	40.0%	40.0%	2	2.0	20.0%	20.0%	1	1.0	5	5.0	4
8	Victoria University of Wellington	2.0	2.0	0.0%	0.0%	0	0.0	20.0%	20.0%	1	1.0	40.0%	40.0%	2	2.0	40.0%	40.0%	2	2.0	5	5.0	3
	Averages & Totals†	**4.57**	**4.55**	**10.0%**	**10.1%**	**6**	**6.00**	**48.3%**	**47.6%**	**29**	**28.20**	**33.3%**	**33.8%**	**20**	**20.00**	**8.3%**	**8.4%**	**5**	**5.00**	**60**	**59.20**	**55**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-6 TEO Ranking by Subject Area - Anthropology and Archaeology

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

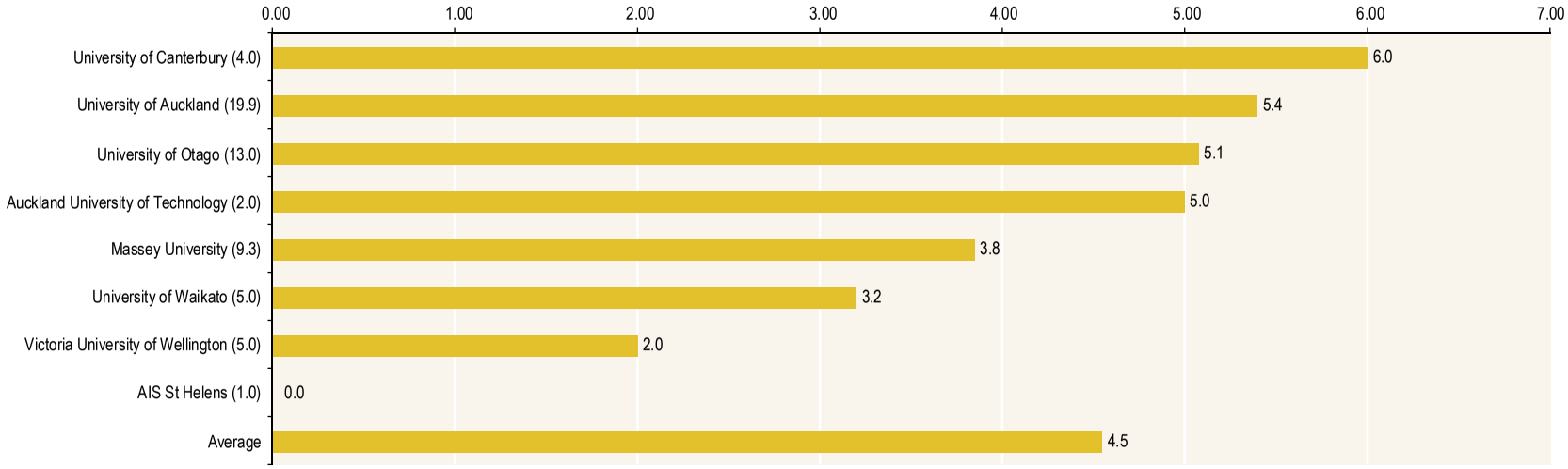

Table A-7 TEO Results by Subject Area - Architecture, Design, Planning, Surveying

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	1.0	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	50.0%	2	2.0	50.0%	50.0%	2	2.0	4	4.0	3
2	Lincoln University	3.3	3.5	7.1%	7.9%	1	1.0	28.6%	31.5%	4	4.0	42.9%	40.9%	6	5.2	21.4%	19.7%	3	2.5	14	12.7	11
3	Massey University	0.9	0.9	0.0%	0.0%	0	0.0	5.6%	4.6%	1	0.8	27.8%	28.7%	5	5.0	66.7%	66.7%	12	11.6	18	17.4	8
4	Unitec Institute of Technology	0.9	0.9	0.0%	0.0%	0	0.0	6.4%	6.8%	3	3.0	23.4%	24.8%	11	11.0	70.2%	68.4%	33	30.3	47	44.3	14
5	University of Auckland	3.0	3.3	7.9%	8.8%	3	3.0	21.1%	23.4%	8	8.0	47.4%	49.8%	18	17.0	23.7%	18.0%	9	6.1	38	34.1	29
6	University of Canterbury	6.0	6.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1	1.0	1
7	University of Otago	2.9	2.9	0.0%	0.0%	0	0.0	37.5%	37.5%	6	6.0	31.3%	31.3%	5	5.0	31.3%	31.3%	5	5.0	16	16.0	12
8	University of Waikato	6.0	6.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1	1.0	1
9	Victoria University of Wellington	3.2	3.3	2.8%	3.1%	1	1.0	27.8%	30.8%	10	10.0	61.1%	58.5%	22	19.0	8.3%	7.6%	3	2.5	36	32.5	35
	Averages & Totals†	**2.24**	**2.34**	**2.9%**	**3.1%**	**5**	**5.00**	**19.4%**	**20.7%**	**34**	**33.80**	**39.4%**	**39.4%**	**69**	**64.20**	**38.3%**	**36.8%**	**67**	**60.00**	**175**	**163.00**	**114**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-7 TEO Ranking by Subject Area - Architecture, Design, Planning, Surveying

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

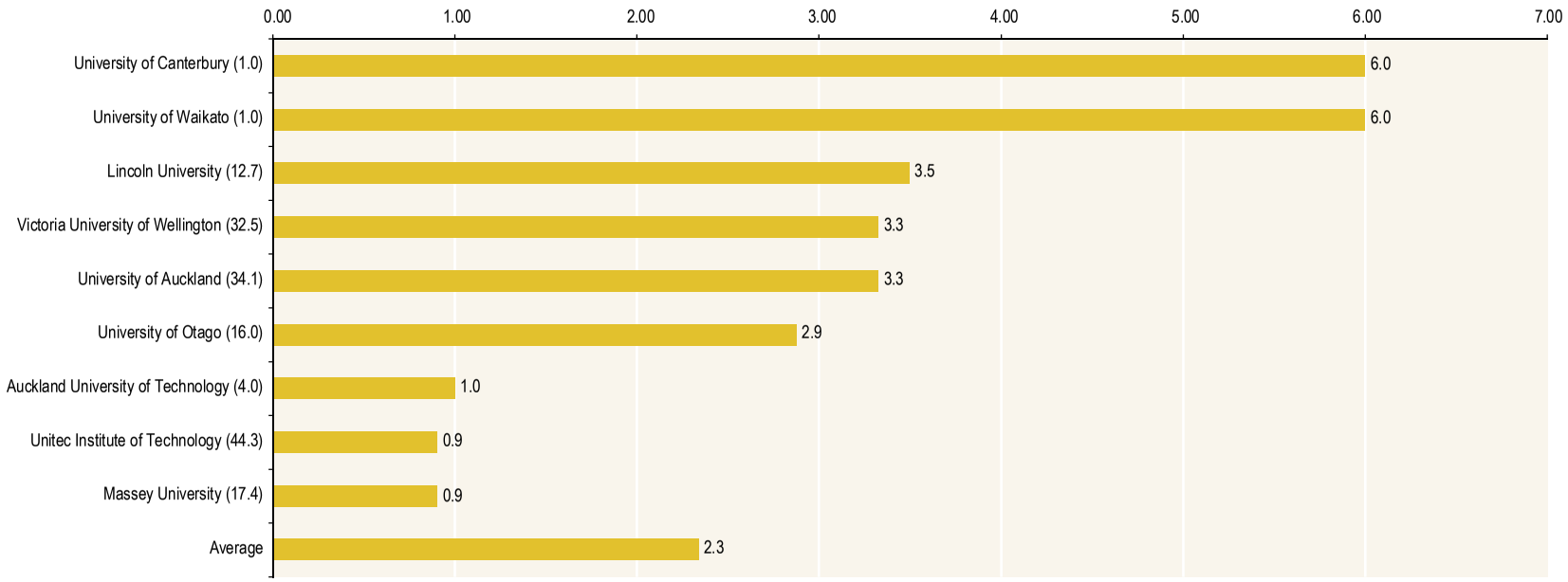

Table A-8 TEO Results by Subject Area - Biomedical

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	1.5	1.7	0.0%	0.0%	0	0.0	25.0%	27.8%	1	1.0	0.0%	0.0%	0	0.0	75.0%	72.2%	3	2.6	4	3.6	1
2	Massey University	0.6	0.5	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	28.6%	23.7%	2	1.4	71.4%	76.3%	5	4.5	7	5.9	5
3	Unitec Institute of Technology	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	1	1.0	1
4	University of Auckland	4.6	4.7	15.6%	15.8%	15	14.7	39.6%	40.7%	38	37.8	33.3%	32.3%	32	29.9	11.5%	11.2%	11	10.4	96	92.8	95
5	University of Otago	3.9	3.9	10.4%	10.5%	7	5.5	35.8%	34.9%	24	18.3	35.8%	36.0%	24	18.9	17.9%	18.5%	12	9.7	67	52.3	60
6	University of Waikato	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	1	1.0	1
	Averages & Totals†	**4.08**	**4.14**	**12.5%**	**12.9%**	**22**	**20.15**	**35.8%**	**36.4%**	**63**	**57.06**	**34.1%**	**33.3%**	**60**	**52.19**	**17.6%**	**17.4%**	**31**	**27.20**	**176**	**156.60**	**163**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-8 TEO Ranking by Subject Area - Biomedical

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

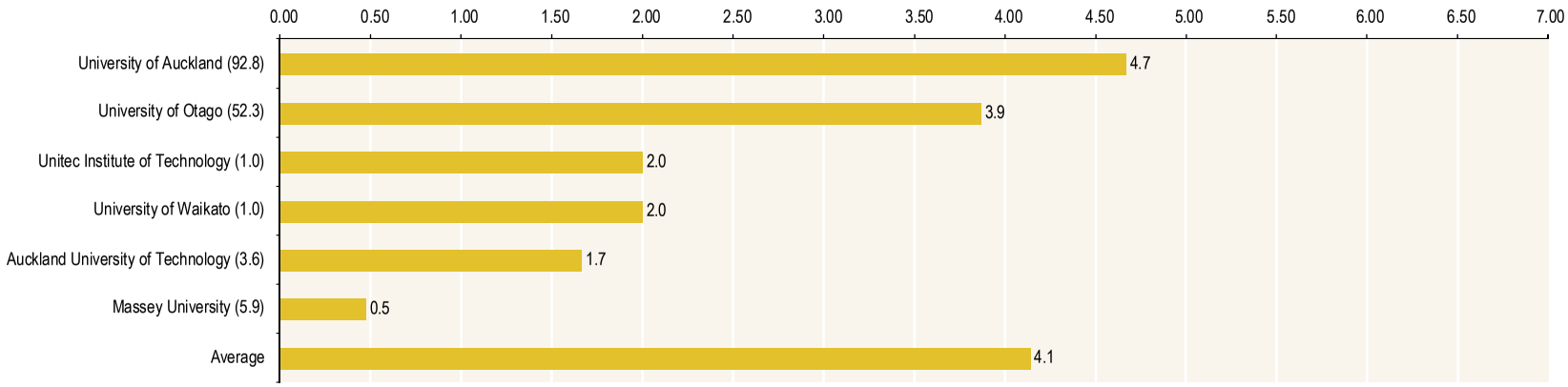

Table A-9 TEO Results by Subject Area - Chemistry

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
1	Auckland University of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	5	5.0	5	5.0	0
2	Lincoln University	6.0	6.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	2	2.0	2
3	Massey University	3.5	3.5	8.6%	7.8%	3	2.4	31.4%	33.2%	11	10.2	37.1%	38.8%	13	11.9	22.9%	20.2%	8	6.2	35	30.7	28
4	University of Auckland	3.8	3.8	7.8%	8.0%	5	5.0	34.4%	34.6%	22	21.5	46.9%	47.4%	30	29.5	10.9%	10.0%	7	6.2	64	62.2	62
5	University of Canterbury	5.0	5.1	22.6%	24.6%	7	7.0	29.0%	28.1%	9	8.0	48.4%	47.3%	15	13.4	0.0%	0.0%	0	0.0	31	28.4	31
6	University of Otago	4.3	4.3	8.8%	8.8%	3	3.0	44.1%	44.1%	15	15.0	38.2%	38.2%	13	13.0	8.8%	8.8%	3	3.0	34	34.0	31
7	University of Waikato	5.1	5.1	15.4%	15.4%	2	2.0	53.8%	53.8%	7	7.0	15.4%	15.4%	2	2.0	15.4%	15.4%	2	2.0	13	13.0	11
8	Victoria University of Wellington	3.6	3.6	20.0%	20.0%	2	2.0	10.0%	10.0%	1	1.0	50.0%	50.0%	5	5.0	20.0%	20.0%	2	2.0	10	10.0	8
9	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
	Averages & Totals†	**3.99**	**4.03**	**11.3%**	**11.5%**	**22**	**21.40**	**34.4%**	**34.7%**	**67**	**64.71**	**40.0%**	**40.2%**	**78**	**74.87**	**14.4%**	**13.6%**	**28**	**25.40**	**195**	**186.38**	**173**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-9 TEO Ranking by Subject Area - Chemistry

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

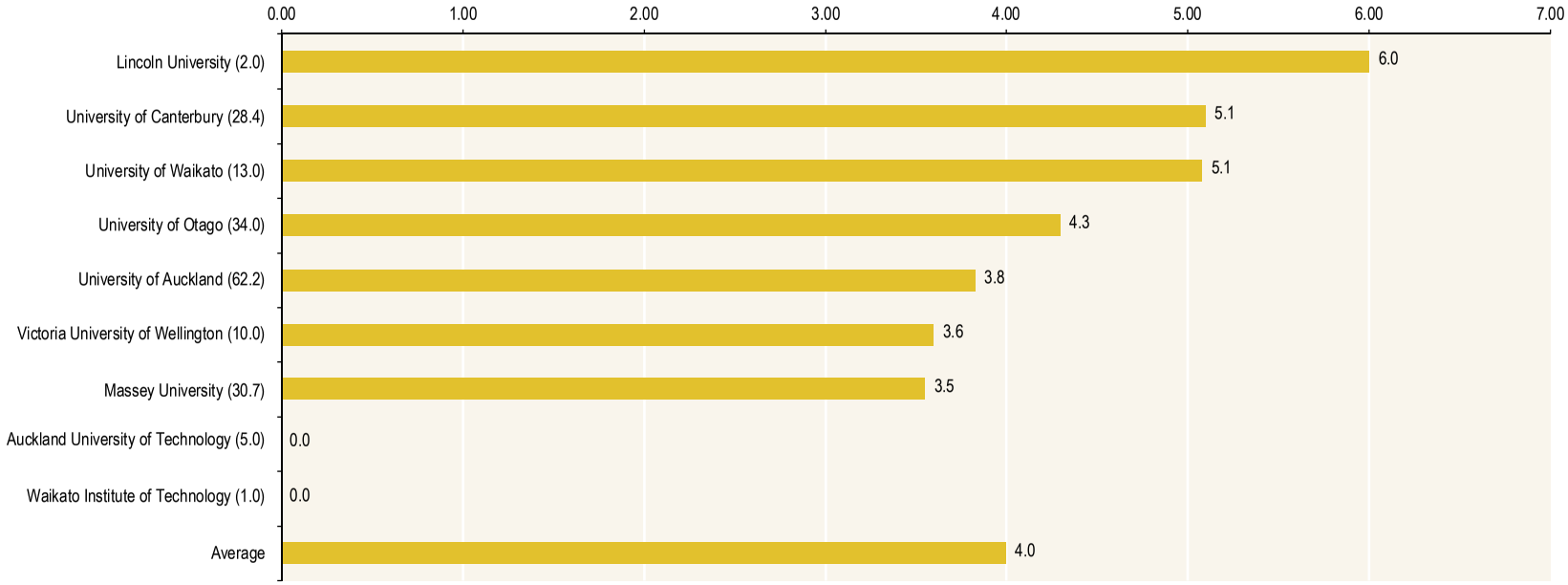

Table A-10 TEO Results by Subject Area - Clinical Medicine

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	3	2.0	3	2.0	0
2	Massey University	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
3	University of Auckland	3.2	3.6	3.3%	4.3%	4	4.0	35.0%	41.8%	42	39.3	38.3%	35.0%	46	33.0	23.3%	18.9%	28	17.8	120	94.1	101
4	University of Otago	2.7	3.0	2.2%	3.4%	4	3.3	28.0%	30.3%	51	29.3	40.7%	41.4%	74	40.0	29.1%	24.9%	53	24.0	182	96.6	143
5	Victoria University of Wellington	6.0	6.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1	1.0	1
	Averages & Totals†	**2.88**	**3.27**	**2.6%**	**3.8%**	**8**	**7.30**	**30.6%**	**35.7%**	**94**	**69.58**	**39.1%**	**37.5%**	**120**	**72.99**	**27.7%**	**23.0%**	**85**	**44.82**	**307**	**194.69**	**245**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-10 TEO Ranking by Subject Area - Clinical Medicine

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

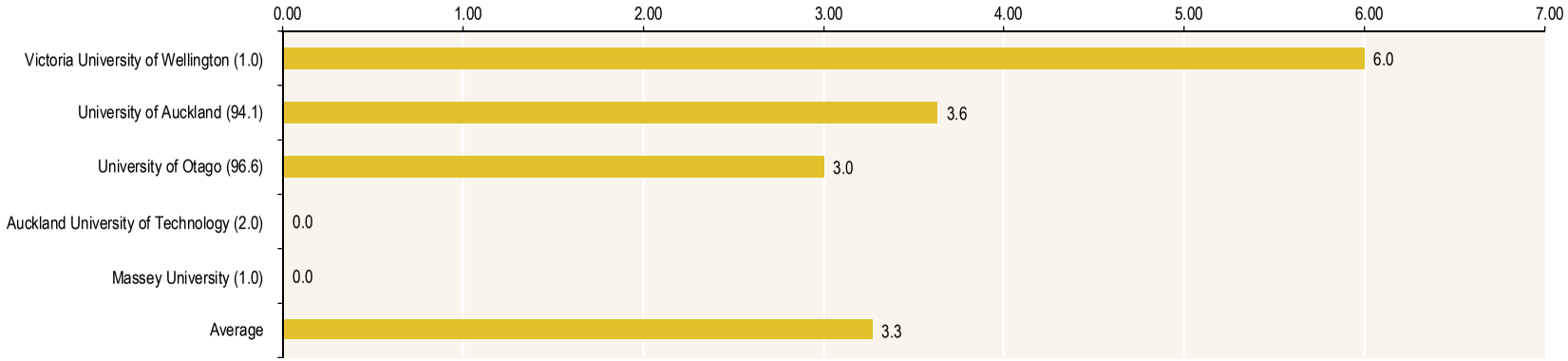

Table A-11 TEO Results by Subject Area - Communications, Journalism and Media Studies

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	AIS St Helens	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
2	Auckland University of Technology	0.4	0.5	0.0%	0.0%	0	0.0	3.4%	3.8%	1	1.0	10.3%	11.4%	3	3.0	86.2%	84.8%	25	22.4	29	26.4	7
3	Lincoln University	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
4	Massey University	1.6	1.7	0.0%	0.0%	0	0.0	6.3%	6.4%	1	1.0	62.5%	63.9%	10	10.0	31.3%	29.7%	5	4.7	16	15.7	12
5	Unitec Institute of Technology	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	22.2%	22.2%	2	2.0	77.8%	77.8%	7	7.0	9	9.0	2
6	University of Auckland	3.7	3.1	16.7%	9.1%	1	0.5	16.7%	18.2%	1	1.0	50.0%	54.5%	3	3.0	16.7%	18.2%	1	1.0	6	5.5	6
7	University of Canterbury	2.0	2.0	0.0%	0.0%	0	0.0	20.0%	20.0%	2	2.0	40.0%	40.0%	4	4.0	40.0%	40.0%	4	4.0	10	10.0	8
8	University of Otago	2.0	2.2	0.0%	0.0%	0	0.0	14.3%	15.4%	1	1.0	57.1%	61.5%	4	4.0	28.6%	23.1%	2	1.5	7	6.5	5
9	University of Waikato	3.8	3.8	11.1%	11.1%	1	1.0	33.3%	33.3%	3	3.0	33.3%	33.3%	3	3.0	22.2%	22.2%	2	2.0	9	9.0	8
10	Victoria University of Wellington	2.9	2.9	0.0%	0.0%	0	0.0	33.3%	33.3%	3	3.0	44.4%	44.4%	4	4.0	22.2%	22.2%	2	2.0	9	9.0	7
11	Waikato Institute of Technology	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	20.0%	22.2%	1	1.0	80.0%	77.8%	4	3.5	5	4.5	2
	Averages & Totals†	**1.57**	**1.59**	**2.0%**	**1.5%**	**2**	**1.50**	**11.8%**	**12.3%**	**12**	**12.00**	**33.3%**	**34.9%**	**34**	**34.00**	**52.9%**	**51.3%**	**54**	**50.03**	**102**	**97.53**	**58**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-11 TEO Ranking by Subject Area - Communications, Journalism and Media Studies

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

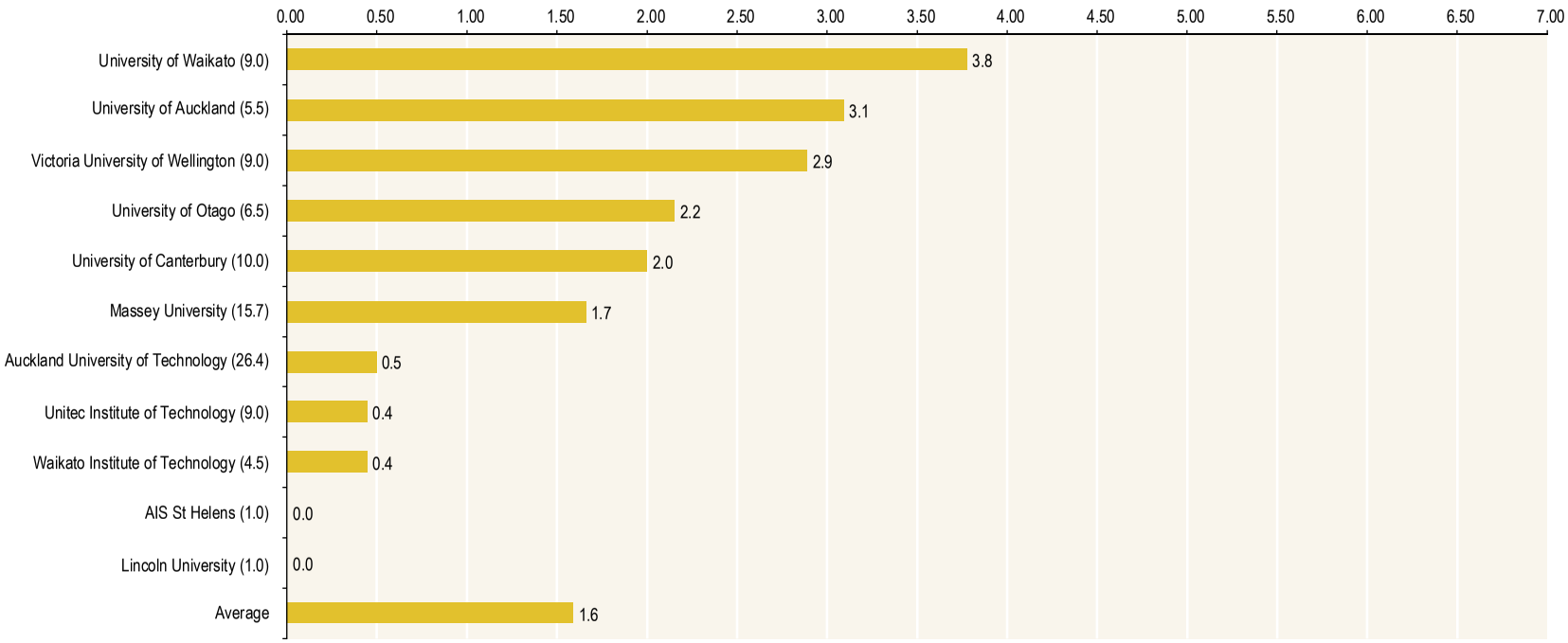

Table A-12 TEO Results by Subject Area - Computer Science, Information Technology, Information Sciences

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	1.5	1.5	4.9%	5.3%	2	2.0	7.3%	7.9%	3	3.0	26.8%	27.0%	11	10.3	61.0%	59.8%	25	22.7	41	38.0	24
2	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
3	Lincoln University	1.7	1.7	0.0%	0.0%	0	0.0	15.4%	15.7%	2	2.0	38.5%	39.3%	5	5.0	46.2%	45.0%	6	5.7	13	12.7	9
4	Massey University	1.2	1.3	1.2%	1.2%	1	1.0	9.3%	9.5%	8	8.0	27.9%	28.1%	24	23.6	61.6%	61.2%	53	51.4	86	84.0	52
5	Unitec Institute of Technology	0.3	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	17.1%	17.1%	7	7.0	82.9%	82.9%	34	34.0	41	41.0	9
6	University of Auckland	3.7	3.7	9.3%	9.7%	7	7.0	34.7%	34.1%	26	24.7	32.0%	32.7%	24	23.7	24.0%	23.5%	18	17.0	75	72.5	67
7	University of Canterbury	3.5	3.7	5.9%	6.1%	1	1.0	35.3%	36.8%	6	6.0	41.2%	42.3%	7	6.9	17.6%	14.8%	3	2.4	17	16.3	17
8	University of Otago	2.6	2.7	5.9%	6.1%	3	3.0	23.5%	24.2%	12	12.0	29.4%	29.8%	15	14.8	41.2%	39.9%	21	19.8	51	49.6	30
9	University of Waikato	4.7	4.7	10.3%	8.3%	3	2.3	51.7%	54.2%	15	15.0	27.6%	28.9%	8	8.0	10.3%	8.5%	3	2.4	29	27.7	26
10	Victoria University of Wellington	3.6	3.7	9.8%	10.2%	4	4.0	31.7%	32.2%	13	12.6	34.1%	35.9%	14	14.0	24.4%	21.7%	10	8.5	41	39.0	38
11	Waikato Institute of Technology	0.3	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	14.3%	14.3%	1	1.0	85.7%	85.7%	6	6.0	7	7.0	1
	Averages & Totals†	**2.37**	**2.40**	**5.2%**	**5.2%**	**21**	**20.30**	**21.1%**	**21.4%**	**85**	**83.28**	**28.9%**	**29.4%**	**116**	**114.27**	**44.8%**	**44.0%**	**180**	**170.90**	**402**	**388.75**	**274**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-12

TEO Ranking by Subject Area - Computer Science, Information Technology, Information Sciences

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

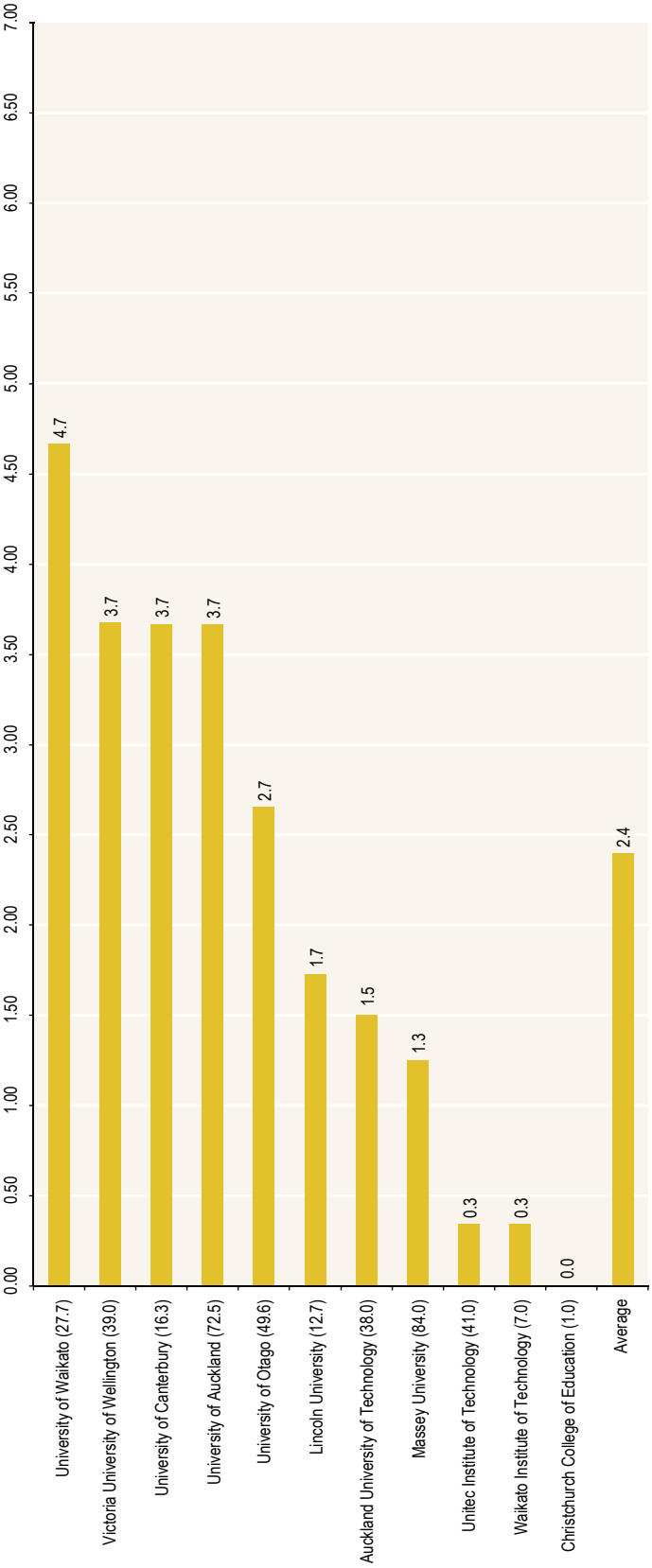

Table A-13 TEO Results by Subject Area - Dentistry

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	1.0	0.5	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	25.0%	1	0.2	50.0%	75.0%	1	0.6	2	0.8	1
2	University of Otago	1.8	1.9	5.7%	6.0%	3	3.0	13.2%	14.0%	7	7.0	20.8%	21.4%	11	10.7	60.4%	58.6%	32	29.2	53	49.9	28
	Averages & Totals†	**1.75**	**1.85**	**5.5%**	**5.9%**	**3**	**3.00**	**12.7%**	**13.8%**	**7**	**7.00**	**21.8%**	**21.4%**	**12**	**10.85**	**60.0%**	**58.9%**	**33**	**29.83**	**55**	**50.68**	**29**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-13 TEO Ranking by Subject Area - Dentistry

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

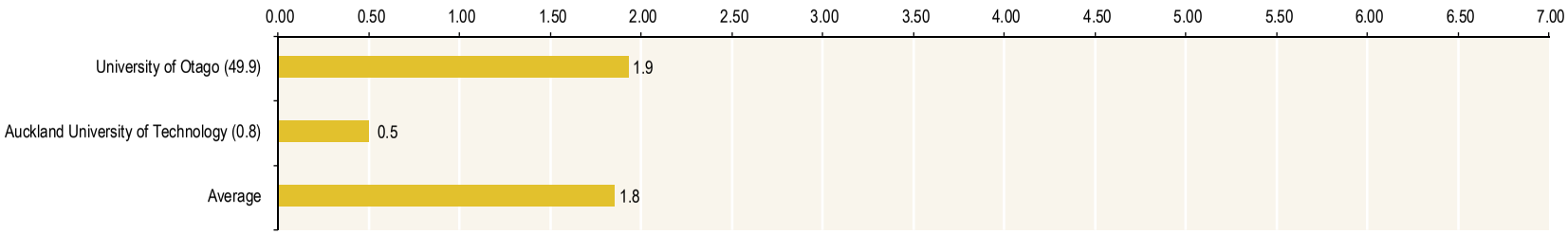

Table A-14 TEO Results by Subject Area - Design

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
1	Auckland University of Technology	0.4	0.4	0.0%	0.0%	0	0.0	5.0%	6.0%	1	1.0	5.0%	3.6%	1	0.6	90.0%	90.4%	18	15.0	20	16.6	5
2	Massey University	0.7	0.7	0.0%	0.0%	0	0.0	6.5%	6.7%	3	3.0	13.0%	13.5%	6	6.0	80.4%	79.8%	37	35.5	46	44.5	25
3	Unitec Institute of Technology	0.5	0.4	0.0%	0.0%	0	0.0	4.5%	5.3%	1	1.0	9.1%	4.7%	2	0.9	86.4%	90.0%	19	17.1	22	19.0	5
4	University of Auckland	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	2.0	2	2.0	1
5	University of Otago	0.6	0.7	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	30.0%	36.3%	3	3.0	70.0%	63.7%	7	5.3	10	8.3	4
6	Victoria University of Wellington	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
7	Whitecliffe College of Arts and Design	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	4	2.8	4	2.8	1
	Averages & Totals†	**0.51**	**0.54**	**0.0%**	**0.0%**	**0**	**0.00**	**4.8%**	**5.3%**	**5**	**5.00**	**11.4%**	**11.1%**	**12**	**10.50**	**83.8%**	**83.5%**	**88**	**78.69**	**105**	**94.19**	**42**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-14 TEO Ranking by Subject Area - Design

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

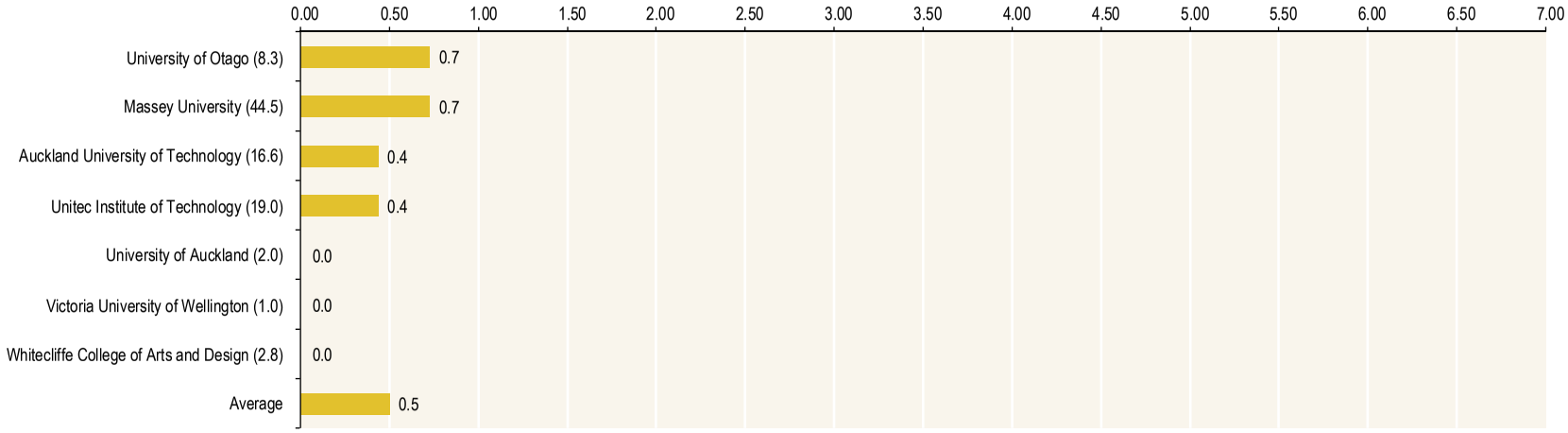

Table A-15 TEO Results by Subject Area - Earth Sciences

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.5	0.0%	0.0%	0	0.0	1	0.5	1
2	Lincoln University	4.2	4.2	9.1%	9.1%	1	1.0	36.4%	36.4%	4	4.0	54.5%	54.5%	6	6.0	0.0%	0.0%	0	0.0	11	11.0	11
3	Massey University	3.4	3.5	5.9%	6.1%	1	1.0	35.3%	36.8%	6	6.0	35.3%	32.5%	6	5.3	23.5%	24.5%	4	4.0	17	16.3	17
4	University of Auckland	4.6	4.7	3.8%	4.3%	1	1.0	61.5%	61.9%	16	14.4	26.9%	30.1%	7	7.0	7.7%	3.7%	2	0.9	26	23.3	26
5	University of Canterbury	4.8	4.8	11.5%	11.8%	3	3.0	50.0%	49.4%	13	12.5	34.6%	34.9%	9	8.9	3.8%	3.9%	1	1.0	26	25.4	25
6	University of Otago	4.7	4.5	9.5%	9.1%	2	1.8	52.4%	49.4%	11	9.5	28.6%	31.2%	6	6.0	9.5%	10.4%	2	2.0	21	19.3	19
7	University of Waikato	4.4	4.5	10.5%	10.8%	2	2.0	42.1%	43.2%	8	8.0	42.1%	43.2%	8	8.0	5.3%	2.7%	1	0.5	19	18.5	18
8	Victoria University of Wellington	4.2	4.3	8.0%	8.5%	2	2.0	40.0%	41.9%	10	9.9	48.0%	45.3%	12	10.7	4.0%	4.2%	1	1.0	25	23.6	25
9	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
	Averages & Totals†	**4.34**	**4.38**	**8.2%**	**8.5%**	**12**	**11.75**	**46.3%**	**46.4%**	**68**	**64.33**	**37.4%**	**37.7%**	**55**	**52.35**	**8.2%**	**7.5%**	**12**	**10.35**	**147**	**138.78**	**142**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-15 TEO Ranking by Subject Area - Earth Sciences

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

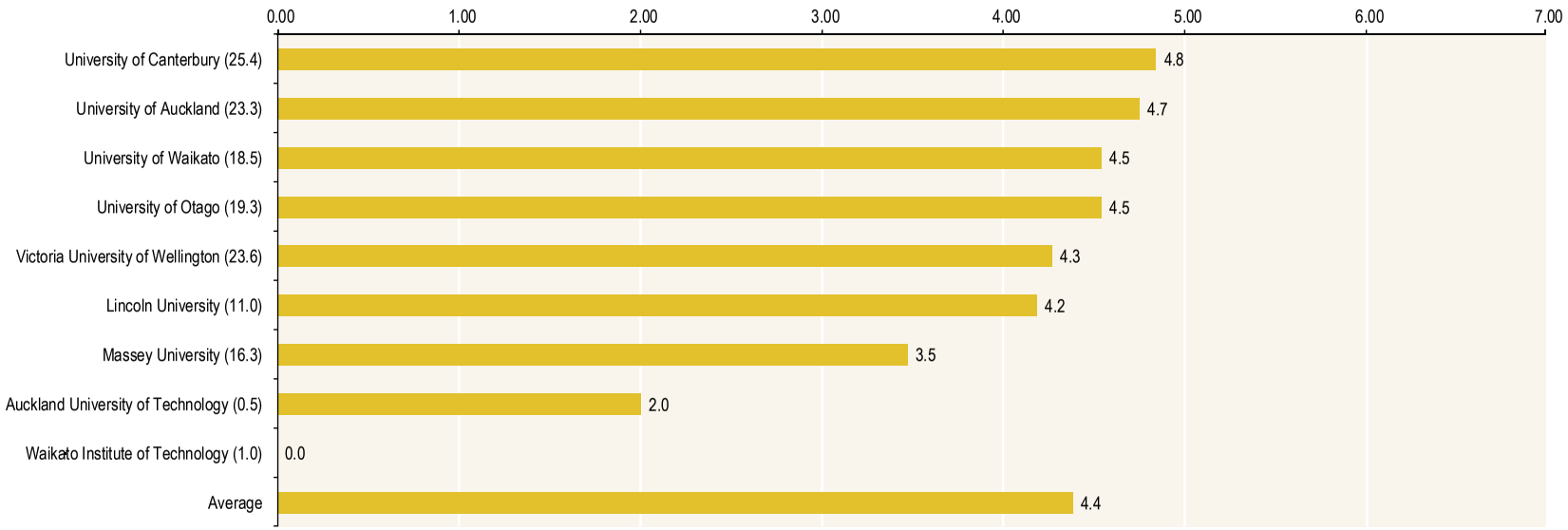

Table A-16 TEO Results by Subject Area - Ecology, Evolution and Behaviour

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	2.0	2.0	0.0%	0.0%	0	0.0	16.7%	16.7%	1	1.0	50.0%	50.0%	3	3.0	33.3%	33.3%	2	2.0	6	6.0	4
2	Lincoln University	3.6	3.6	18.8%	18.8%	3	3.0	6.3%	6.3%	1	1.0	68.8%	68.8%	11	11.0	6.3%	6.3%	1	1.0	16	16.0	16
3	Massey University	3.4	3.6	8.8%	9.0%	3	2.8	26.5%	29.1%	9	9.0	47.1%	49.1%	16	15.2	17.6%	12.8%	6	4.0	34	31.0	30
4	Unitec Institute of Technology	2.0	2.0	0.0%	0.0%	0	0.0	33.3%	33.3%	1	1.0	0.0%	0.0%	0	0.0	66.7%	66.7%	2	2.0	3	3.0	2
5	University of Auckland	5.2	5.2	23.3%	23.9%	7	7.0	36.7%	35.8%	11	10.5	33.3%	33.4%	10	9.8	6.7%	6.8%	2	2.0	30	29.2	30
6	University of Canterbury	4.7	4.7	12.0%	12.0%	3	3.0	44.0%	44.0%	11	11.0	44.0%	44.0%	11	11.0	0.0%	0.0%	0	0	25	25.0	25
7	University of Otago	4.8	4.9	14.3%	15.2%	5	5.0	45.7%	45.3%	16	14.9	31.4%	31.2%	11	10.3	8.6%	8.4%	3	2.8	35	32.9	35
8	University of Waikato	4.5	4.6	16.7%	18.8%	2	2.0	33.3%	31.0%	4	3.3	41.7%	40.8%	5	4.4	8.3%	9.4%	1	1.0	12	10.7	11
9	Victoria University of Wellington	3.2	3.2	0.0%	0.0%	0	0.0	31.6%	31.6%	6	6.0	63.2%	63.2%	12	12.0	5.3%	5.3%	1	1.0	19	19.0	19
10	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
	Averages & Totals†	**4.13**	**4.18**	**12.7%**	**13.1%**	**23**	**22.80**	**33.2%**	**33.2%**	**60**	**57.66**	**43.6%**	**44.1%**	**79**	**76.60**	**10.5%**	**9.6%**	**19**	**16.70**	**181**	**173.76**	**172**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-16 TEO Ranking by Subject Area - Ecology, Evolution and Behaviour

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

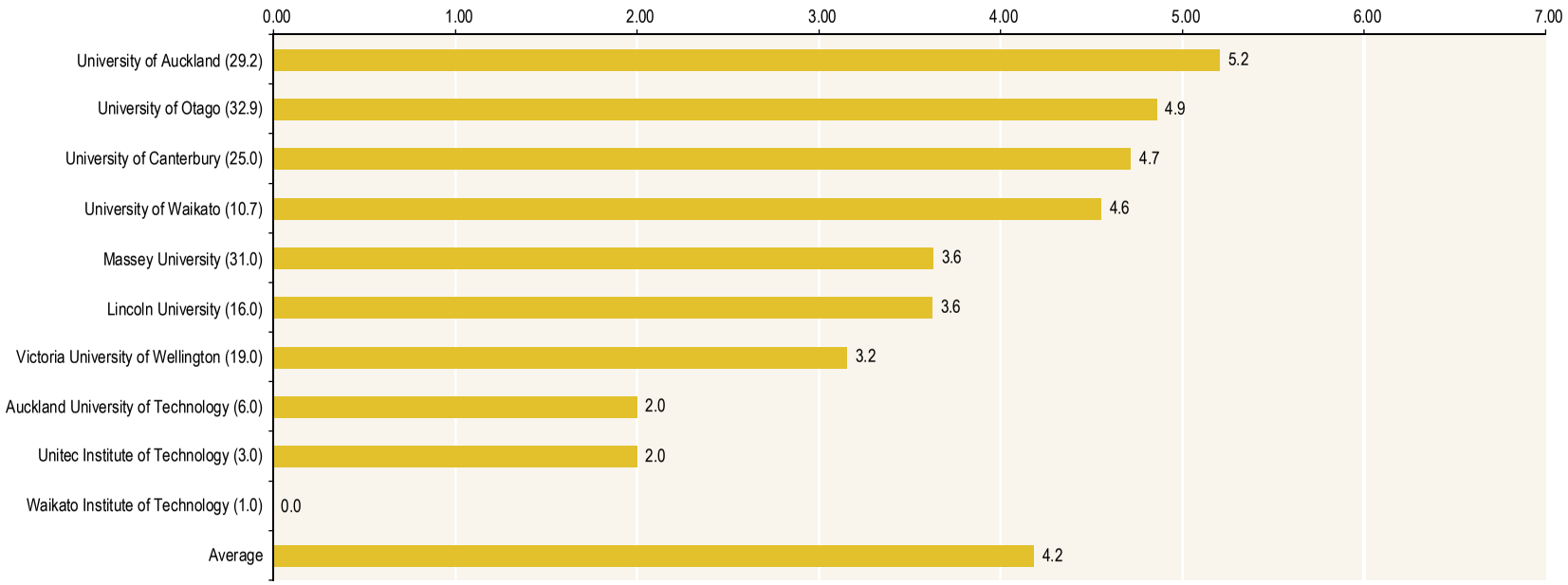

Table A-17 TEO Results by Subject Area - Economics

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	AIS St Helens	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	1	1.0	1
2	Auckland University of Technology	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	18.8%	19.1%	3	3.0	81.3%	80.9%	13	12.7	16	15.7	6
3	Lincoln University	2.9	2.9	0.0%	0.0%	0	0.0	40.0%	39.4%	6	5.7	26.7%	27.9%	4	4.0	33.3%	32.7%	5	4.7	15	14.4	15
4	Massey University	2.8	2.8	0.0%	0.0%	0	0.0	34.6%	32.8%	9	8.3	38.5%	39.5%	10	10.0	26.9%	27.7%	7	7.0	26	25.3	26
5	Unitec Institute of Technology	0.7	0.7	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	33.3%	33.3%	1	1.0	66.7%	66.7%	2	2.0	3	3.0	1
6	University of Auckland	4.6	4.6	13.8%	14.8%	4	4.0	44.8%	43.4%	13	11.8	27.6%	27.5%	8	7.4	13.8%	14.3%	4	3.9	29	27.1	26
7	University of Canterbury	2.9	3.0	6.7%	6.8%	1	1.0	26.7%	27.1%	4	4.0	33.3%	33.9%	5	5.0	33.3%	32.2%	5	4.8	15	14.8	12
8	University of Otago	3.7	3.9	10.5%	11.4%	2	2.0	36.8%	39.8%	7	7.0	21.1%	19.9%	4	3.5	31.6%	29.0%	6	5.1	19	17.6	13
9	University of Waikato	3.5	3.4	7.7%	8.7%	1	1.0	38.5%	34.3%	5	4.0	23.1%	22.2%	3	2.6	30.8%	34.8%	4	4.0	13	11.5	13
10	Victoria University of Wellington	2.8	2.8	0.0%	0.0%	0	0.0	34.6%	34.6%	9	9.0	38.5%	38.5%	10	10.0	26.9%	26.9%	7	7.0	26	26.0	19
11	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	4	3.3	4	3.3	0
	Averages & Totals†	**2.97**	**2.96**	**4.8%**	**5.0%**	**8**	**8.00**	**31.7%**	**31.1%**	**53**	**49.66**	**29.3%**	**29.8%**	**49**	**47.48**	**34.1%**	**34.1%**	**57**	**54.42**	**167**	**159.56**	**132**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-17 TEO Ranking by Subject Area - Economics

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

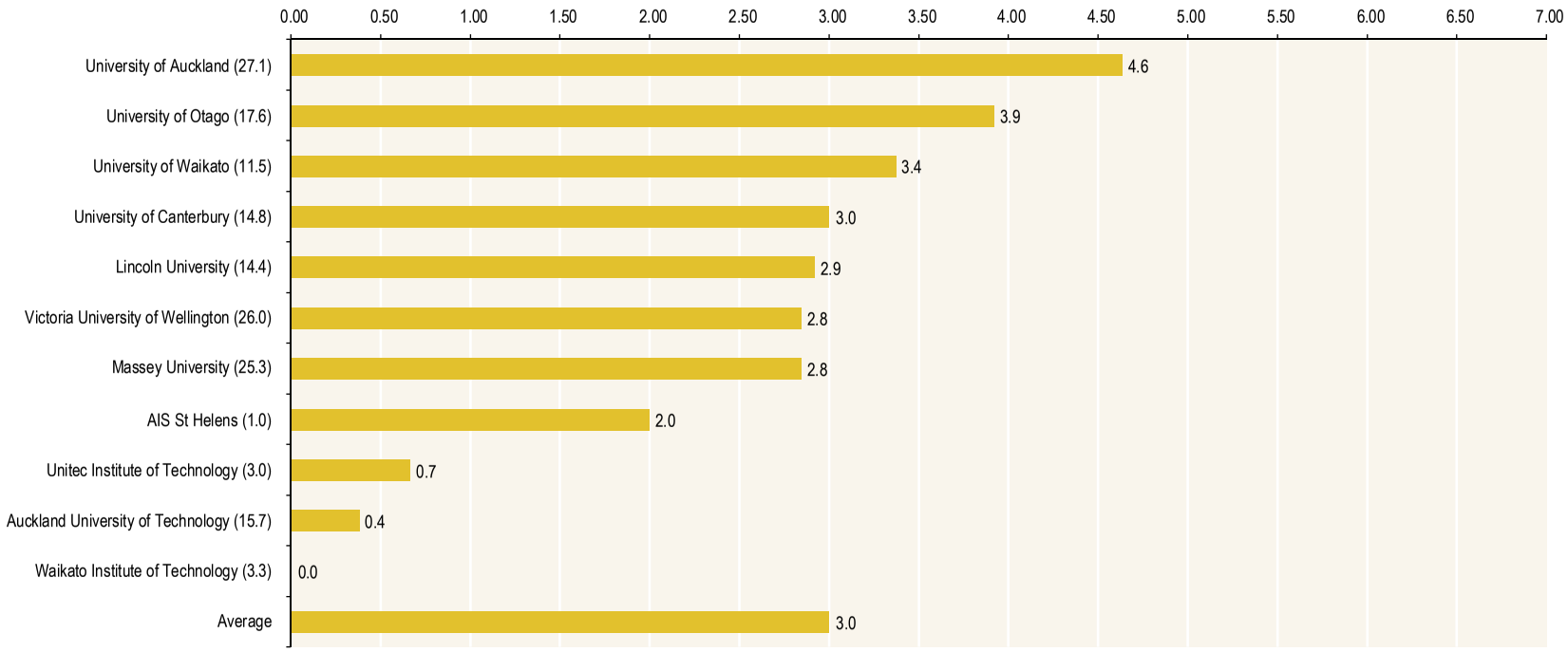

Table A-18 TEO Results by Subject Area - Education

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
1	Auckland College of Education	0.3	0.3	0.0%	0.0%	0	0.0	0.6%	0.7%	1	1.0	14.0%	13.4%	22	19.6	85.4%	85.9%	134	125.7	157	146.3	40
2	Auckland University of Technology	0.5	0.5	0.0%	0.0%	0	0.0	3.6%	3.9%	2	2.0	14.5%	15.6%	8	8.0	81.8%	80.5%	45	41.4	55	51.4	23
3	Bethlehem Institute of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	22	17.0	22	17.0	2
4	Bible College of New Zealand	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
5	Christchurch College of Education	0.2	0.2	0.0%	0.0%	0	0.0	0.7%	0.7%	1	1.0	8.6%	8.7%	13	11.6	90.7%	90.6%	137	121.8	151	134.5	65
6	Dunedin College of Education	0.2	0.2	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	10.6%	11.4%	7	7.0	89.4%	88.6%	59	54.2	66	61.2	24
7	Lincoln University	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	1	1.0	1
8	Massey University	1.4	1.4	3.3%	3.0%	5	4.2	9.3%	9.9%	14	14.0	24.7%	25.2%	37	35.7	62.7%	62.0%	94	87.9	150	141.8	94
9	Te Wānanga o Aotearoa	0.1	0.1	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	5.3%	4.8%	1	0.8	94.7%	95.2%	18	16.0	19	16.8	2
10	Unitec Institute of Technology	0.9	0.9	0.0%	0.0%	0	0.0	10.0%	10.8%	3	3.0	13.3%	13.4%	4	3.7	76.7%	75.8%	23	21.0	30	27.7	10
11	University of Auckland	3.6	3.7	15.1%	15.3%	11	10.2	23.3%	24.4%	17	16.3	37.0%	37.2%	27	24.9	24.7%	23.1%	18	15.5	73	66.9	62
12	University of Canterbury	1.8	1.9	3.8%	3.9%	1	1.0	7.7%	7.8%	2	2.0	50.0%	50.4%	13	13.0	38.5%	38.0%	10	9.8	26	25.8	18
13	University of Otago	2.1	2.2	6.5%	7.3%	2	2.0	12.9%	14.5%	4	4.0	35.5%	32.0%	11	8.8	45.2%	46.1%	14	12.7	31	27.5	19
14	University of Waikato	1.8	1.8	4.4%	4.6%	6	6.0	14.6%	15.3%	20	20.0	24.1%	23.5%	33	30.8	56.9%	56.6%	78	74.1	137	130.8	89
15	Victoria University of Wellington	2.6	2.9	4.0%	4.4%	1	1.0	28.0%	30.9%	7	7.0	28.0%	30.9%	7	7.0	40.0%	33.9%	10	7.7	25	22.7	18
16	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	13	13.0	13	13.0	7
17	Wellington College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1.7%	1.4%	2	1.5	98.3%	98.6%	117	107.2	119	108.7	18
18	Whitecliffe College of Arts and Design	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
	Averages & Totals†	**0.98**	**1.02**	**2.4%**	**2.5%**	**26**	**24.40**	**6.6%**	**7.1%**	**71**	**70.32**	**17.3%**	**17.4%**	**186**	**173.33**	**73.7%**	**73.1%**	**794**	**726.76**	**1077**	**994.81**	**493**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-18 TEO Ranking by Subject Area - Education

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

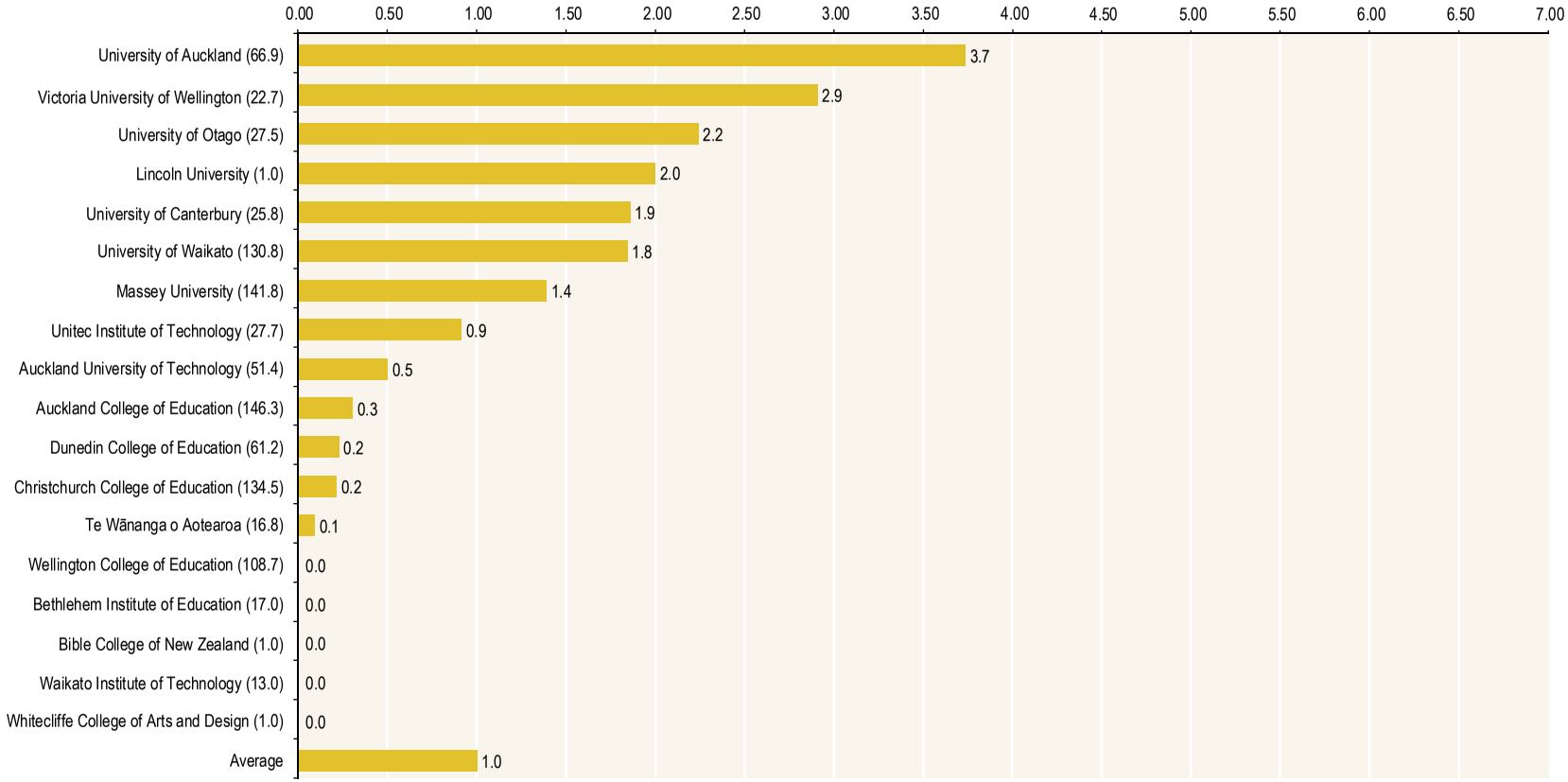

Table A-19 TEO Results by Subject Area - Engineering and Technology

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
1	Auckland University of Technology	0.8	0.8	0.0%	0.0%	0	0.0	6.9%	7.2%	2	2.0	17.2%	17.9%	5	5.0	75.9%	74.9%	22	20.9	29	27.9	8
2	Lincoln University	1.8	1.7	0.0%	0.0%	0	0.0	11.1%	9.1%	1	0.7	55.6%	58.4%	5	4.5	33.3%	32.5%	3	2.5	9	7.7	8
3	Massey University	2.7	2.8	8.6%	9.2%	5	5.0	17.2%	18.5%	10	10.0	37.9%	39.2%	22	21.3	36.2%	33.1%	21	17.9	58	54.2	40
4	Unitec Institute of Technology	1.2	1.2	0.0%	0.0%	0	0.0	9.1%	9.7%	2	2.0	31.8%	31.6%	7	6.5	59.1%	58.7%	13	12.1	22	20.6	10
5	University of Auckland	4.5	4.5	16.7%	16.5%	21	20.3	33.3%	33.6%	42	41.1	43.7%	43.7%	55	53.5	6.3%	6.2%	8	7.6	126	122.5	120
6	University of Canterbury	4.8	4.8	14.1%	13.7%	13	12.0	44.6%	45.5%	41	39.9	35.9%	35.1%	33	30.8	5.4%	5.7%	5	5.0	92	87.8	89
7	University of Otago	4.3	4.5	16.7%	17.4%	2	2.0	33.3%	34.8%	4	4.0	33.3%	34.8%	4	4.0	16.7%	13.0%	2	1.5	12	11.5	10
8	University of Waikato	3.5	3.6	0.0%	0.0%	0	0.0	45.0%	46.2%	9	9.0	40.0%	41.1%	8	8.0	15.0%	12.7%	3	2.5	20	19.5	17
9	Victoria University of Wellington	4.0	4.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	50.0%	50.0%	1	1.0	0.0%	0.0%	0	0.0	2	2.0	2
10	Waikato Institute of Technology	1.0	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	50.0%	50.0%	1	1.0	2	2.0	2
	Averages & Totals†	**3.67**	**3.72**	**11.0%**	**11.1%**	**41**	**39.27**	**30.1%**	**30.9%**	**112**	**109.74**	**37.9%**	**38.1%**	**141**	**135.57**	**21.0%**	**20.0%**	**78**	**70.95**	**372**	**355.53**	**306**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-19

TEO Ranking by Subject Area - Engineering and Technology

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

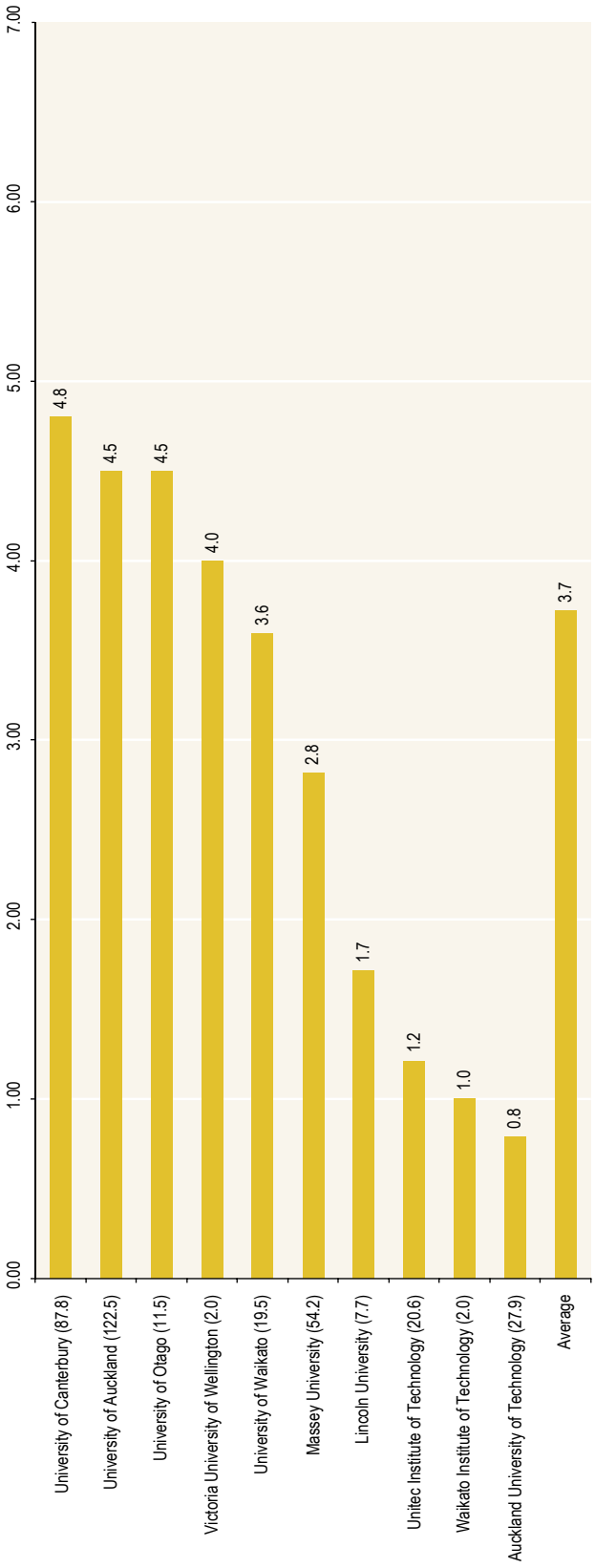

Table A-20 TEO Results by Subject Area - English Language and Literature

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	1.0	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	51.7%	3	3.0	50.0%	48.3%	3	2.8	6	5.8	3
2	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
3	Massey University	0.9	0.9	0.0%	0.0%	0	0.0	6.7%	6.7%	1	1.0	26.7%	26.7%	4	4.0	66.7%	66.7%	10	10.0	15	15.0	8
4	Unitec Institute of Technology	0.3	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	12.5%	13.3%	1	1.0	87.5%	86.7%	7	6.5	8	7.5	1
5	University of Auckland	4.4	4.4	17.9%	18.4%	5	5.0	32.1%	31.3%	9	8.5	32.1%	31.8%	9	8.6	17.9%	18.4%	5	5.0	28	27.1	28
6	University of Canterbury	2.7	2.7	5.6%	5.6%	1	1.0	16.7%	16.7%	3	3.0	55.6%	55.5%	10	10.0	22.2%	22.3%	4	4.0	18	18.0	16
7	University of Otago	3.5	3.5	6.3%	6.7%	1	1.0	37.5%	36.5%	6	5.4	31.3%	33.5%	5	5.0	25.0%	23.3%	4	3.5	16	14.9	12
8	University of Waikato	2.4	2.4	0.0%	0.0%	0	0.0	20.0%	20.0%	2	2.0	60.0%	60.0%	6	6.0	20.0%	20.0%	2	2.0	10	10.0	9
9	Victoria University of Wellington	3.2	3.2	0.0%	0.0%	0	0.0	36.8%	37.6%	7	7.0	47.4%	46.2%	9	8.6	15.8%	16.1%	3	3.0	19	18.6	19
	Averages & Totals†	**2.74**	**2.75**	**5.8%**	**5.9%**	**7**	**7.00**	**23.1%**	**22.8%**	**28**	**26.94**	**38.8%**	**39.2%**	**47**	**46.20**	**32.2%**	**32.0%**	**39**	**37.78**	**121**	**117.92**	**96**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-20 TEO Ranking by Subject Area - English Language and Literature

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

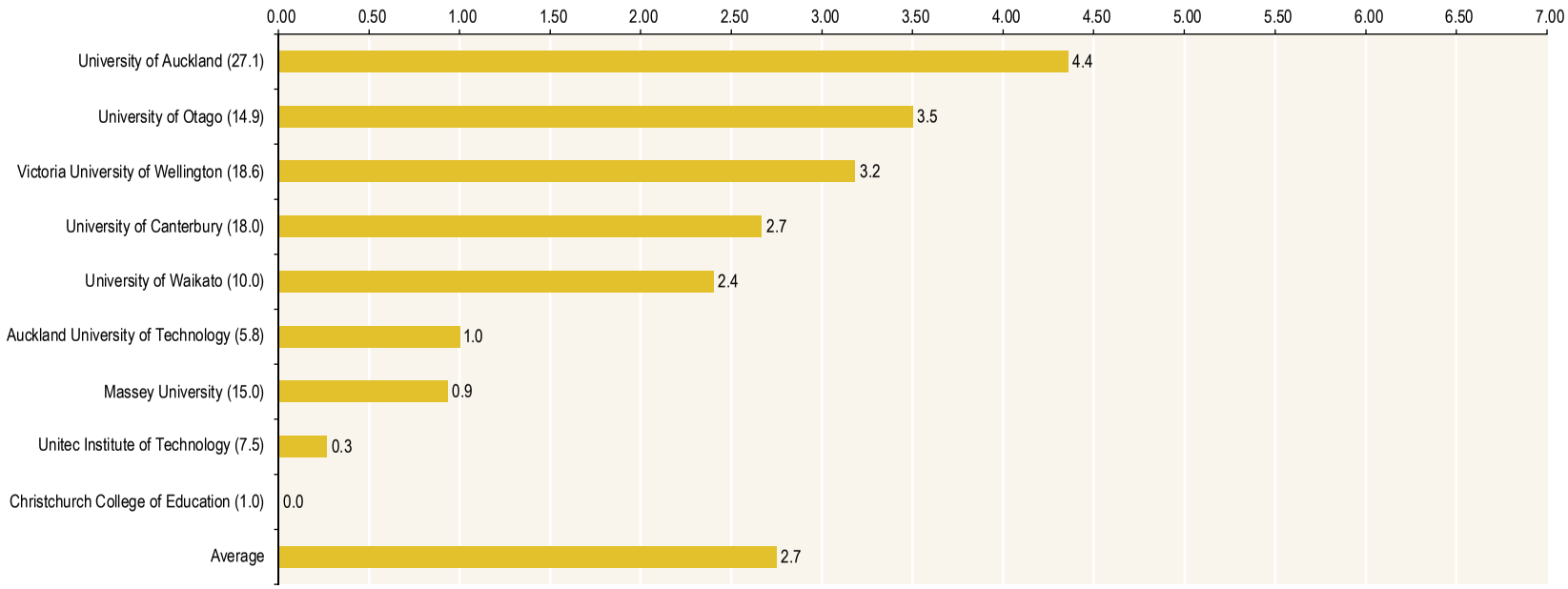

Table A-21 TEO Results by Subject Area - Foreign Languages and Linguistics

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
1	AIS St Helens	0.3	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	16.7%	18.5%	1	1.0	83.3%	81.5%	5	4.4	6	5.4	3
2	Auckland University of Technology	0.5	0.6	3.7%	4.3%	1	1.0	0.0%	0.0%	0	0.0	7.4%	8.7%	2	2.0	88.9%	87.0%	24	20.0	27	23.0	7
3	Massey University	1.1	1.1	0.0%	0.0%	0	0.0	11.8%	12.7%	2	2.0	17.6%	19.0%	3	3.0	70.6%	68.4%	12	10.8	17	15.8	11
4	Unitec Institute of Technology	0.1	0.1	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	5.6%	5.7%	1	1.0	94.4%	94.3%	17	16.4	18	17.4	1
5	University of Auckland	3.9	3.9	6.4%	6.5%	3	3.0	44.7%	44.6%	21	20.5	29.8%	30.4%	14	14.0	19.1%	18.5%	9	8.5	47	46.0	45
6	University of Canterbury	3.8	3.8	11.1%	11.9%	3	3.0	33.3%	32.5%	9	8.2	33.3%	33.6%	9	8.5	22.2%	21.9%	6	5.5	27	25.2	23
7	University of Otago	2.3	2.3	4.8%	4.8%	1	1.0	19.0%	19.3%	4	4.0	33.3%	33.8%	7	7.0	42.9%	42.0%	9	8.7	21	20.7	13
8	University of Waikato	2.8	2.7	8.3%	7.0%	1	0.8	25.0%	27.9%	3	3.0	25.0%	18.6%	3	2.0	41.7%	46.5%	5	5.0	12	10.8	7
9	Victoria University of Wellington	2.8	2.8	5.1%	5.3%	2	2.0	20.5%	21.1%	8	8.0	51.3%	49.9%	20	18.9	23.1%	23.7%	9	9.0	39	37.9	36
	Averages & Totals†	**2.39**	**2.46**	**5.1%**	**5.3%**	**11**	**10.75**	**22.0%**	**22.6%**	**47**	**45.70**	**28.0%**	**28.4%**	**60**	**57.41**	**44.9%**	**43.7%**	**96**	**88.32**	**214**	**202.18**	**146**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-21 TEO Ranking by Subject Area - Foreign Languages and Linguistics

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

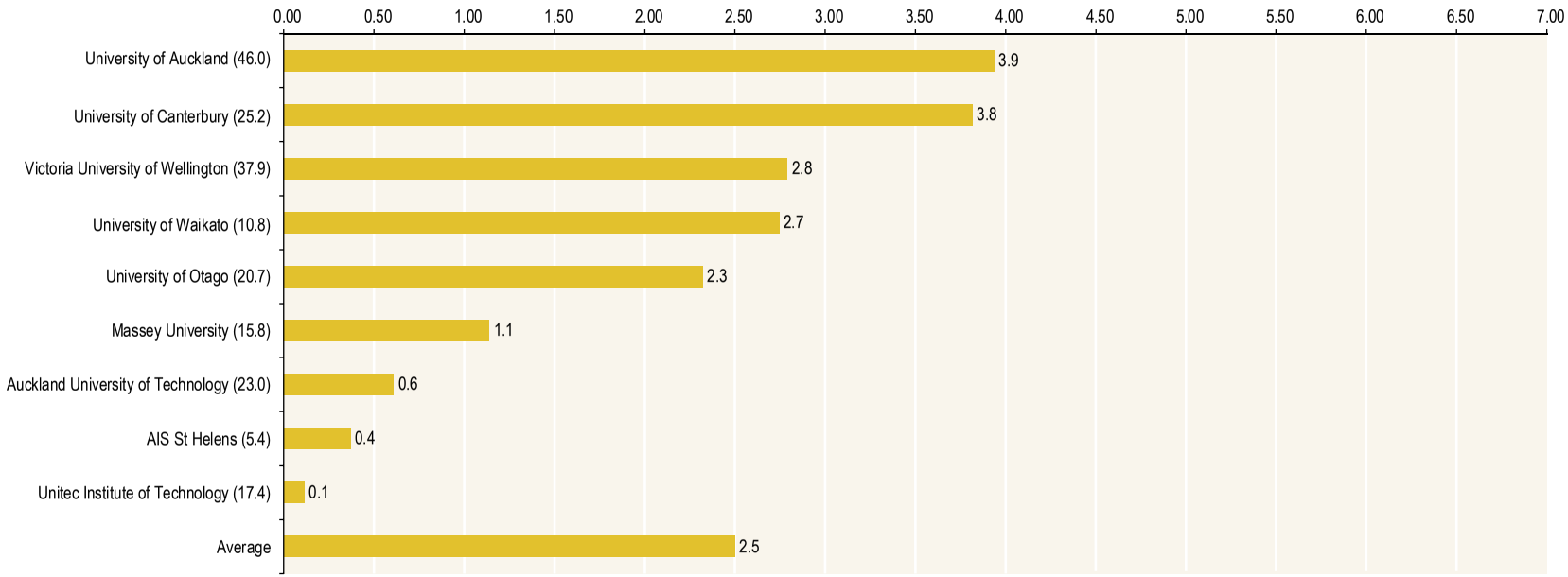

Table A-22 TEO Results by Subject Area - History, History of Art, Classics and Curatorial Studies

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	AIS St Helens	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
2	Auckland College of Education	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	1	1.0	1
3	Dunedin College of Education	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	1	1.0	1
4	Lincoln University	4.0	4.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	50.0%	50.0%	1	1.0	0.0%	0.0%	0	0.0	2	2.0	2
5	Massey University	3.0	3.1	3.7%	3.9%	1	1.0	29.6%	31.0%	8	8.0	40.7%	42.7%	11	11.0	25.9%	22.4%	7	5.8	27	25.8	24
6	Unitec Institute of Technology	2.0	2.0	0.0%	0.0%	0	0.0	33.3%	33.3%	1	1.0	0.0%	0.0%	0	0.0	66.7%	66.7%	2	2.0	3	3.0	2
7	University of Auckland	4.2	4.2	7.4%	7.7%	4	4.0	48.1%	48.3%	26	25.3	29.6%	28.7%	16	15.0	14.8%	15.3%	8	8.0	54	52.3	52
8	University of Canterbury	3.6	3.7	0.0%	0.0%	0	0.0	48.6%	49.7%	18	18.0	35.1%	35.3%	13	12.8	16.2%	15.0%	6	5.4	37	36.2	33
9	University of Otago	4.9	5.0	15.4%	13.4%	4	3.2	46.2%	50.2%	12	12.0	30.8%	30.1%	8	7.2	7.7%	6.3%	2	1.5	26	23.9	24
10	University of Waikato	2.3	2.4	0.0%	0.0%	0	0.0	23.1%	24.2%	3	3.0	46.2%	48.4%	6	6.0	30.8%	27.4%	4	3.4	13	12.4	9
11	Victoria University of Wellington	3.8	3.8	0.0%	0.0%	0	0.0	50.0%	50.9%	14	14.0	39.3%	38.2%	11	10.5	10.7%	10.9%	3	3.0	28	27.5	27
12	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	2.0	2	2.0	2
13	Whitecliffe College of Arts and Design	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.3	0.0%	0.0%	0	0.0	1	0.3	1
	Averages & Totals†	**3.70**	**3.75**	**4.6%**	**4.4%**	**9**	**8.20**	**42.3%**	**43.7%**	**83**	**82.25**	**35.2%**	**34.9%**	**69**	**65.75**	**17.9%**	**17.0%**	**35**	**32.09**	**196**	**188.29**	**178**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-22 TEO Ranking by Subject Area - History, History of Art, Classics and Curatorial Studies

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

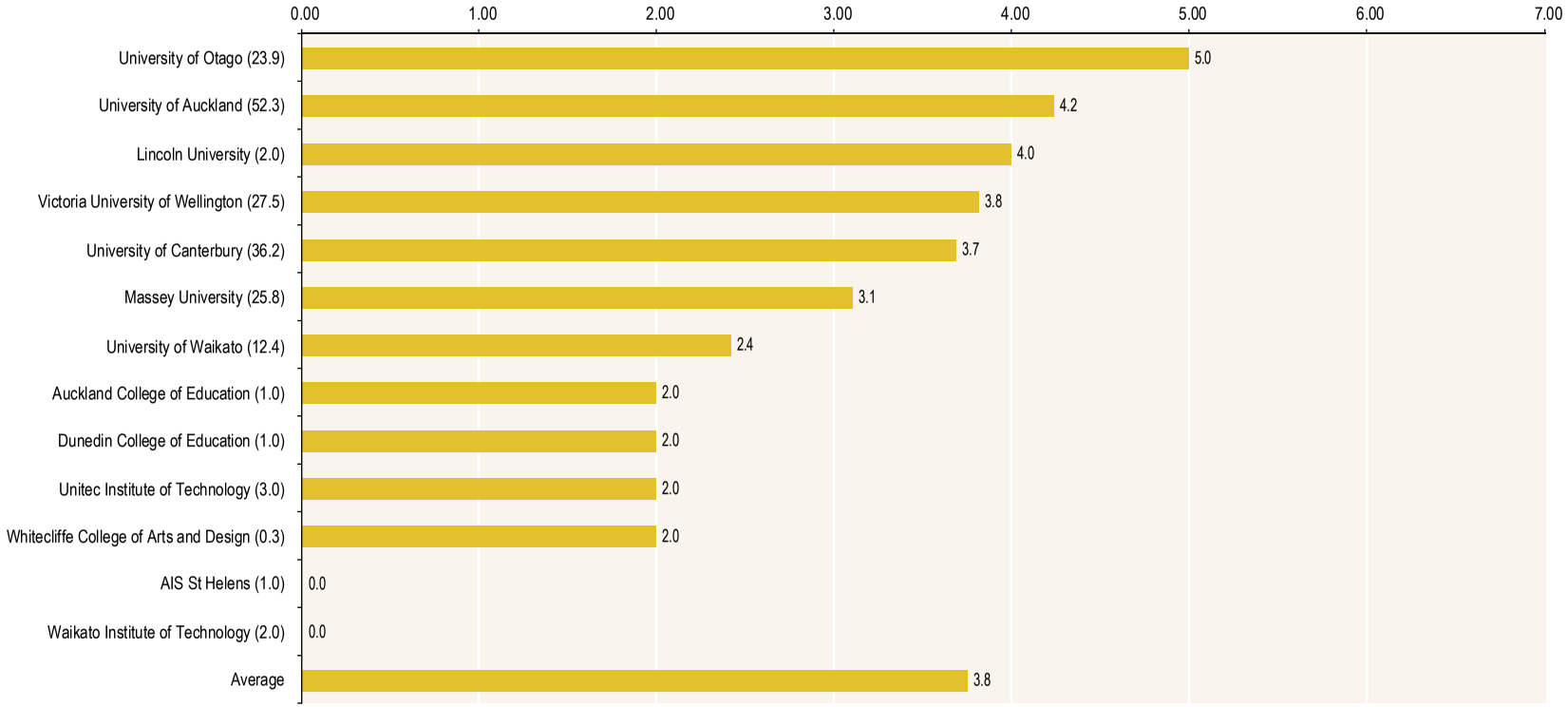

Table A-23 TEO Results by Subject Area - Human Geography

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
1	Lincoln University	3.3	3.3	0.0%	0.0%	0	0.0	33.3%	33.3%	1	1.0	66.7%	66.7%	2	2.0	0.0%	0.0%	0	0.0	3	3.0	3
2	Massey University	4.3	4.5	0.0%	0.0%	0	0.0	57.1%	61.5%	4	4.0	42.9%	38.5%	3	2.5	0.0%	0.0%	0	0.0	7	6.5	7
3	University of Auckland	4.9	4.9	14.3%	14.7%	2	2.0	50.0%	51.5%	7	7.0	21.4%	19.1%	3	2.6	14.3%	14.7%	2	2.0	14	13.6	13
4	University of Canterbury	3.7	3.7	0.0%	0.0%	0	0.0	50.0%	50.0%	3	3.0	33.3%	33.3%	2	2.0	16.7%	16.7%	1	1.0	6	6.0	5
5	University of Otago	4.0	3.7	0.0%	0.0%	0	0.0	50.0%	42.9%	2	1.5	50.0%	57.1%	2	2.0	0.0%	0.0%	0	0.0	4	3.5	4
6	University of Waikato	3.0	3.1	14.3%	15.3%	3	3.0	4.8%	5.1%	1	1.0	61.9%	64.2%	13	12.6	19.0%	15.4%	4	3.0	21	19.6	17
7	Victoria University of Wellington	4.7	4.7	0.0%	0.0%	0	0.0	66.7%	66.7%	4	4.0	33.3%	33.3%	2	2.0	0.0%	0.0%	0	0.0	6	6.0	6
	Averages & Totals†	**3.87**	**3.96**	**8.2%**	**8.6%**	**5**	**5.00**	**36.1%**	**36.9%**	**22**	**21.50**	**44.3%**	**44.1%**	**27**	**25.71**	**11.5%**	**10.4%**	**7**	**6.03**	**61**	**58.24**	**55**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-23 TEO Ranking by Subject Area - Human Geography

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

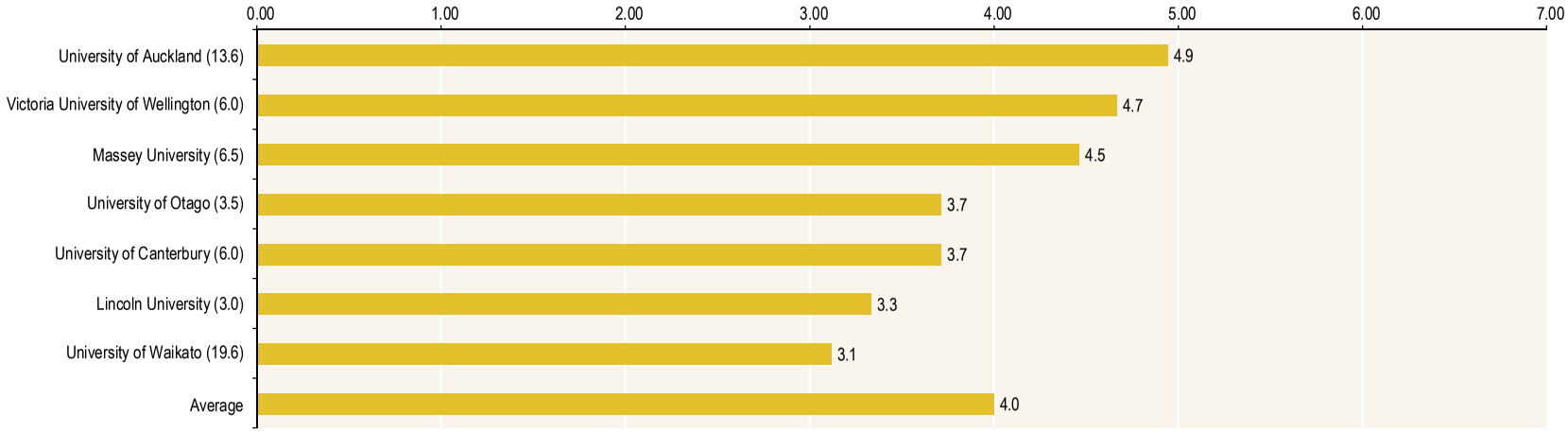

Table A-24 TEO Results by Subject Area - Law

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
1	Auckland University of Technology	0.8	0.8	0.0%	0.0%	0	0.0	8.3%	8.3%	1	1.0	16.7%	16.7%	2	2.0	75.0%	75.0%	9	9.0	12	12.0	8
2	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	3	3.0	3	3.0	2
3	Lincoln University	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	3	2.7	3	2.7	1
4	Massey University	0.7	0.8	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	33.3%	39.2%	6	6.0	66.7%	60.8%	12	9.3	18	15.3	12
5	Unitec Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	2.0	2	2.0	1
6	University of Auckland	3.6	3.6	9.5%	9.7%	6	6.0	34.9%	35.1%	22	21.6	28.6%	28.4%	18	17.5	27.0%	26.8%	17	16.5	63	61.6	53
7	University of Canterbury	3.7	3.7	10.7%	11.0%	3	3.0	35.7%	35.9%	10	9.8	25.0%	23.8%	7	6.5	28.6%	29.3%	8	8.0	28	27.3	26
8	University of Otago	4.1	4.1	10.3%	10.4%	3	3.0	41.4%	41.7%	12	12.0	27.6%	27.8%	8	8.0	20.7%	20.0%	6	5.8	29	28.8	25
9	University of Waikato	2.4	2.4	3.1%	3.3%	1	1.0	18.8%	19.7%	6	6.0	46.9%	45.8%	15	14.0	31.3%	31.2%	10	9.5	32	30.5	26
10	Victoria University of Wellington	3.1	3.0	5.0%	5.2%	2	2.0	30.0%	30.1%	12	11.6	37.5%	36.3%	15	14.0	27.5%	28.5%	11	11.0	40	38.6	35
	Averages & Totals†	**2.91**	**2.97**	**6.5%**	**6.8%**	**15**	**15.00**	**27.4%**	**28.0%**	**63**	**61.98**	**30.9%**	**30.7%**	**71**	**67.94**	**35.2%**	**34.6%**	**81**	**76.73**	**230**	**221.65**	**189**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-24 TEO Ranking by Subject Area - Law

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

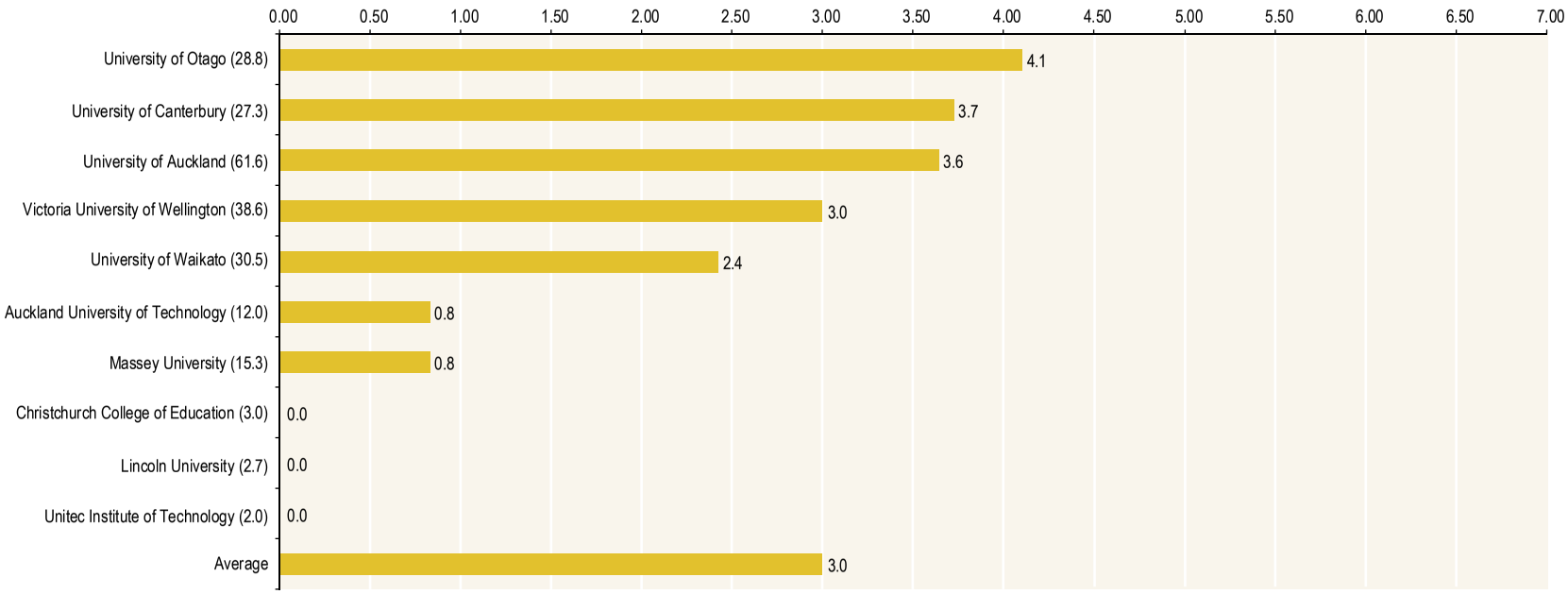

Table A-25 TEO Results by Subject Area - Management, Human Resources, Industrial Relations, International Business and Other Business

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
1	AIS St Helens	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	6	5.8	6	5.8	1
2	Auckland University of Technology	0.9	0.9	0.0%	0.0%	0	0.0	9.8%	9.9%	4	4.0	17.1%	16.0%	7	6.5	73.2%	74.1%	30	30.0	41	40.5	20
3	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	4	4.0	4	4.0	4
4	Lincoln University	1.3	1.2	0.0%	0.0%	0	0.0	9.1%	9.5%	1	1.0	36.4%	33.3%	4	3.5	54.5%	57.1%	6	6.0	11	10.5	11
5	Massey University	1.4	1.5	2.3%	2.4%	2	2.0	8.1%	8.4%	7	7.0	36.0%	36.9%	31	30.8	53.5%	52.3%	46	43.6	86	83.4	69
6	Te Wānanga o Aotearoa	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	7	6.6	7	6.6	1
7	Unitec Institute of Technology	1.4	1.4	6.3%	6.3%	1	1.0	6.3%	6.3%	1	1.0	18.8%	18.8%	3	3.0	68.8%	68.8%	11	11.0	16	16.0	9
8	University of Auckland	2.7	2.8	5.5%	5.7%	3	3.0	27.3%	28.6%	15	15.0	27.3%	27.2%	15	14.3	40.0%	38.5%	22	20.2	55	52.4	45
9	University of Canterbury	2.9	2.9	5.6%	5.6%	1	1.0	22.2%	22.2%	4	4.0	50.0%	50.0%	9	9.0	22.2%	22.2%	4	4.0	18	18.0	16
10	University of Otago	1.9	1.9	0.0%	0.0%	0	0.0	17.4%	17.4%	4	4.0	43.5%	43.5%	10	10.0	39.1%	39.1%	9	9.0	23	23.0	16
11	University of Waikato	3.3	3.4	7.1%	7.5%	3	3.0	31.0%	30.3%	13	12.2	38.1%	39.8%	16	16.0	23.8%	22.5%	10	9.0	42	40.2	40
12	Victoria University of Wellington	3.3	3.4	3.3%	3.5%	1	1.0	36.7%	37.3%	11	10.8	40.0%	38.5%	12	11.1	20.0%	20.8%	6	6.0	30	28.9	27
13	Waikato Institute of Technology	1.0	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	50.0%	50.0%	1	1.0	2	2.0	2
	Averages & Totals†	**2.01**	**2.03**	**3.2%**	**3.3%**	**11**	**11.00**	**17.6%**	**17.8%**	**60**	**58.95**	**31.7%**	**31.7%**	**108**	**105.15**	**47.5%**	**47.1%**	**162**	**156.19**	**341**	**331.29**	**261**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-25

TEO Ranking by Subject Area - Management, Human Resources, Industrial Relations, International Business and Other Business

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

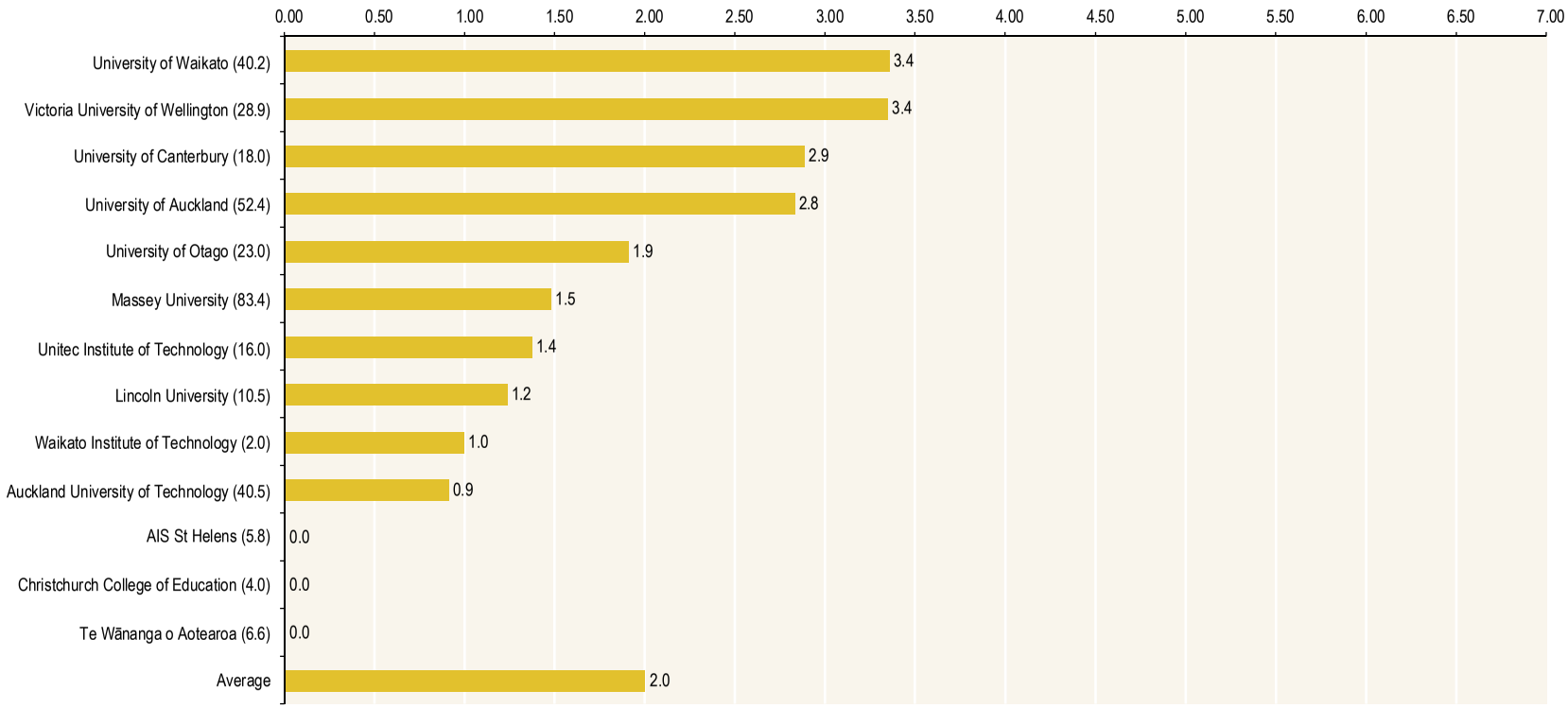

Table A-26 TEO Results by Subject Area - Māori Knowledge and Development

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Anamata	1.0	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	50.0%	50.0%	1	1.0	2	2.0	1
2	Auckland College of Education	1.7	1.7	0.0%	0.0%	0	0.0	28.6%	28.6%	2	2.0	0.0%	0.0%	0	0.0	71.4%	71.4%	5	5.0	7	7.0	2
3	Auckland University of Technology	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	18.2%	18.2%	2	2.0	81.8%	81.8%	9	9.0	11	11.0	2
4	Bethlehem Institute of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.2	1	0.2	0
5	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	1.8	2	1.8	1
6	Lincoln University	2.7	2.7	0.0%	0.0%	0	0.0	33.3%	34.4%	1	1.0	33.3%	34.4%	1	1.0	33.3%	31.3%	1	0.9	3	2.9	3
7	Massey University	2.4	2.5	3.0%	3.2%	1	1.0	27.3%	28.8%	9	9.0	24.2%	21.2%	8	6.6	45.5%	46.8%	15	14.6	33	31.2	20
8	Te Wānanga o Aotearoa	0.7	0.7	0.0%	0.0%	0	0.0	5.6%	5.6%	1	1.0	16.7%	16.7%	3	3.0	77.8%	77.8%	14	14.0	18	18.0	8
9	Te Whare Wānanga o Te Pihopatanga o Aotearoa	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	18.2%	20.0%	2	2.0	81.8%	80.0%	9	8.0	11	10.0	4
10	Unitec Institute of Technology	3.0	3.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	2	2.0	1
11	University of Auckland	4.1	4.1	6.7%	7.4%	1	1.0	53.3%	52.2%	8	7.1	13.3%	11.0%	2	1.5	26.7%	29.4%	4	4.0	15	13.6	11
12	University of Canterbury	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	1	1.0	1
13	University of Otago	1.7	1.9	0.0%	0.0%	0	0.0	15.4%	16.8%	2	2.0	38.5%	42.1%	5	5.0	46.2%	41.1%	6	4.9	13	11.9	9
14	University of Waikato	2.8	2.6	0.0%	0.0%	0	0.0	43.8%	41.9%	7	6.5	6.3%	6.5%	1	1.0	50.0%	51.6%	8	8.0	16	15.5	8
15	Victoria University of Wellington	4.7	4.6	16.7%	18.1%	1	1.0	50.0%	45.8%	3	2.5	0.0%	0.0%	0	0.0	33.3%	36.2%	2	2.0	6	5.5	4
16	Waikato Institute of Technology	0.8	0.8	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	37.5%	38.5%	3	3.0	62.5%	61.5%	5	4.8	8	7.8	3
17	Wellington College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
	Averages & Totals†	**1.95**	**1.94**	**2.0%**	**2.1%**	**3**	**3.00**	**22.7%**	**22.6%**	**34**	**32.13**	**19.3%**	**19.0%**	**29**	**27.10**	**56.0%**	**56.3%**	**84**	**80.20**	**150**	**142.43**	**79**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-26 TEO Ranking by Subject Area - Māori Knowledge and Development

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

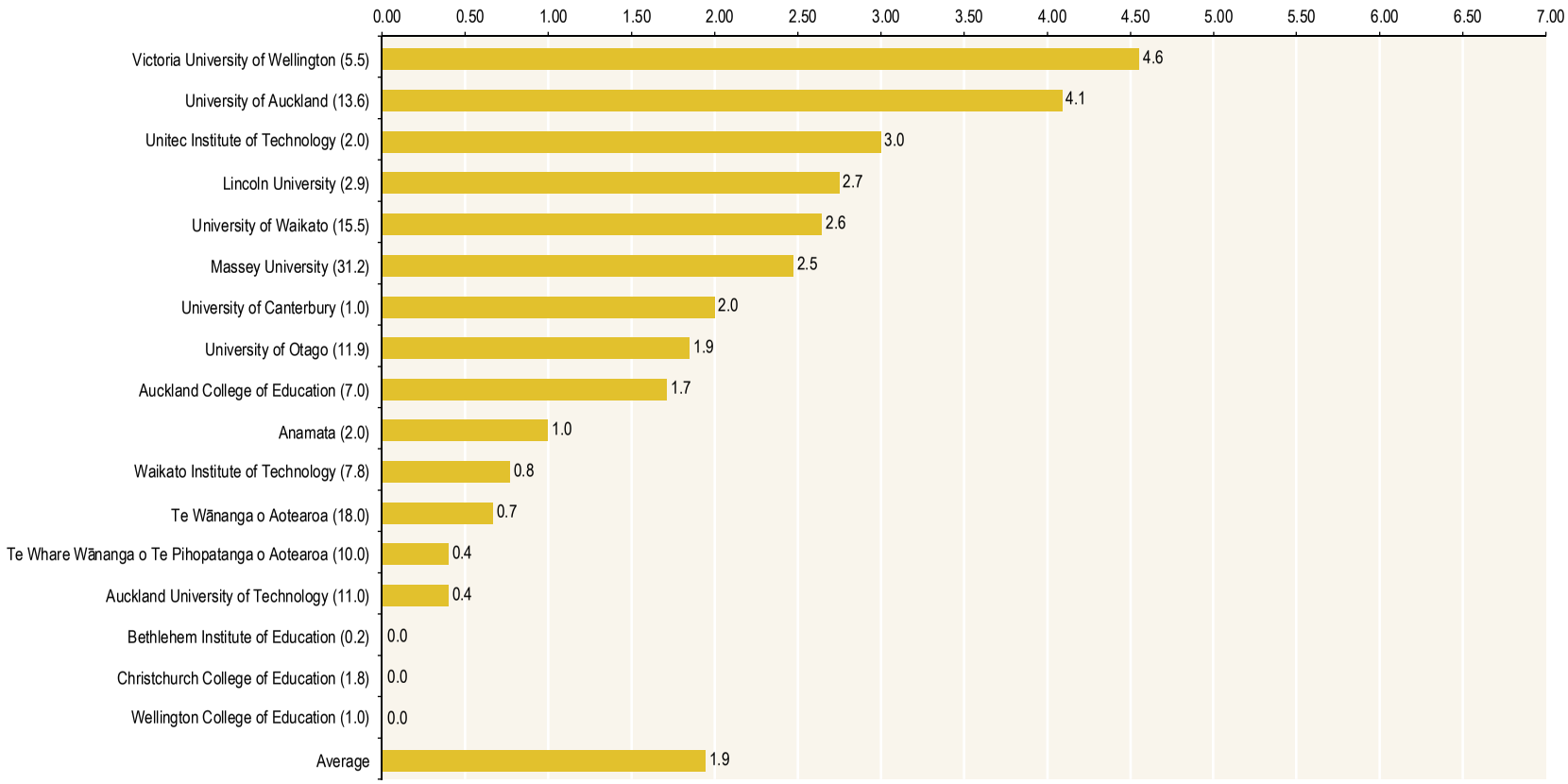

Table A-27 TEO Results by Subject Area - Marketing and Tourism

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	AIS St Helens	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	2.0	2	2.0	1
2	Auckland University of Technology	0.8	0.8	3.2%	3.4%	1	1.0	3.2%	3.4%	1	1.0	12.9%	13.7%	4	4.0	80.6%	79.5%	25	23.3	31	29.3	7
3	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
4	Lincoln University	2.4	2.7	0.0%	0.0%	0	0.0	33.3%	37.5%	3	3.0	22.2%	21.3%	2	1.7	44.4%	41.3%	4	3.3	9	8.0	9
5	Massey University	1.8	1.9	0.0%	0.0%	0	0.0	20.7%	22.3%	6	6.0	27.6%	27.9%	8	7.5	51.7%	49.8%	15	13.4	29	26.9	27
6	Unitec Institute of Technology	0.3	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	14.3%	14.3%	1	1.0	85.7%	85.7%	6	6.0	7	7.0	3
7	University of Auckland	3.7	3.8	15.0%	16.1%	3	3.0	20.0%	21.5%	4	4.0	50.0%	46.3%	10	8.6	15.0%	16.1%	3	3.0	20	18.6	20
8	University of Canterbury	2.0	2.0	0.0%	0.0%	0	0.0	20.0%	22.2%	1	1.0	40.0%	33.3%	2	1.5	40.0%	44.4%	2	2.0	5	4.5	3
9	University of Otago	2.7	2.9	5.0%	5.4%	2	2.0	20.0%	21.5%	8	8.0	50.0%	52.0%	20	19.3	25.0%	21.1%	10	7.9	40	37.2	34
10	University of Waikato	2.1	2.2	7.1%	7.5%	1	1.0	7.1%	7.5%	1	1.0	50.0%	50.9%	7	6.8	35.7%	34.0%	5	4.5	14	13.3	13
11	Victoria University of Wellington	2.3	2.3	5.3%	5.3%	1	1.0	21.1%	21.1%	4	4.0	26.3%	26.3%	5	5.0	47.4%	47.4%	9	9.0	19	19.0	16
12	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
	Averages & Totals†	**2.06**	**2.14**	**4.5%**	**4.8%**	**8**	**8.00**	**15.7%**	**16.7%**	**28**	**28.00**	**33.1%**	**33.0%**	**59**	**55.40**	**46.6%**	**45.5%**	**83**	**76.35**	**178**	**167.75**	**134**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-27 TEO Ranking by Subject Area - Marketing and Tourism

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

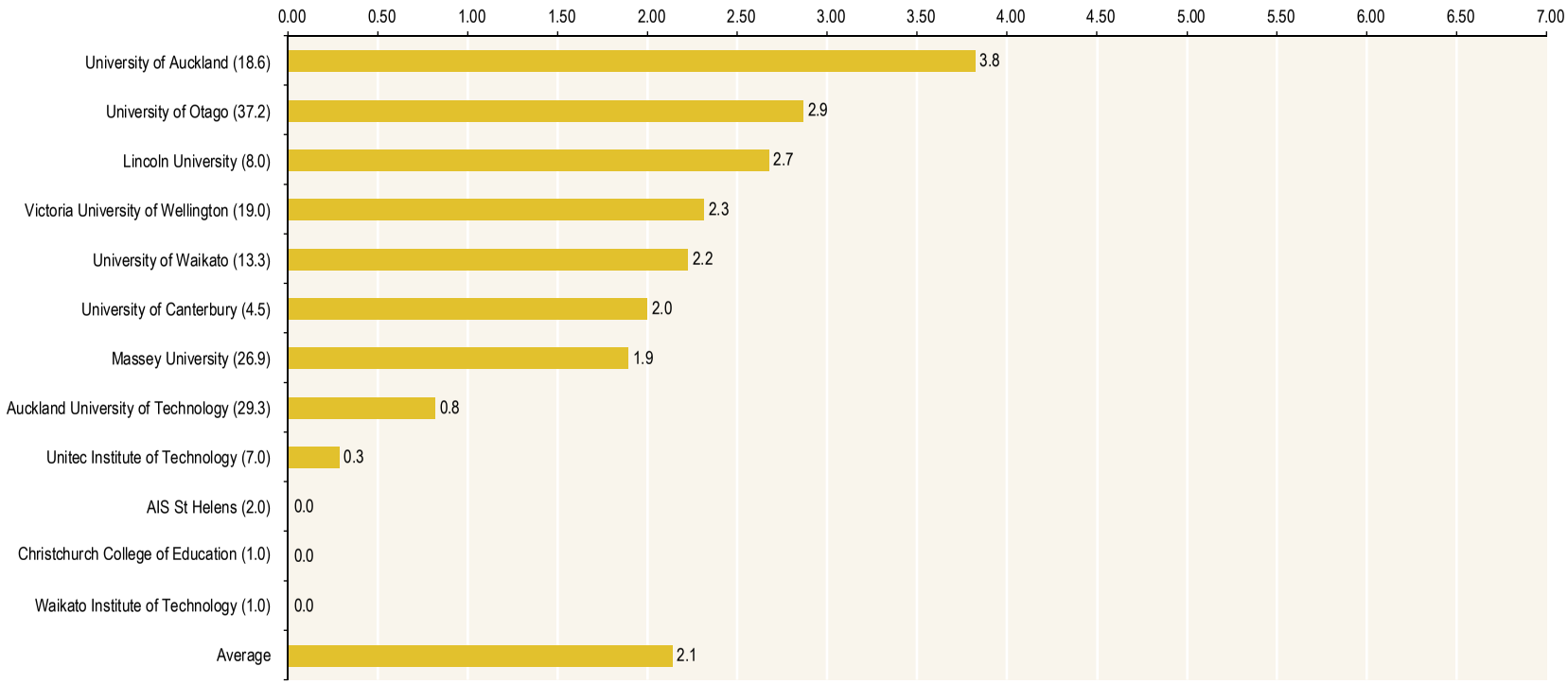

Table A-28 TEO Results by Subject Area - Molecular, Cellular and Whole Organism Biology

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	0.9	0.9	0.0%	0.0%	0	0	0.0%	0.0%	0	0.0	44.4%	44.3%	4	3.5	55.6%	55.7%	5	4.4	9	7.9	4
2	Lincoln University	2.8	2.8	0.0%	0.0%	0	0	25.0%	26.3%	2	2.0	62.5%	60.5%	5	4.6	12.5%	13.2%	1	1.0	8	7.6	7
3	Massey University	3.0	3.0	5.3%	5.5%	3	3	24.6%	24.4%	14	13.4	49.1%	48.2%	28	26.5	21.1%	21.9%	12	12.0	57	54.9	51
4	Unitec Institute of Technology	0.5	0.5	0.0%	0.0%	0	0	0.0%	0.0%	0	0.0	25.0%	25.0%	1	1.0	75.0%	75.0%	3	3.0	4	4.0	1
5	University of Auckland	4.1	4.0	7.6%	7.9%	6	6	44.3%	42.6%	35	32.3	34.2%	35.0%	27	26.5	13.9%	14.5%	11	11.0	79	75.8	78
6	University of Canterbury	3.7	3.6	0.0%	0.0%	0	0	50.0%	49.0%	9	8.5	33.3%	34.6%	6	6.0	16.7%	16.4%	3	2.9	18	17.4	18
7	University of Otago	3.7	3.7	6.2%	6.2%	12	11.48	38.9%	38.6%	75	70.9	36.8%	37.5%	71	68.9	18.1%	17.7%	35	32.5	193	183.8	170
8	University of Waikato	3.9	4.2	12.5%	11.6%	2	1.5	37.5%	42.6%	6	5.5	18.8%	23.3%	3	3.0	31.3%	22.5%	5	2.9	16	12.9	11
9	Victoria University of Wellington	2.4	2.4	0.0%	0.0%	0	0	27.3%	27.3%	3	3.0	36.4%	36.4%	4	4.0	36.4%	36.4%	4	4.0	11	11.0	9
10	Waikato Institute of Technology	1.0	1.0	0.0%	0.0%	0	0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	50.0%	50.0%	1	1.0	2	2.0	2
	Averages & Totals†	**3.51**	**3.51**	**5.79%**	**5.83%**	**23**	**21.98**	**36.27%**	**35.96%**	**144**	**135.61**	**37.8%**	**38.4%**	**150**	**144.93**	**20.2%**	**19.8%**	**80**	**74.63**	**397**	**377.15**	**351**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-28 TEO Ranking by Subject Area - Molecular, Cellular and Whole Organism Biology

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

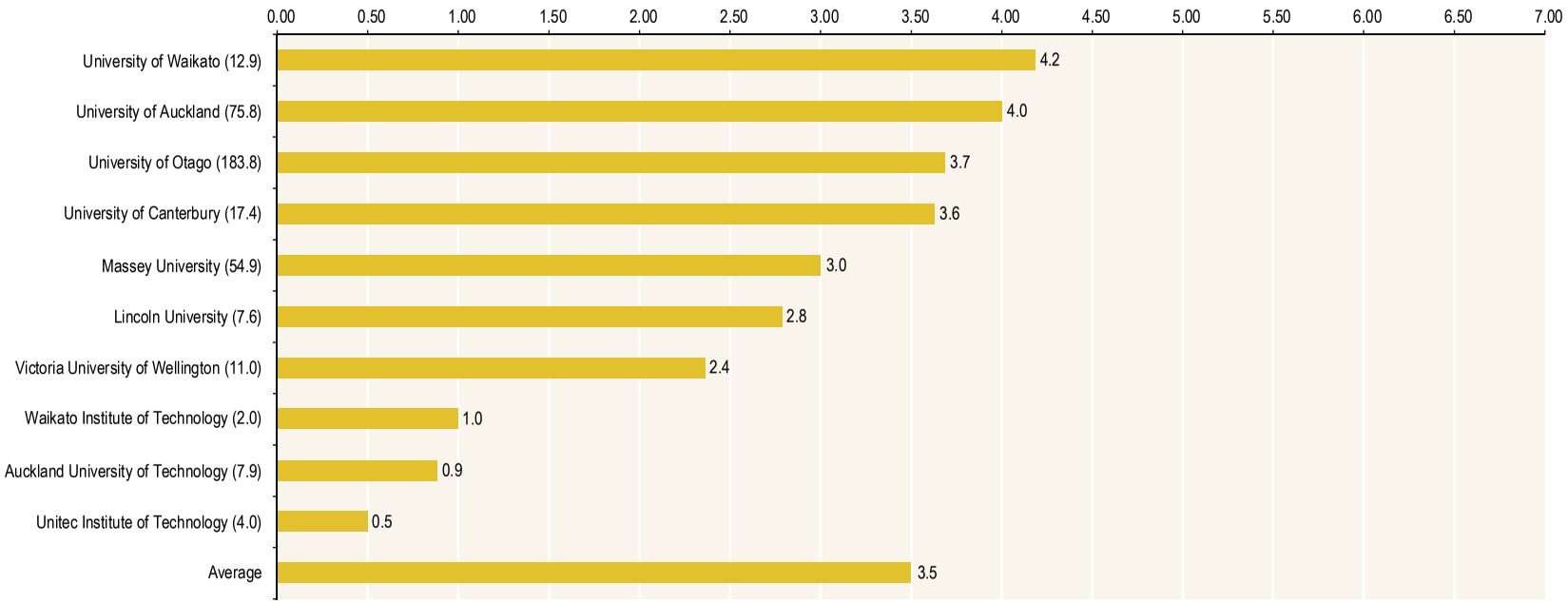

Table A-29 TEO Results by Subject Area - Music, Literary Arts and Other Arts

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	4	4.0	4	4.0	0
2	Auckland University of Technology	1.5	1.5	0.0%	0.0%	0	0.0	25.0%	25.0%	1	1.0	0.0%	0.0%	0	0.0	75.0%	75.0%	3	3.0	4	4.0	1
3	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	4	3.5	4	3.5	4
4	Dunedin College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
5	Massey University	2.3	2.3	0.0%	0.0%	0	0.0	25.0%	24.2%	5	4.4	40.0%	41.8%	8	7.6	35.0%	34.1%	7	6.2	20	18.2	18
6	Te Wānanga o Aotearoa	0.2	0.2	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	10.0%	10.2%	1	1.0	90.0%	89.8%	9	8.8	10	9.8	5
7	Unitec Institute of Technology	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	1.4	0.0%	0.0%	0	0.0	2	1.4	2
8	University of Auckland	4.7	4.8	18.5%	19.5%	5	4.8	33.3%	31.8%	9	7.9	44.4%	46.7%	12	11.5	3.7%	2.0%	1	0.5	27	24.7	27
9	University of Canterbury	4.0	3.9	0.0%	0.0%	0	0.0	50.0%	47.6%	6	5.5	50.0%	52.4%	6	6.0	0.0%	0.0%	0	0.0	12	11.5	12
10	University of Otago	4.1	4.1	6.3%	6.7%	1	1.0	50.0%	48.3%	8	7.2	25.0%	25.5%	4	3.8	18.8%	19.5%	3	2.9	16	14.9	16
11	University of Waikato	3.3	3.9	0.0%	0.0%	0	0.0	45.5%	53.3%	5	4.3	27.3%	34.2%	3	2.8	27.3%	12.5%	3	1.0	11	8.0	10
12	Victoria University of Wellington	5.7	5.3	25.0%	19.6%	5	3.3	45.0%	47.0%	9	8.0	25.0%	27.6%	5	4.7	5.0%	5.9%	1	1.0	20	17.0	20
13	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
14	Whitecliffe College of Arts and Design	1.0	0.7	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	35.5%	1	0.4	50.0%	64.5%	1	0.8	2	1.2	2
	Averages & Totals†	**3.37**	**3.32**	**8.2%**	**7.6%**	**11**	**9.13**	**32.1%**	**31.8%**	**43**	**38.19**	**31.3%**	**32.6%**	**42**	**39.19**	**28.4%**	**28.0%**	**38**	**33.70**	**134**	**120.21**	**119**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-29 TEO Ranking by Subject Area - Music, Literary Arts and Other Arts

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

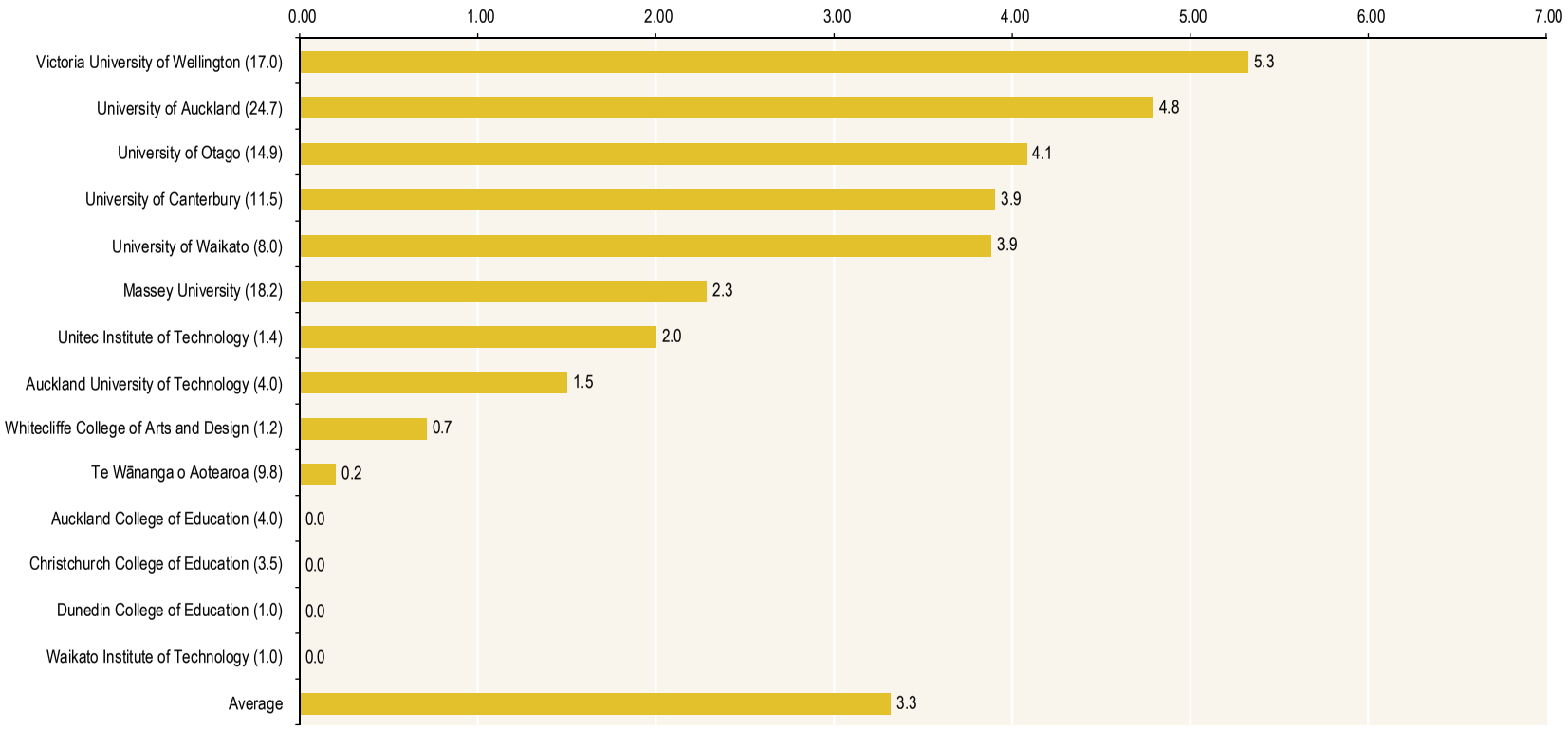

Table A-30 TEO Results by Subject Area - Nursing

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	0.3	0.3	0.0%	0.0%	0	0.0	1.9%	2.0%	1	1.0	7.4%	8.2%	4	4.0	90.7%	89.8%	49	44.0	54	49.0	8
2	Massey University	0.3	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	14.8%	16.5%	4	4.0	85.2%	83.5%	23	20.2	27	24.2	14
3	Unitec Institute of Technology	0.1	0.1	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	4.5%	4.9%	1	1.0	95.5%	95.1%	21	19.5	22	20.5	2
4	University of Auckland	0.6	0.6	0.0%	0.0%	0	0.0	4.2%	4.6%	1	1.0	16.7%	18.5%	4	4.0	79.2%	76.9%	19	16.6	24	21.6	13
5	University of Otago	0.3	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	12.5%	17.5%	1	1.0	87.5%	82.5%	7	4.7	8	5.7	3
6	Victoria University of Wellington	0.8	0.9	0.0%	0.0%	0	0.0	5.9%	6.5%	1	1.0	23.5%	26.0%	4	4.0	70.6%	67.5%	12	10.4	17	15.4	13
7	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	23	21.2	23	21.2	7
	Averages & Totals†	**0.31**	**0.34**	**0.0%**	**0.0%**	**0**	**0.00**	**1.7%**	**1.9%**	**3**	**3.00**	**10.3%**	**11.4%**	**18**	**18.00**	**88.0%**	**86.7%**	**154**	**136.60**	**175**	**157.60**	**60**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-30 TEO Ranking by Subject Area - Nursing

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

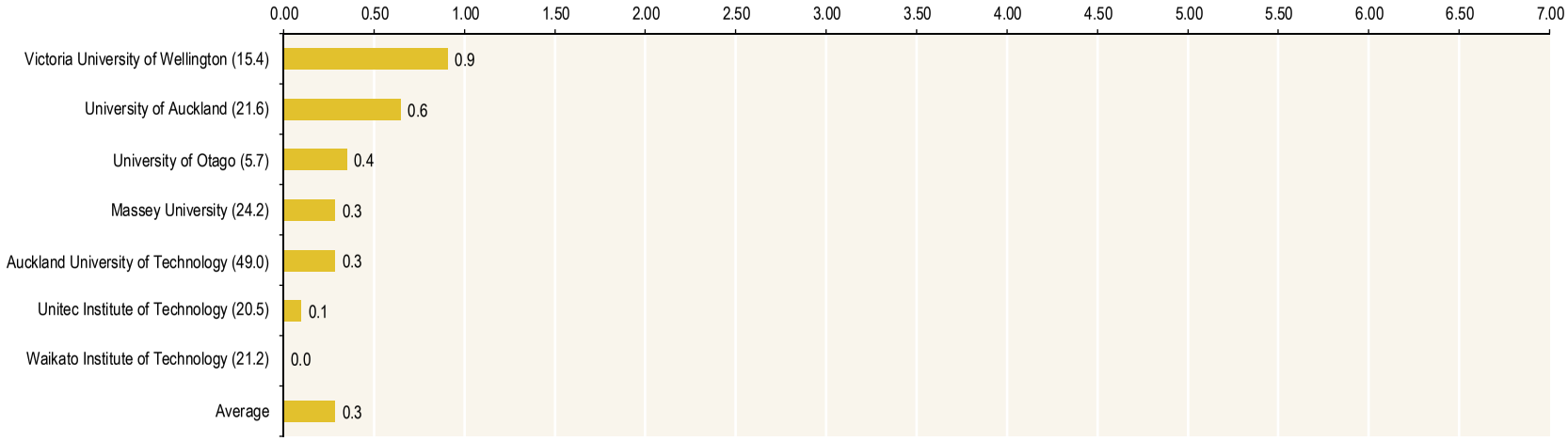

Table A-31 TEO Results by Subject Area - Other Health Studies (including Rehabilitation Therapies)

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	0.5	0.6	0.0%	0.0%	0	0.0	6.0%	6.9%	4	4.0	9.0%	10.1%	6	5.9	85.1%	83.0%	57	48.3	67	58.2	19
2	Bible College of New Zealand	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.8	1	0.8	0
3	Massey University	1.6	1.6	0.0%	0.0%	0	0.0	14.7%	14.6%	5	4.4	35.3%	37.6%	12	11.4	50.0%	47.8%	17	14.4	34	30.2	24
4	Unitec Institute of Technology	0.5	0.5	0.0%	0.0%	0	0.0	5.9%	6.8%	1	1.0	5.9%	4.1%	1	0.6	88.2%	89.1%	15	13.1	17	14.7	3
5	University of Auckland	1.7	1.8	0.0%	0.0%	0	0.0	17.1%	18.9%	7	6.7	31.7%	33.0%	13	11.7	51.2%	48.2%	21	17.1	41	35.5	29
6	University of Canterbury	3.7	3.7	0.0%	0.0%	0	0.0	50.0%	50.0%	3	3.0	33.3%	33.3%	2	2.0	16.7%	16.7%	1	1.0	6	6.0	6
7	University of Otago	1.5	1.6	3.1%	3.0%	3	2.5	11.5%	13.3%	11	11.0	26.0%	25.9%	25	21.3	59.4%	57.8%	57	47.6	96	82.4	56
8	University of Waikato	10.0	10.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1	1.0	1
9	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	5	4.4	5	4.4	5
10	Whitecliffe College of Arts and Design	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	0.8	2	0.8	2
	Averages & Totals†	**1.27**	**1.37**	**1.5%**	**1.5%**	**4**	**3.50**	**11.5%**	**12.9%**	**31**	**30.10**	**21.9%**	**22.6%**	**59**	**52.86**	**65.2%**	**63.1%**	**176**	**147.52**	**270**	**233.98**	**145**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-31 TEO Ranking by Subject Area - Other Health Studies (including Rehabilitation Therapies)

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

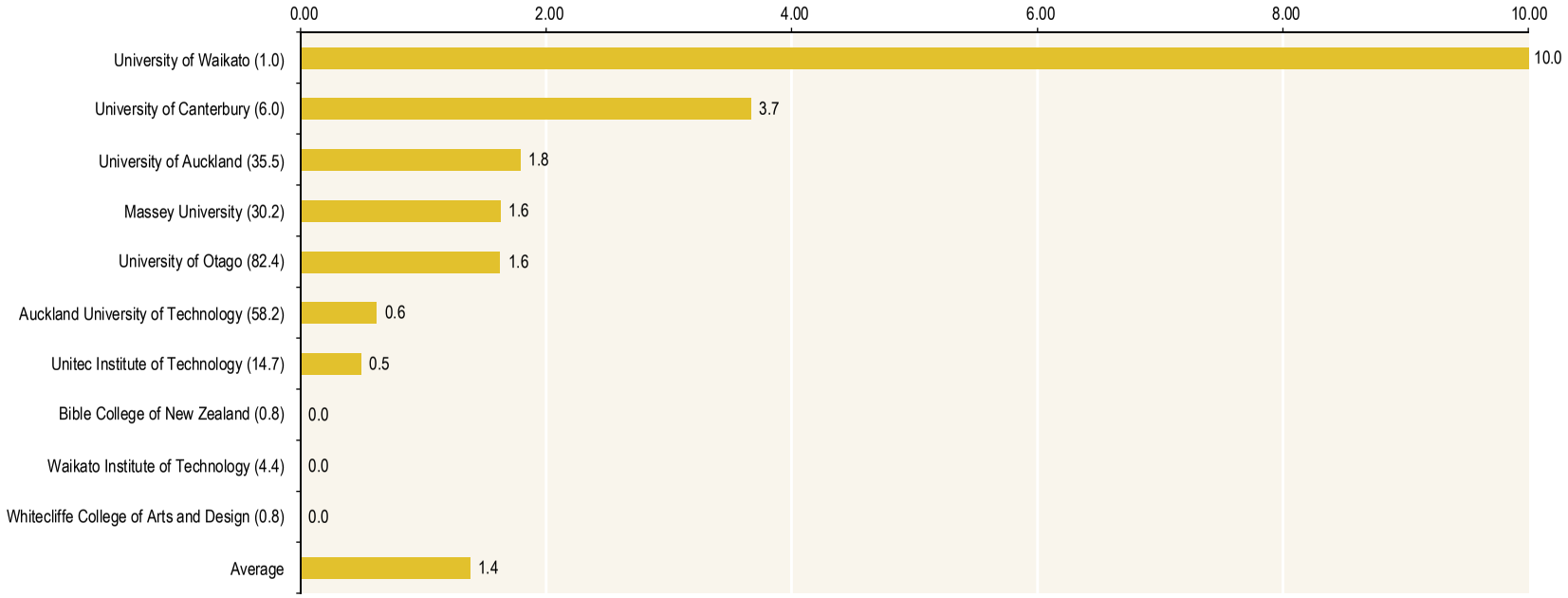

Table A-32 TEO Results by Subject Area - Philosophy

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
1	Auckland University of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	2.0	2	2.0	0
2	Massey University	0.8	0.8	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	40.0%	40.0%	2	2.0	60.0%	60.0%	3	3.0	5	5.0	4
3	University of Auckland	6.4	6.4	19.0%	19.8%	4	4.0	71.4%	70.4%	15	14.3	9.5%	9.9%	2	2.0	0.0%	0.0%	0	0.0	21	20.3	21
4	University of Canterbury	4.4	4.1	27.3%	23.1%	3	2.3	9.1%	10.1%	1	1.0	54.5%	57.7%	6	5.7	9.1%	9.1%	1	0.9	11	9.9	10
5	University of Otago	6.0	6.2	22.2%	23.5%	2	2.0	55.6%	58.8%	5	5.0	22.2%	17.6%	2	1.5	0.0%	0.0%	0	0.0	9	8.5	9
6	University of Waikato	2.7	3.1	0.0%	0.0%	0	0.0	33.3%	40.0%	3	3.0	33.3%	33.3%	3	2.5	33.3%	26.7%	3	2.0	9	7.5	6
7	Victoria University of Wellington	4.9	4.9	18.2%	18.2%	2	2.0	36.4%	36.4%	4	4.0	45.5%	45.5%	5	5.0	0.0%	0.0%	0	0.0	11	11.0	11
	Averages & Totals†	**4.68**	**4.74**	**16.2%**	**16.0%**	**11**	**10.30**	**41.2%**	**42.5%**	**28**	**27.25**	**29.4%**	**29.2%**	**20**	**18.74**	**13.2%**	**12.3%**	**9**	**7.90**	**68**	**64.19**	**61**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-32 TEO Ranking by Subject Area - Philosophy

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

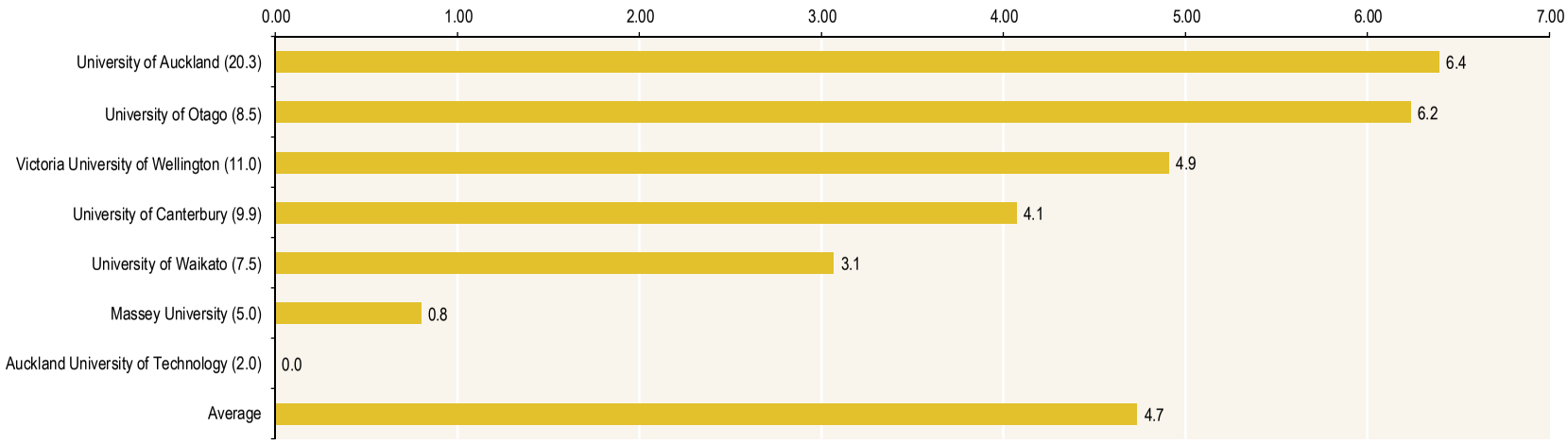

Table A-33 TEO Results by Subject Area - Physics

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	3.0	5.0	0.0%	0.0%	0	0.0	50.0%	83.3%	1	1.0	0.0%	0.0%	0	0.0	50.0%	16.7%	1	0.2	2	1.2	1
2	Lincoln University	6.0	6.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1	1.0	1
3	Massey University	2.5	2.6	0.0%	0.0%	0	0.0	33.3%	34.8%	4	4.0	25.0%	26.1%	3	3.0	41.7%	39.1%	5	4.5	12	11.5	9
4	Unitec Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
5	University of Auckland	4.1	4.2	12.9%	13.6%	4	4.0	35.5%	36.4%	11	10.8	35.5%	33.1%	11	9.8	16.1%	16.9%	5	5.0	31	29.5	28
6	University of Canterbury	3.7	3.8	6.3%	6.6%	2	2.0	37.5%	39.2%	12	11.8	40.6%	37.6%	13	11.4	15.6%	16.6%	5	5.0	32	30.2	30
7	University of Otago	3.8	3.6	10.5%	7.5%	2	1.3	31.6%	33.7%	6	6.0	42.1%	42.1%	8	7.5	15.8%	16.8%	3	3.0	19	17.8	16
8	University of Waikato	3.3	3.3	0.0%	0.0%	0	0.0	33.3%	32.1%	1	0.9	66.7%	67.9%	2	1.8	0.0%	0.0%	0	0.0	3	2.7	3
9	Victoria University of Wellington	5.5	5.1	27.3%	23.7%	3	2.3	36.4%	34.2%	4	3.3	27.3%	31.6%	3	3.0	9.1%	10.5%	1	1.0	11	9.5	10
	Averages & Totals†	**3.84**	**3.84**	**9.8%**	**9.2%**	**11**	**9.58**	**35.7%**	**37.1%**	**40**	**38.68**	**35.7%**	**34.9%**	**40**	**36.42**	**18.8%**	**18.9%**	**21**	**19.70**	**112**	**104.38**	**98**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-33 TEO Ranking by Subject Area - Physics

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

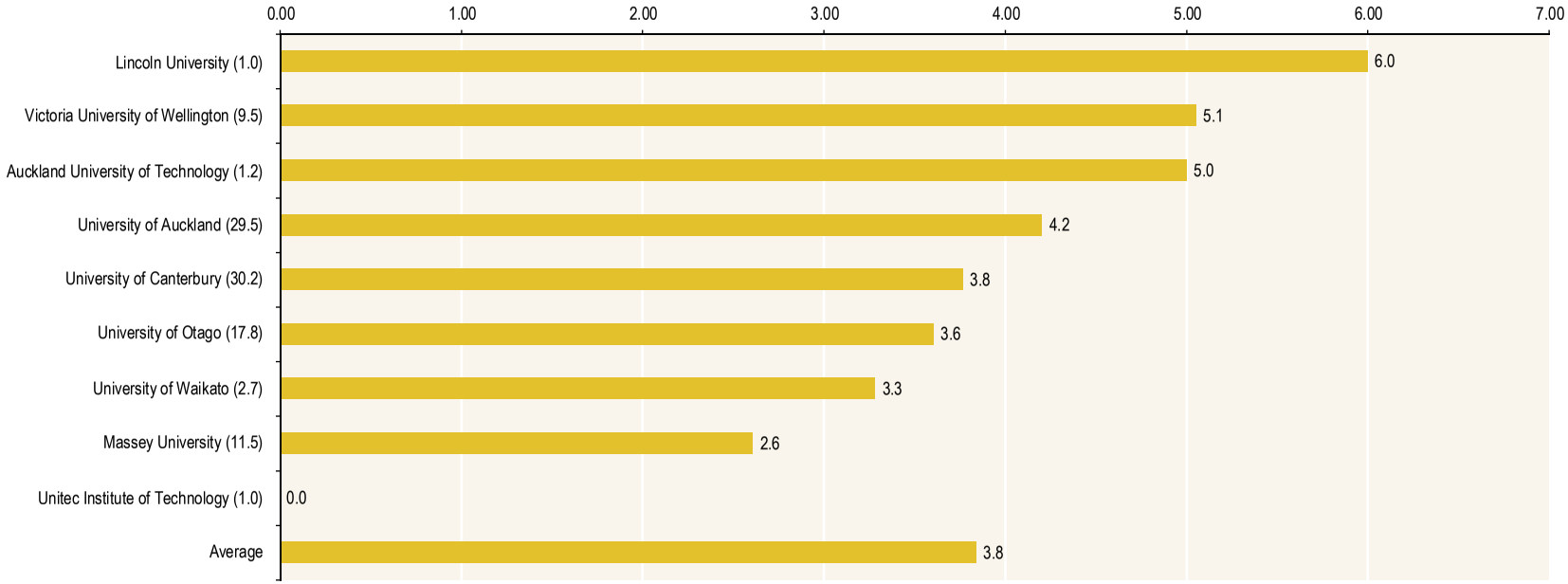

Table A-34 TEO Results by Subject Area - Political Science, International Relations and Public Policy

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
1	AIS St Helens	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
2	Auckland College of Education	0.4	0.5	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	20.0%	23.6%	1	1.0	80.0%	76.4%	4	3.2	5	4.2	1
3	Auckland University of Technology	0.8	0.8	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	40.0%	40.0%	2	2.0	60.0%	60.0%	3	3.0	5	5.0	3
4	Lincoln University	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
5	Massey University	2.0	2.1	0.0%	0.0%	0	0.0	18.2%	19.5%	2	2.0	45.5%	46.3%	5	4.8	36.4%	34.1%	4	3.5	11	10.3	10
6	University of Auckland	4.0	4.0	17.6%	17.6%	3	3.0	23.5%	23.5%	4	4.0	41.2%	41.2%	7	7.0	17.6%	17.6%	3	3.0	17	17.0	16
7	University of Canterbury	4.3	4.3	8.3%	8.3%	1	1.0	50.0%	50.0%	6	6.0	25.0%	25.0%	3	3.0	16.7%	16.7%	2	2.0	12	12.0	11
8	University of Otago	3.1	3.1	9.1%	9.1%	1	1.0	27.3%	27.3%	3	3.0	27.3%	27.3%	3	3.0	36.4%	36.4%	4	4.0	11	11.0	7
9	University of Waikato	2.9	2.9	0.0%	0.0%	0	0.0	28.6%	28.6%	2	2.0	57.1%	57.1%	4	4.0	14.3%	14.3%	1	1.0	7	7.0	6
10	Victoria University of Wellington	4.7	4.6	22.2%	20.3%	6	5.2	33.3%	35.1%	9	9.0	22.2%	23.4%	6	6.0	22.2%	21.2%	6	5.4	27	25.6	22
	Averages & Totals†	**3.38**	**3.40**	**11.3%**	**10.8%**	**11**	**10.20**	**26.8%**	**27.6%**	**26**	**26.00**	**32.0%**	**32.7%**	**31**	**30.75**	**29.9%**	**28.9%**	**29**	**27.15**	**97**	**94.10**	**77**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-34 TEO Ranking by Subject Area - Political Science, International Relations and Public Policy

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

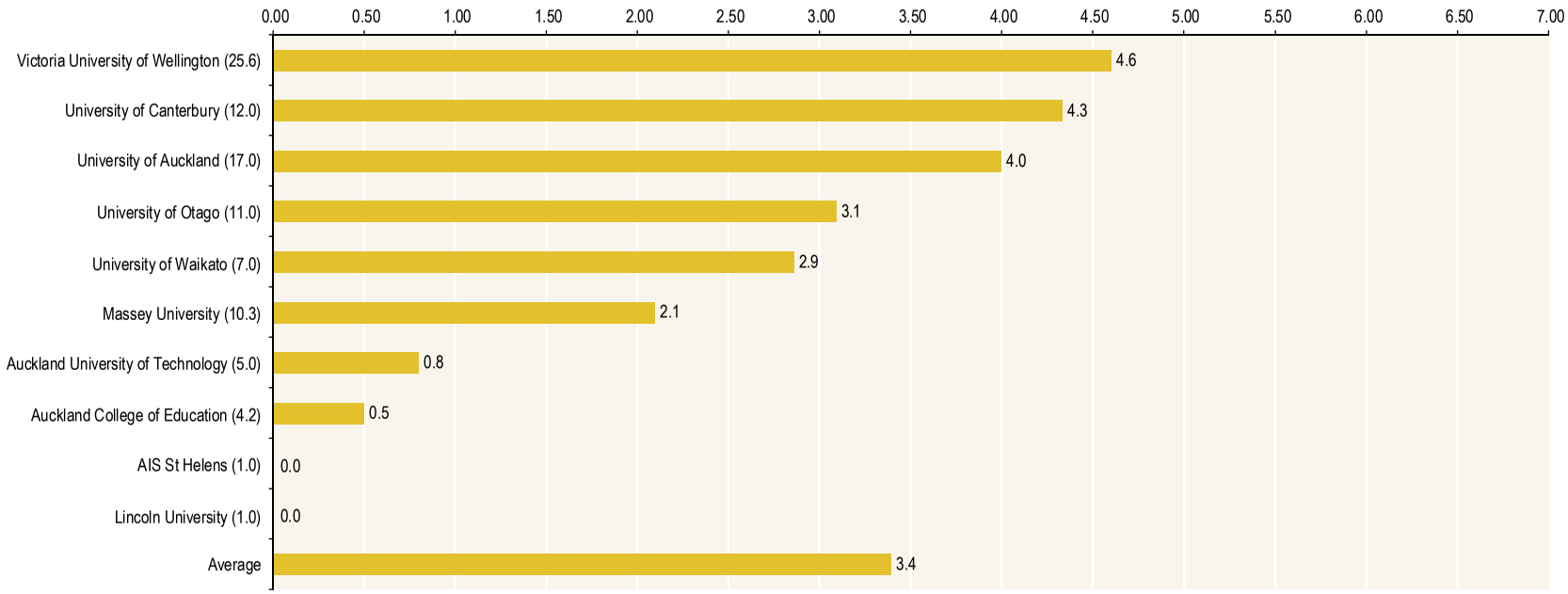

Table A-35 TEO Results by Subject Area - Psychology

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
2	Auckland University of Technology	0.6	0.6	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	28.6%	29.4%	2	1.8	71.4%	70.6%	5	4.3	7	6.1	3
3	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	1.9	2	1.9	2
4	Lincoln University	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	2.0	0.0%	0.0%	0	0.0	2	2.0	2
5	Massey University	2.7	2.7	4.2%	4.3%	2	2.0	20.8%	21.6%	10	10.0	50.0%	50.9%	24	23.5	25.0%	23.2%	12	10.7	48	46.2	41
6	University of Auckland	4.6	4.7	11.1%	11.2%	5	4.7	48.9%	49.5%	22	20.8	28.9%	29.5%	13	12.4	11.1%	9.8%	5	4.1	45	42.0	42
7	University of Canterbury	4.6	4.7	16.1%	16.2%	5	5.0	41.9%	42.2%	13	13.0	25.8%	26.0%	8	8.0	16.1%	15.6%	5	4.8	31	30.8	29
8	University of Otago	4.7	5.1	27.3%	30.8%	12	11.8	20.5%	21.4%	9	8.2	38.6%	37.3%	17	14.3	13.6%	10.5%	6	4.0	44	38.3	39
9	University of Waikato	3.0	3.1	4.3%	4.5%	1	1.0	30.4%	30.5%	7	6.8	39.1%	39.0%	9	8.7	26.1%	26.0%	6	5.8	23	22.3	17
10	Victoria University of Wellington	4.4	4.8	10.7%	11.8%	3	3.0	46.4%	51.1%	13	13.0	28.6%	29.1%	8	7.4	14.3%	8.0%	4	2.0	28	25.4	24
11	Waikato Institute of Technology	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.5	0.0%	0.0%	0	0.0	1	0.5	1
12	Whitecliffe College of Arts and Design	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
	Averages & Totals†	**3.83**	**3.97**	**12.0%**	**12.6%**	**28**	**27.50**	**31.8%**	**33.0%**	**74**	**71.80**	**36.1%**	**36.1%**	**84**	**78.53**	**20.2%**	**18.2%**	**47**	**39.67**	**233**	**217.50**	**200**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-35 TEO Ranking by Subject Area - Psychology

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

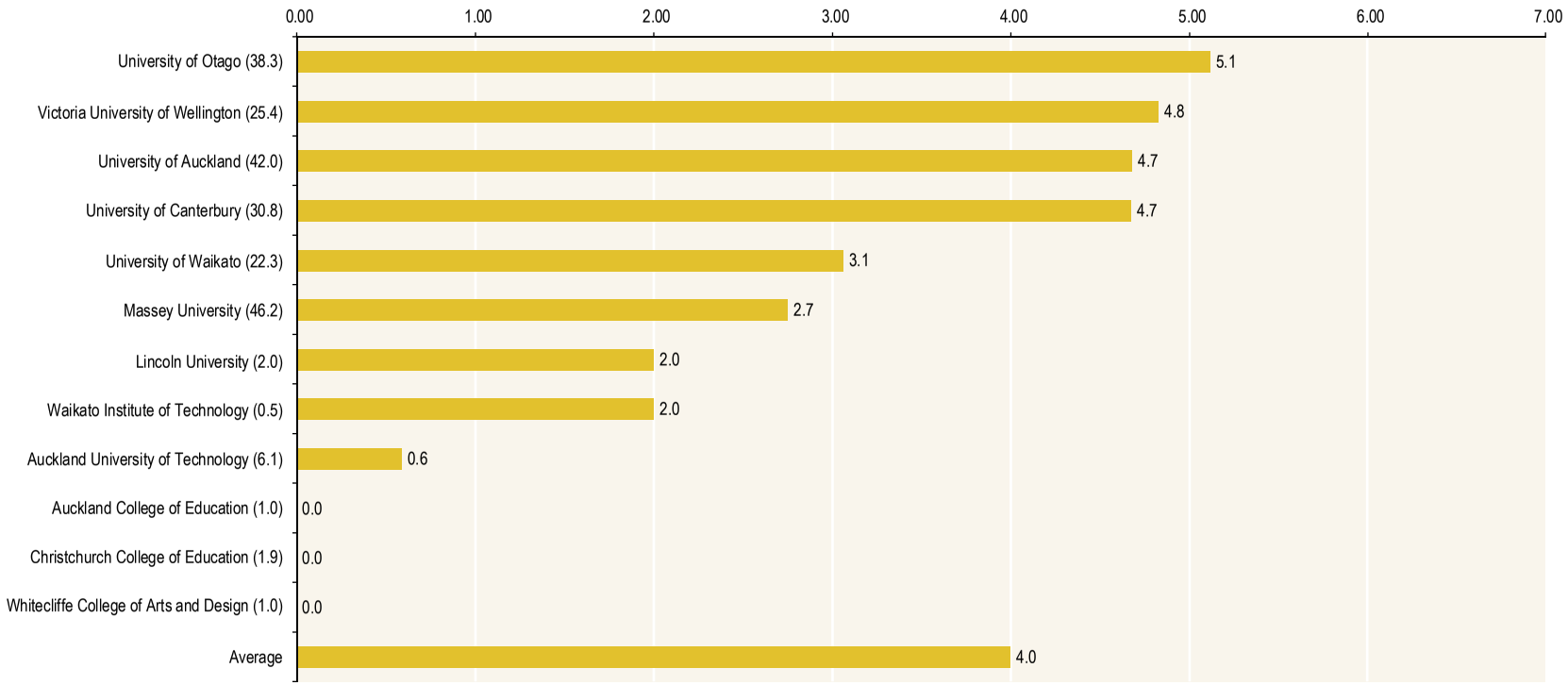

Table A-36 TEO Results by Subject Area - Public Health

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	0.7	0.8	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	33.3%	37.5%	3	3.0	66.7%	62.5%	6	5.0	9	8.0	4
2	Christchurch College of Education	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.7	0.0%	0.0%	0	0.0	1	0.7	1
3	Massey University	2.6	2.5	10.5%	11.4%	2	2.0	10.5%	7.4%	2	1.3	47.4%	47.2%	9	8.3	31.6%	34.1%	6	6.0	19	17.6	16
4	University of Auckland	2.8	3.1	5.6%	7.0%	4	3.8	20.8%	24.6%	15	13.3	48.6%	46.6%	35	25.3	25.0%	21.8%	18	11.8	72	54.2	59
5	University of Otago	3.2	3.4	9.8%	10.7%	10	9.3	23.5%	25.0%	24	21.6	40.2%	40.2%	41	34.7	26.5%	24.1%	27	20.8	102	86.4	90
6	University of Waikato	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	1	1.0	1
7	Victoria University of Wellington	1.6	1.8	0.0%	0.0%	0	0.0	11.1%	12.7%	1	1.0	44.4%	49.7%	4	3.9	44.4%	37.6%	4	3.0	9	7.9	6
	Averages & Totals†	**2.82**	**3.00**	**7.5%**	**8.6%**	**16**	**15.05**	**19.7%**	**21.2%**	**42**	**37.21**	**44.1%**	**43.8%**	**94**	**76.87**	**28.6%**	**26.5%**	**61**	**46.56**	**213**	**175.69**	**177**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-36 TEO Ranking by Subject Area - Public Health

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

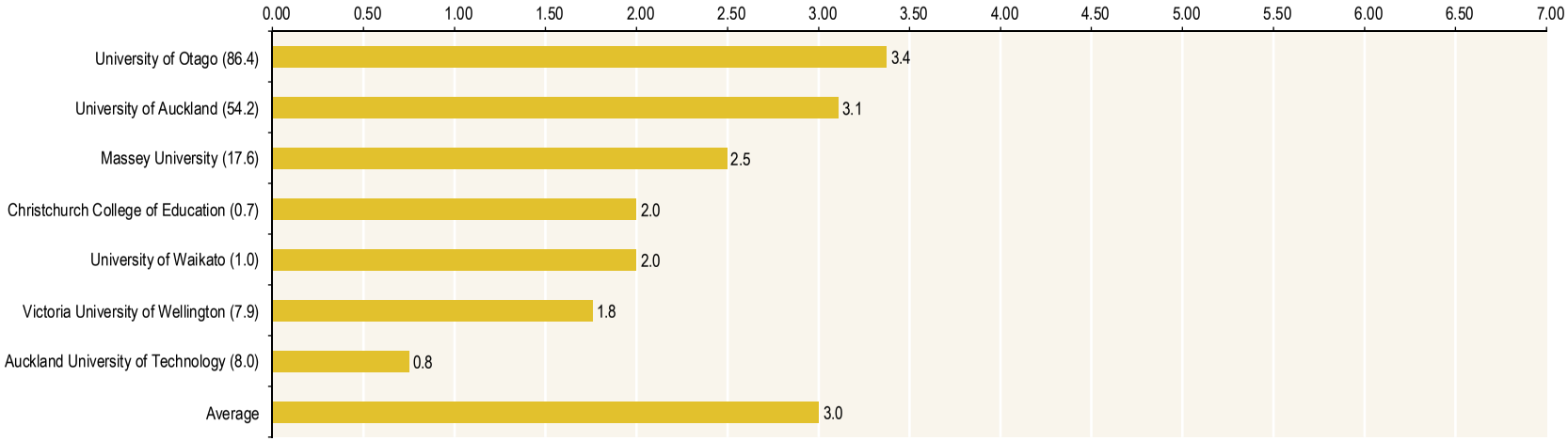

Table A-37 TEO Results by Subject Area - Pure and Applied Mathematics

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	0.6	0.6	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	28.6%	28.6%	2	2.0	71.4%	71.4%	5	5.0	7	7.0	2
2	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.4	1	0.4	0
3	Massey University	3.2	3.2	8.0%	6.1%	2	1.4	36.0%	39.1%	9	9.0	12.0%	12.2%	3	2.8	44.0%	42.6%	11	9.8	25	23.0	17
4	University of Auckland	3.8	3.8	11.8%	11.3%	6	5.5	35.3%	36.4%	18	17.8	23.5%	24.0%	12	11.8	29.4%	28.3%	15	13.8	51	48.9	39
5	University of Canterbury	3.7	3.7	18.2%	17.5%	4	3.7	18.2%	18.9%	4	4.0	40.9%	42.4%	9	9.0	22.7%	21.2%	5	4.5	22	21.2	18
6	University of Otago	3.2	3.2	15.4%	15.4%	2	2.0	23.1%	23.1%	3	3.0	15.4%	15.4%	2	2.0	46.2%	46.2%	6	6.0	13	13.0	7
7	University of Waikato	5.4	5.7	20.0%	21.1%	2	2.0	50.0%	52.6%	5	5.0	20.0%	21.1%	2	2.0	10.0%	5.3%	1	0.5	10	9.5	9
8	Victoria University of Wellington	4.1	4.3	23.5%	24.7%	4	4.0	17.6%	18.6%	3	3.0	35.3%	37.1%	6	6.0	23.5%	19.6%	4	3.2	17	16.2	14
	Averages & Totals†	**3.59**	**3.65**	**13.7%**	**13.4%**	**20**	**18.62**	**28.8%**	**30.1%**	**42**	**41.80**	**24.7%**	**25.6%**	**36**	**35.55**	**32.9%**	**31.0%**	**48**	**43.15**	**146**	**139.12**	**106**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-37 TEO Ranking by Subject Area - Pure and Applied Mathematics

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

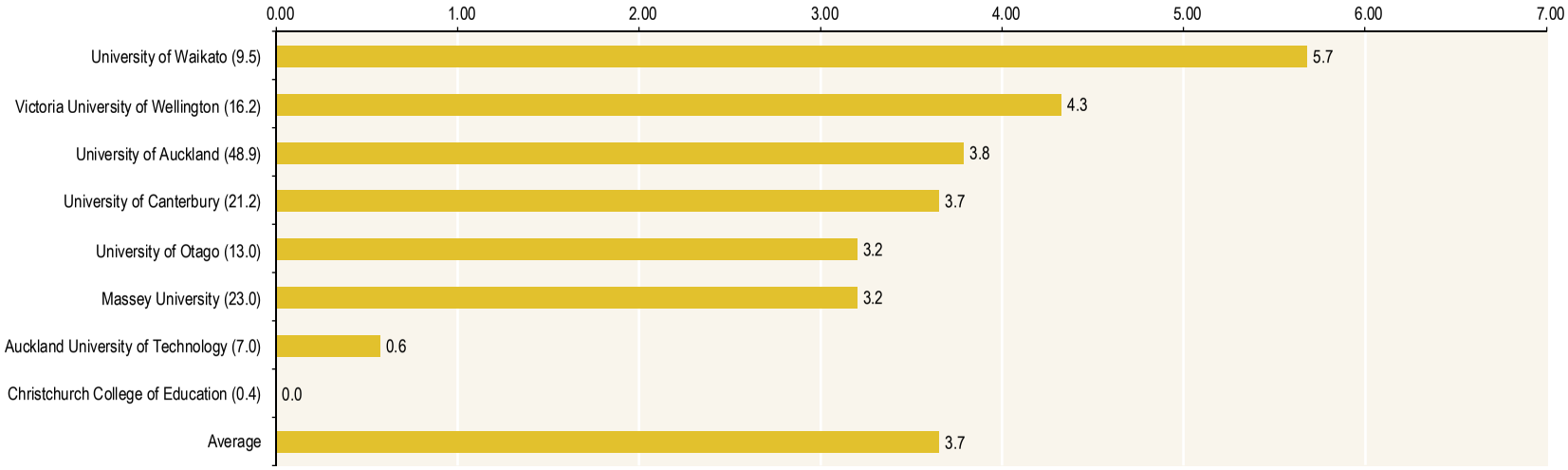

Table A-38 TEO Results by Subject Area - Religious Studies and Theology

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Bible College of New Zealand	0.8	0.9	0.0%	0.0%	0	0.0	10.5%	12.4%	2	2.0	10.5%	9.0%	2	1.5	78.9%	78.6%	15	12.7	19	16.1	8
2	Carey Baptist College	1.1	1.2	0.0%	0.0%	0	0.0	11.1%	11.6%	1	1.0	22.2%	23.3%	2	2.0	66.7%	65.1%	6	5.6	9	8.6	4
3	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.7	1	0.7	1
4	Massey University	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	3	3.0	0.0%	0.0%	0	0.0	3	3.0	3
5	Te Whare Wānanga o Te Pihopatanga o Aotearoa	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	1.5	2	1.5	2
6	University of Auckland	6.0	6.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1	1.0	1
7	University of Canterbury	6.0	6.0	25.0%	25.0%	1	1.0	50.0%	50.0%	2	2.0	25.0%	25.0%	1	1.0	0.0%	0.0%	0	0.0	4	4.0	4
8	University of Otago	3.8	4.1	9.1%	10.3%	1	1.0	36.4%	41.4%	4	4.0	36.4%	27.6%	4	2.7	18.2%	20.7%	2	2.0	11	9.7	9
9	University of Waikato	3.0	3.4	0.0%	0.0%	0	0.0	50.0%	57.1%	1	1.0	0.0%	0.0%	0	0.0	50.0%	42.9%	1	0.8	2	1.8	1
10	Victoria University of Wellington	4.0	4.0	0.0%	0.0%	0	0.0	60.0%	60.0%	3	3.0	20.0%	20.0%	1	1.0	20.0%	20.0%	1	1.0	5	5.0	5
	Averages & Totals†	**2.28**	**2.46**	**3.5%**	**3.9%**	**2**	**2.00**	**24.6%**	**27.3%**	**14**	**14.00**	**22.8%**	**21.7%**	**13**	**11.12**	**49.1%**	**47.2%**	**28**	**24.20**	**57**	**51.32**	**38**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-38 TEO Ranking by Subject Area - Religious Studies and Theology

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

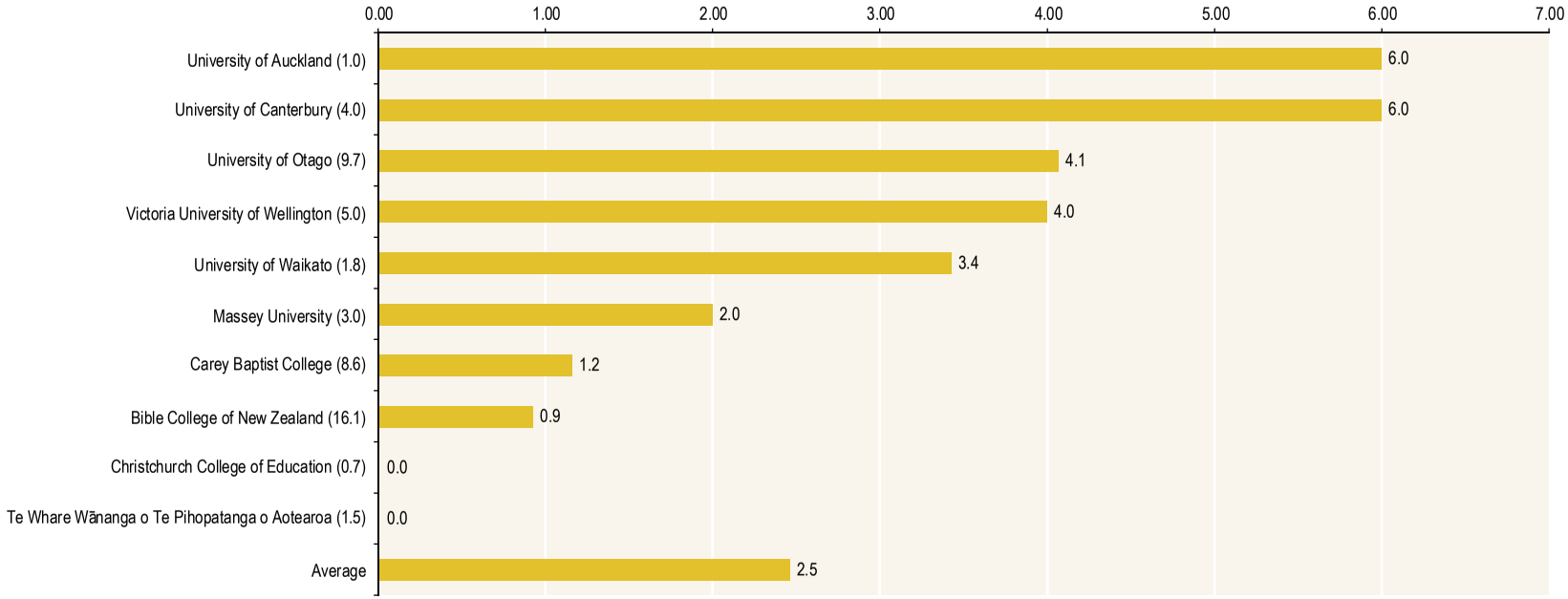

Table A-39

TEO Results by Subject Area - Sociology, Social Policy, Social Work, Criminology and Gender Studies

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland College of Education	0.5	0.6	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	25.0%	30.9%	3	3.0	75.0%	69.1%	9	6.7	12	9.7	5
2	Auckland University of Technology	1.4	1.4	0.0%	0.0%	0	0.0	5.9%	5.9%	1	1.0	52.9%	53.3%	9	9.0	41.2%	40.8%	7	6.9	17	16.9	10
3	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
4	Lincoln University	2.8	2.8	0.0%	0.0%	0	0.0	20.0%	20.0%	1	1.0	80.0%	80.0%	4	4.0	0.0%	0.0%	0	0.0	5	5.0	5
5	Massey University	2.3	2.4	3.4%	3.8%	2	2.0	19.0%	19.7%	11	10.4	39.7%	41.0%	23	21.6	37.9%	35.4%	22	18.7	58	52.7	44
6	Te Wānanga o Aotearoa	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	1	1.0	1
7	Unitec Institute of Technology	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	18.2%	21.7%	2	2.0	81.8%	78.3%	9	7.2	11	9.2	2
8	University of Auckland	4.8	4.9	15.8%	16.0%	3	3.0	42.1%	42.6%	8	8.0	36.8%	36.2%	7	6.8	5.3%	5.3%	1	1.0	19	18.8	18
9	University of Canterbury	2.8	2.8	3.2%	3.2%	1	1.0	22.6%	22.6%	7	7.0	58.1%	58.1%	18	18.0	16.1%	16.1%	5	5.0	31	31.0	30
10	University of Otago	2.9	2.9	3.2%	3.7%	1	1.0	32.3%	31.4%	10	8.5	32.3%	33.4%	10	9.0	32.3%	31.5%	10	8.5	31	27.0	22
11	University of Waikato	2.0	2.0	4.2%	4.2%	1	1.0	8.3%	8.5%	2	2.0	54.2%	53.3%	13	12.5	33.3%	34.0%	8	8.0	24	23.5	18
12	Victoria University of Wellington	2.8	2.8	3.6%	3.6%	1	1.0	17.9%	17.9%	5	5.0	67.9%	67.9%	19	19.0	10.7%	10.7%	3	3.0	28	28.0	26
13	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	9	8.5	9	8.5	2
14	Whitecliffe College of Arts and Design	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
	Averages & Totals†	**2.33**	**2.40**	**3.6%**	**3.9%**	**9**	**9.00**	**18.1%**	**18.4%**	**45**	**42.87**	**44.0%**	**45.4%**	**109**	**105.93**	**34.3%**	**32.4%**	**85**	**75.47**	**248**	**233.27**	**184**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-39

TEO Ranking by Subject Area - Sociology, Social Policy, Social Work, Criminology and Gender Studies

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

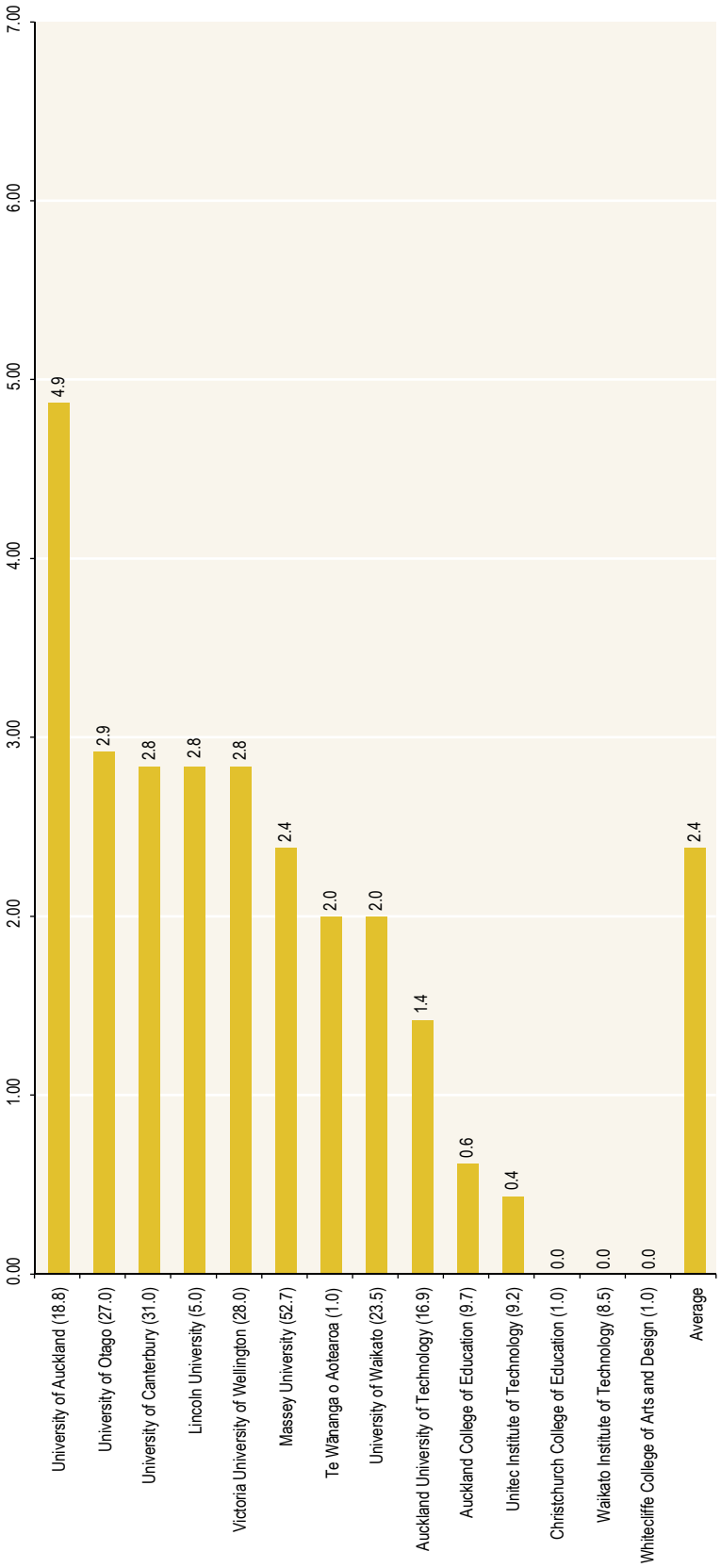

Table A-40 TEO Results by Subject Area - Sport and Exercise Science

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	0.6	0.7	0.0%	0.0%	0	0.0	4.3%	5.0%	1	1.0	17.4%	20.0%	4	4.0	78.3%	75.0%	18	15.0	23	20.0	7
2	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	4	4.0	4	4.0	3
3	Lincoln University	1.0	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	50.0%	2	2.0	50.0%	50.0%	2	2.0	4	4.0	4
4	Massey University	1.6	1.6	0.0%	0.0%	0	0.0	20.0%	20.0%	2	2.0	20.0%	20.0%	2	2.0	60.0%	60.0%	6	6.0	10	10.0	8
5	Te Wānanga o Aotearoa	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	2.0	2	2.0	1
6	Unitec Institute of Technology	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	18.2%	18.2%	2	2.0	81.8%	81.8%	9	9.0	11	11.0	2
7	University of Auckland	2.3	2.4	0.0%	0.0%	0	0.0	14.3%	14.8%	1	1.0	71.4%	73.9%	5	5.0	14.3%	11.4%	1	0.8	7	6.8	7
8	University of Otago	2.3	2.4	5.3%	5.4%	1	1.0	10.5%	10.9%	2	2.0	57.9%	58.7%	11	10.8	26.3%	25.0%	5	4.6	19	18.4	17
9	University of Waikato	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
10	Waikato Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	8	8.0	8	8.0	6
	Averages & Totals†	**1.10**	**1.15**	**1.1%**	**1.2%**	**1**	**1.00**	**6.7%**	**7.1%**	**6**	**6.00**	**29.2%**	**30.3%**	**26**	**25.79**	**62.9%**	**61.5%**	**56**	**52.37**	**89**	**85.16**	**56**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-40 TEO Ranking by Subject Area - Sport and Exercise Science

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

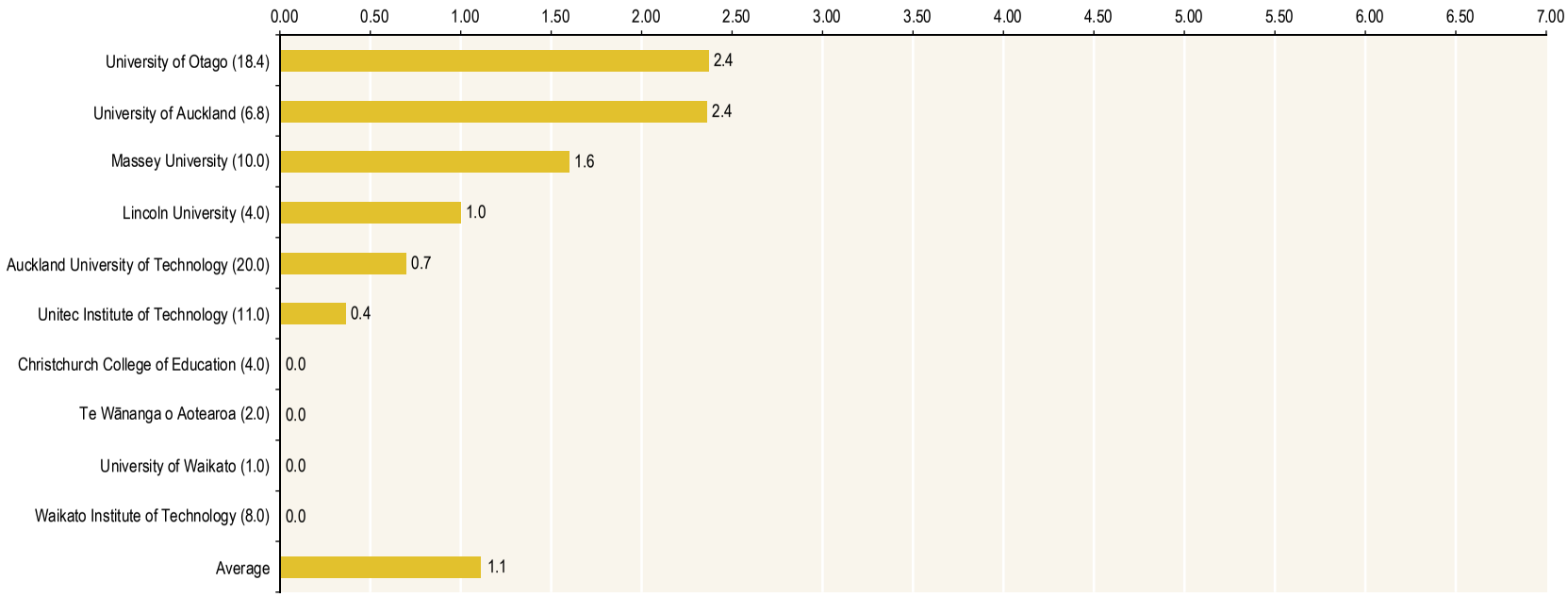

Table A-41 TEO Results by Subject Area - Statistics

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	2.0	2	2.0	0
2	Lincoln University	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	1	1.0	1
3	Massey University	2.2	2.2	0.0%	0.0%	0	0.0	25.0%	25.0%	5	5.0	35.0%	35.0%	7	7.0	40.0%	40.0%	8	8.0	20	20.0	19
4	University of Auckland	6.0	6.0	25.0%	25.0%	5	5.0	50.0%	50.0%	10	10.0	25.0%	25.0%	5	5.0	0.0%	0.0%	0	0.0	20	20.0	20
5	University of Canterbury	2.4	2.5	0.0%	0.0%	0	0.0	20.0%	20.8%	2	2.0	60.0%	62.5%	6	6.0	20.0%	16.7%	2	1.6	10	9.6	10
6	University of Otago	2.3	2.2	0.0%	0.0%	0	0.0	31.3%	30.3%	5	4.6	18.8%	19.7%	3	3.0	50.0%	50.0%	8	7.6	16	15.2	10
7	University of Waikato	3.8	3.8	12.5%	12.5%	1	1.0	25.0%	25.0%	2	2.0	50.0%	50.0%	4	4.0	12.5%	12.5%	1	1.0	8	8.0	8
8	Victoria University of Wellington	3.8	3.0	11.1%	2.6%	1	0.2	22.2%	19.5%	2	1.5	66.7%	77.9%	6	6.0	0.0%	0.0%	0	0.0	9	7.7	9
	Averages & Totals†	**3.37**	**3.31**	**8.1%**	**7.4%**	**7**	**6.20**	**30.2%**	**30.1%**	**26**	**25.10**	**37.2%**	**38.3%**	**32**	**32.00**	**24.4%**	**24.2%**	**21**	**20.20**	**86**	**83.50**	**77**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-41 TEO Ranking by Subject Area - Statistics

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

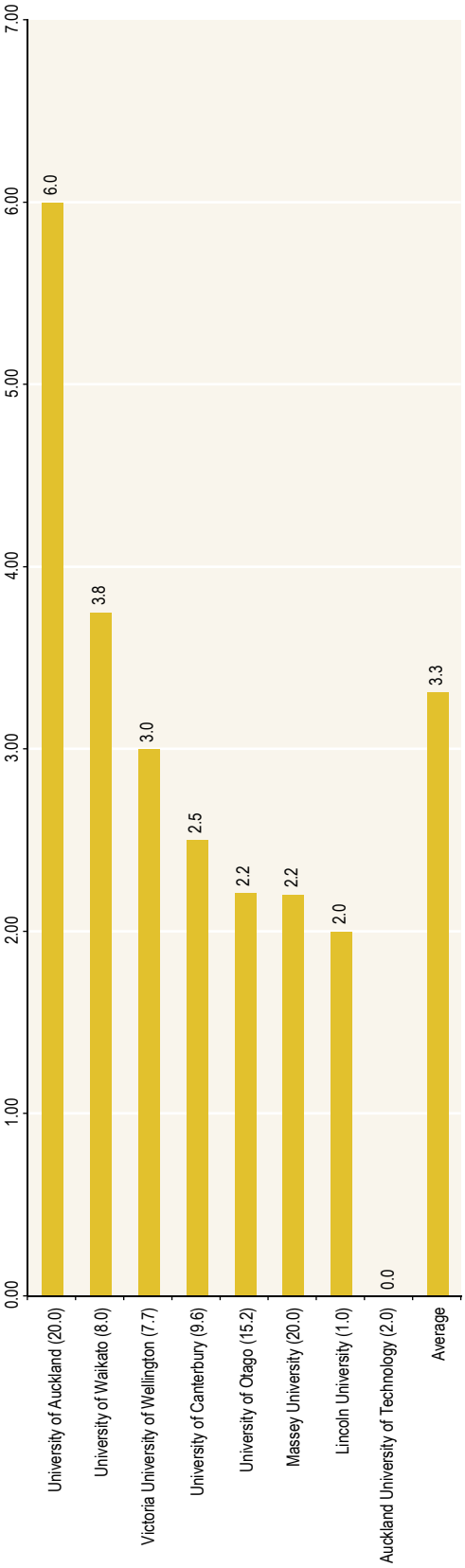

Table A-42 TEO Results by Subject Area - Theatre and Dance, Film and Television and Multimedia

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
2	Auckland University of Technology	0.1	0.2	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	7.1%	7.9%	1	1.0	92.9%	92.1%	13	11.6	14	12.6	1
3	Christchurch College of Education	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	20.0%	21.5%	2	1.5	80.0%	78.5%	8	5.5	10	7.0	7
4	Dunedin College of Education	0.7	0.7	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	33.3%	33.3%	1	1.0	66.7%	66.7%	2	2.0	3	3.0	3
5	Massey University	4.0	4.0	0.0%	0.0%	0	0.0	50.0%	50.0%	2	2.0	50.0%	50.0%	2	2.0	0.0%	0.0%	0	0.0	4	4.0	4
6	Te Wānanga o Aotearoa	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	5	5.0	5	5.0	1
7	Unitec Institute of Technology	0.1	0.1	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	6.3%	7.2%	1	1.0	93.8%	92.8%	15	12.8	16	13.8	1
8	University of Auckland	4.7	5.2	16.7%	20.0%	1	1.0	33.3%	40.0%	2	2.0	50.0%	40.0%	3	2.0	0.0%	0.0%	0	0.0	6	5.0	6
9	University of Canterbury	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	3	3.0	0.0%	0.0%	0	0.0	3	3.0	3
10	University of Otago	2.3	2.3	0.0%	0.0%	0	0.0	16.7%	16.7%	1	1.0	66.7%	66.7%	4	4.0	16.7%	16.7%	1	1.0	6	6.0	5
11	University of Waikato	2.4	2.4	0.0%	0.0%	0	0.0	20.0%	20.0%	1	1.0	60.0%	60.0%	3	3.0	20.0%	20.0%	1	1.0	5	5.0	4
12	Victoria University of Wellington	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	4	4.0	0.0%	0.0%	0	0.0	4	4.0	4
13	Waikato Institute of Technology	0.7	0.7	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	33.3%	35.7%	1	1.0	66.7%	64.3%	2	1.8	3	2.8	2
14	Whitecliffe College of Arts and Design	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.4	1	0.4	0
	Averages & Totals†	**1.19**	**1.28**	**1.2%**	**1.4%**	**1**	**1.00**	**7.41%**	**8.27%**	**6**	**6.00**	**30.9%**	**32.4%**	**25**	**23.50**	**60.5%**	**58.0%**	**49**	**42.06**	**81**	**72.56**	**42**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-42 TEO Ranking by Subject Area - Theatre and Dance, Film and Television and Multimedia

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

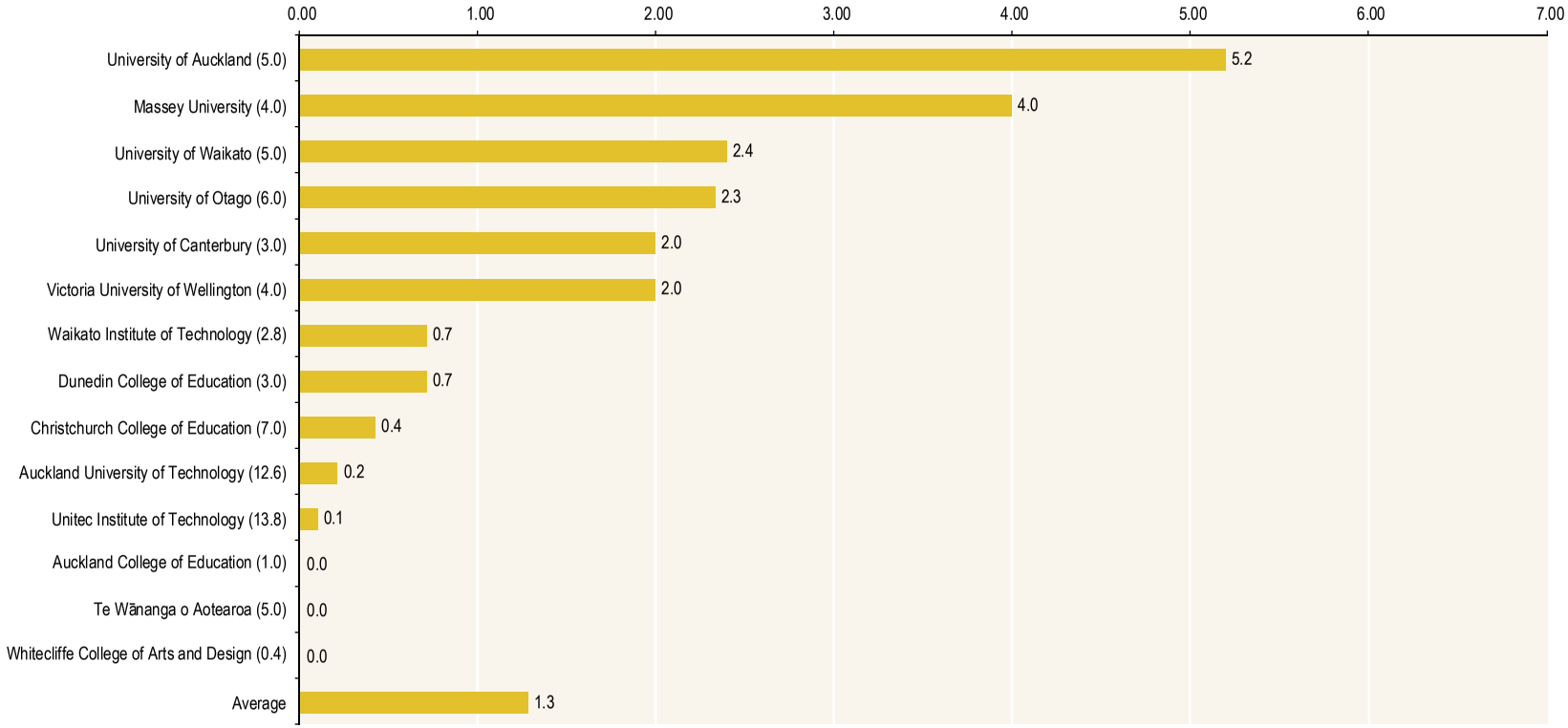

Table A-43 TEO Results by Subject Area - Veterinary Studies and Large Animal Science

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	0
2	Massey University	2.0	2.0	4.6%	3.8%	3	2.3	15.4%	16.4%	10	9.9	30.8%	31.7%	20	19.1	49.2%	48.2%	32	29.1	65	60.3	55
3	Unitec Institute of Technology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	8	6.9	8	6.9	0
4	University of Waikato	6.0	6.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1	1.0	1
	Averages & Totals†	**1.81**	**1.82**	**4.0%**	**3.3%**	**3**	**2.27**	**14.7%**	**15.7%**	**11**	**10.90**	**26.7%**	**27.6%**	**20**	**19.10**	**54.7%**	**53.4%**	**41**	**36.97**	**75**	**69.24**	**56**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-43 TEO Ranking by Subject Area - Veterinary Studies and Large Animal Science

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

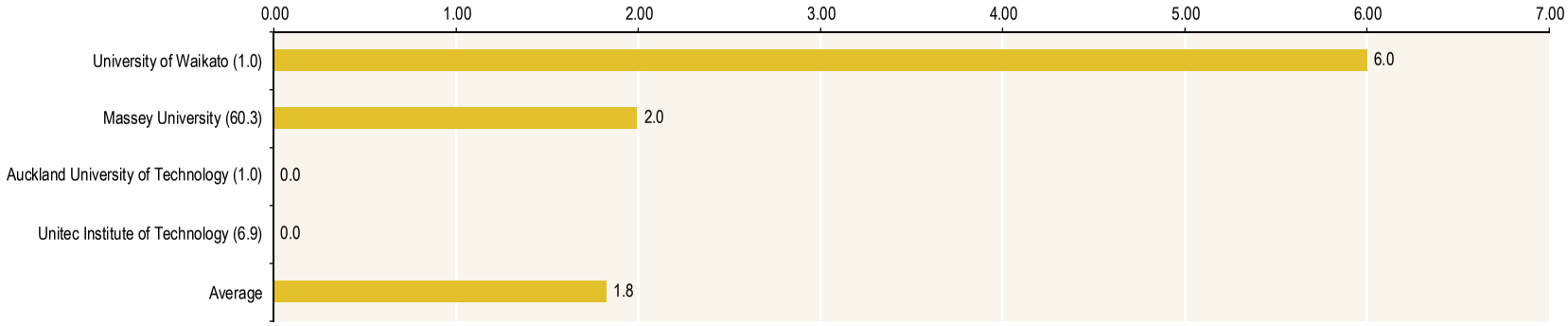

Table A-44 TEO Results by Subject Area - Visual Arts and Crafts

	Tertiary Education Organisation (TEO)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Auckland University of Technology	1.3	1.3	0.0%	0.0%	0	0.0	8.3%	9.3%	2	2.0	37.5%	37.4%	9	8.0	54.2%	53.3%	13	11.4	24	21.4	14
2	Christchurch College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
3	Dunedin College of Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.2	1	0.2	1
4	Lincoln University	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.5	0.0%	0.0%	0	0.0	1	0.5	1
5	Massey University	3.0	2.9	8.0%	8.3%	2	2.0	20.0%	18.8%	5	4.5	48.0%	47.9%	12	11.5	24.0%	25.0%	6	6.0	25	24.0	23
6	Te Wānanga o Aotearoa	0.5	0.5	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	25.0%	25.0%	2	2.0	75.0%	75.0%	6	6.0	8	8.0	4
7	Unitec Institute of Technology	1.9	1.9	0.0%	0.0%	0	0.0	23.8%	23.5%	5	3.9	23.8%	22.3%	5	3.7	52.4%	54.2%	11	9.0	21	16.6	14
8	University of Auckland	4.2	4.4	4.3%	5.1%	1	1.0	52.2%	55.7%	12	11.0	30.4%	27.8%	7	5.5	13.0%	11.4%	3	2.3	23	19.8	21
9	University of Canterbury	3.7	3.7	14.3%	14.3%	1	1.0	28.6%	28.6%	2	2.0	28.6%	28.6%	2	2.0	28.6%	28.6%	2	2.0	7	7.0	6
10	University of Otago	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	1.5	2	1.5	2
11	University of Waikato	2.0	2.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	2.0	0.0%	0.0%	0	0.0	2	2.0	2
12	Victoria University of Wellington	6.0	6.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1	1.0	1
13	Waikato Institute of Technology	1.1	1.1	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	57.1%	57.1%	8	8.0	42.9%	42.9%	6	6.0	14	14.0	10
14	Whitecliffe College of Arts and Design	0.5	0.6	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	27.3%	28.4%	3	2.2	72.7%	71.6%	8	5.6	11	7.8	8
	Averages & Totals†	**2.16**	**2.22**	**2.8%**	**3.2%**	**4**	**4.00**	**19.1%**	**19.6%**	**27**	**24.40**	**36.2%**	**36.4%**	**51**	**45.43**	**41.8%**	**40.8%**	**59**	**50.96**	**141**	**124.79**	**108**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the bar graph and the equivalent data in the main text

Figure A-44 TEO Ranking by Subject Area - Visual Arts and Crafts

Numbers alongside bars indicate FTE-weighted quality scores
Numbers in parentheses indicate total number of PBRF-eligible FTE-weighted staff

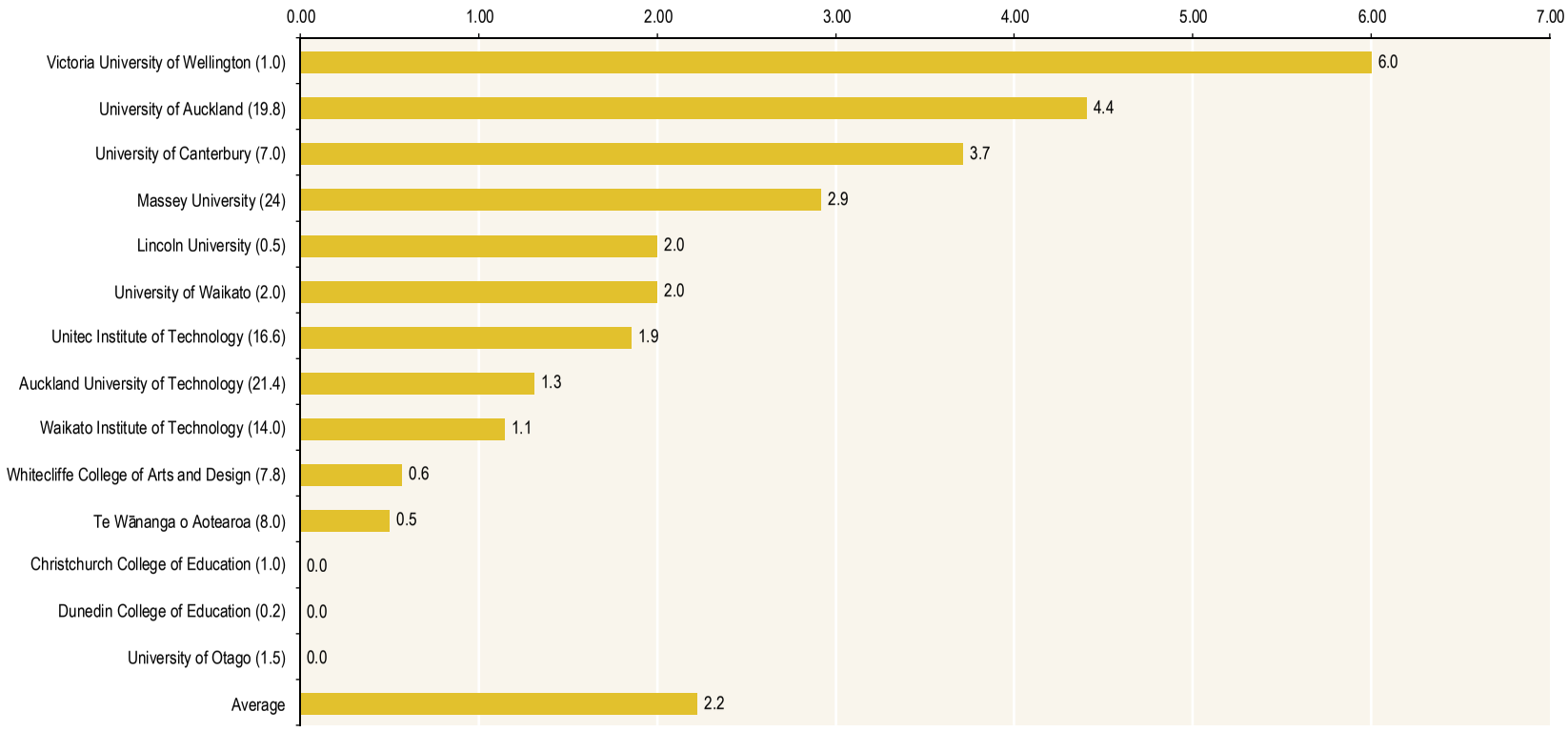

Table A-45 Nominated Academic Units - AIS St Helens

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	International Business Programme	0.2	0.2	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	11.1%	11.1%	1	1.0	88.9%	88.9%	8	8.0	9	9.0	4
2	Language and Culture Programme	0.2	0.2	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	10.0%	10.9%	1	1.0	90.0%	89.1%	9	8.2	10	9.2	3
	Averages & Totals†	**0.2**	**0.2**	**0.0%**	**0.0%**	**0**	**0.0**	**0.0%**	**0.0%**	**0**	**0.0**	**10.5%**	**11.0%**	**2**	**2.0**	**89.5%**	**89.0%**	**17**	**16.2**	**19**	**18.2**	**7**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-46 Nominated Academic Units - Anamata

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Bachelor of Te Reo Māori	1.0	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	50.0%	50.0%	1	1.0	2	2.0	1
	Averages & Totals†	**1.0**	**1.0**	**0.0%**	**0.0%**	**0**	**0.0**	**0.0%**	**0.0%**	**0**	**0.0**	**50.0%**	**50.0%**	**1**	**1.0**	**50.0%**	**50.0%**	**1**	**1.0**	**2**	**2.0**	**1**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-47 Nominated Academic Units - Auckland College of Education

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Academic Services	0.7	0.7	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	33.3%	33.3%	1	1.0	66.7%	66.7%	2	2.0	3	3.0	1
2	Applied Social Sciences	0.4	0.5	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	21.7%	23.4%	5	4.8	78.3%	76.6%	18	15.7	23	20.5	9
3	Education and Business Development	0.5	0.6	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	25.0%	28.0%	2	1.9	75.0%	72.0%	6	4.8	8	6.7	3
4	Pasifika	0.3	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	16.7%	16.7%	1	1.0	83.3%	83.3%	5	5.0	6	6.0	2
5	Postgraduate Studies	1.6	1.8	0.0%	0.0%	0	0.0	6.3%	8.0%	1	1.0	62.5%	64.8%	10	8.1	31.3%	27.2%	5	3.4	16	12.5	11
6	Te Puna Wānanga	1.0	1.0	0.0%	0.0%	0	0.0	16.7%	16.7%	2	2.0	0.0%	0.0%	0	0.0	83.3%	83.3%	10	10.0	12	12.0	2
7	Teacher Education	0.1	0.1	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	6.7%	6.9%	8	7.8	93.3%	93.1%	112	105.7	120	113.5	22
	Averages & Totals†	**0.38**	**0.39**	**0.0%**	**0.0%**	**0**	**0.00**	**1.6%**	**1.7%**	**3**	**3.00**	**14.4%**	**14.1%**	**27**	**24.57**	**84.0%**	**84.2%**	**158**	**146.63**	**188**	**174.20**	**50**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-48 Nominated Academic Units - Auckland University of Technology

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Applied Science	1.1	1.2	0.0%	0.0%	0	0.0	9.8%	10.8%	4	4.0	26.8%	26.9%	11	10.0	63.4%	62.4%	26	23.2	41	37.2	18
2	Art and Design	1.0	1.0	0.0%	0.0%	0	0.0	8.6%	9.7%	5	5.0	22.4%	22.4%	13	11.6	69.0%	68.0%	40	35.2	58	51.8	26
3	Business	0.6	0.7	0.9%	0.9%	1	1.0	5.5%	5.7%	6	6.0	11.0%	11.3%	12	12.0	82.6%	82.0%	90	86.8	109	105.8	36
4	Communication Studies	0.4	0.4	0.0%	0.0%	0	0.0	2.2%	2.4%	1	1.0	11.1%	12.1%	5	5.0	86.7%	85.4%	39	35.2	45	41.2	9
5	Computing and Information Sciences	1.3	1.3	4.3%	4.6%	2	2.0	4.3%	4.6%	2	2.0	29.8%	30.5%	14	13.3	61.7%	60.3%	29	26.2	47	43.5	28
6	Education	0.8	0.8	0.0%	0.0%	0	0.0	5.6%	5.9%	1	1.0	22.2%	23.6%	4	4.0	72.2%	70.4%	13	11.9	18	16.9	9
7	Engineering	0.8	0.8	0.0%	0.0%	0	0.0	6.9%	7.0%	2	2.0	17.2%	17.5%	5	5.0	75.9%	75.5%	22	21.6	29	28.6	8
8	General	0.6	0.6	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	28.6%	31.3%	4	4.0	71.4%	68.8%	10	8.8	14	12.8	5
9	Health Care Practice	0.2	0.3	0.0%	0.0%	0	0.0	1.3%	1.5%	1	1.0	8.0%	8.9%	6	5.9	90.7%	89.6%	68	59.3	75	66.2	12
10	Hospitality Management	0.8	0.7	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	37.5%	33.3%	3	2.5	62.5%	66.7%	5	5.0	8	7.5	3
11	Languages	0.2	0.2	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	8.3%	9.5%	3	3.0	91.7%	90.5%	33	28.5	36	31.5	9
12	Law	1.3	1.4	0.0%	0.0%	0	0.0	22.2%	23.3%	2	2.0	0.0%	0.0%	0	0.0	77.8%	76.7%	7	6.6	9	8.6	5
13	Māori Development	0.6	0.6	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	30.8%	30.8%	4	4.0	69.2%	69.2%	9	9.0	13	13.0	4
14	Public Health and Psychosocial Studies	0.8	0.9	0.0%	0.0%	0	0.0	7.1%	8.6%	2	2.0	17.9%	17.3%	5	4.0	75.0%	74.1%	21	17.2	28	23.2	9
15	Rehabilitation and Occupation Studies	0.5	0.5	0.0%	0.0%	0	0.0	4.9%	5.4%	2	2.0	9.8%	10.8%	4	4.0	85.4%	83.8%	35	31.1	41	37.1	12
16	Social Sciences	2.0	2.0	10.5%	10.5%	2	2.0	5.3%	5.3%	1	1.0	31.6%	31.6%	6	6.0	52.6%	52.6%	10	10.0	19	19.0	10
17	Sport and Recreation Studies	0.8	0.9	0.0%	0.0%	0	0.0	7.4%	8.3%	2	2.0	18.5%	20.9%	5	5.0	74.1%	70.8%	20	17.0	27	24.0	9
	Averages & Totals†	**0.72**	**0.77**	**0.8%**	**0.9%**	**5**	**5.00**	**5.0%**	**5.5%**	**31**	**31.00**	**16.9%**	**17.5%**	**104**	**99.27**	**77.3%**	**76.2%**	**477**	**432.47**	**617**	**567.74**	**212**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-49 Nominated Academic Units - Bethlehem Institute of Education

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Counselling	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	5	3.5	5	3.5	0
2	Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	18	13.7	18	13.7	2
	Averages & Totals†	**0.00**	**0.00**	**0.0%**	**0.0%**	**0**	**0.00**	**0.0%**	**0.0%**	**0**	**0.00**	**0.0%**	**0.0%**	**0**	**0.00**	**100.0%**	**100.0%**	**23**	**17.15**	**23**	**17.15**	**2**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-50 Nominated Academic Units - Bible College of New Zealand

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Theological Education	0.8	0.8	0.0%	0.0%	0	0.0	9.5%	11.2%	2	2.0	9.5%	8.1%	2	1.5	81.0%	80.7%	17	14.5	21	17.9	9
	Averages & Totals†	**0.8**	**0.8**	**0.0%**	**0.0%**	**0**	**0.0**	**9.5%**	**11.2%**	**2**	**2.0**	**9.5%**	**8.1%**	**2**	**1.5**	**81.0%**	**80.7%**	**17**	**14.5**	**21**	**17.9**	**9**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-51 Nominated Academic Units - Carey Baptist College

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Theology	1.1	1.2	0.0%	0.0%	0	0.0	11.1%	11.6%	1	1.0	22.2%	23.3%	2	2.0	66.7%	65.1%	6	5.6	9	8.6	4
	Averages & Totals†	**1.1**	**1.2**	**0.0%**	**0.0%**	**0**	**0.0**	**11.1%**	**11.6%**	**1**	**1.0**	**22.2%**	**23.3%**	**2**	**2.0**	**66.7%**	**65.1%**	**6**	**5.6**	**9**	**8.6**	**4**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-52 Nominated Academic Units - Christchurch College of Education

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Business	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0.0	0.0	100.0%	100.0%	15	15.0	15	15.0	13
2	Early Childhood Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0.0	0.0	100.0%	100.0%	22	19.6	22	19.6	4
3	Hornby	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0.0	0.0	100.0%	100.0%	5	4.5	5	4.5	1
4	Primary	0.1	0.1	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	2.9%	3.3%	2.0	2.0	97.1%	96.7%	68	59.1	70	61.1	27
5	Professional Development	0.6	0.6	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	29.6%	28.6%	8.0	6.3	70.4%	71.4%	19	15.8	27	22.1	17
6	Registry	3.0	3.2	0.0%	0.0%	0	0.0	50.0%	52.6%	1	1.0	0.0%	0.0%	0.0	0.0	50.0%	47.4%	1	0.9	2	1.9	2
7	Secondary	0.2	0.2	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	11.8%	11.9%	6.0	5.5	88.2%	88.1%	45	40.7	51	46.2	32
	Averages & Totals†	**0.20**	**0.20**	**0.00%**	**0.00%**	**0**	**0.00**	**0.5%**	**0.6%**	**1**	**1.00**	**8.3%**	**8.1%**	**16**	**13.83**	**91.1%**	**91.3%**	**175**	**155.56**	**192**	**170.39**	**96**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-53 Nominated Academic Units - Dunedin College of Education

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Curriculum	0.2	0.2	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	8.3%	8.6%	2	2.0	91.7%	91.4%	22	21.3	24	23.3	15
2	Performing/Arts	0.6	0.6	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	28.6%	32.3%	2	2.0	71.4%	67.7%	5	4.2	7	6.2	7
3	Postgraduate	1.3	1.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	62.5%	62.5%	5	5.0	37.5%	37.5%	3	3.0	8	8.0	8
4	Teaching	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	33	28.9	33	28.9	0
	Averages & Totals†	**0.25**	**0.27**	**0.0%**	**0.0%**	**0**	**0.00**	**0.0%**	**0.0%**	**0**	**0.00**	**12.5%**	**13.6%**	**9**	**9.00**	**87.5%**	**86.4%**	**63**	**57.36**	**72**	**66.36**	**30**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-54 Nominated Academic Units - Lincoln University

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Agricultural and Primary Products	3.5	3.6	5.4%	5.7%	2	2.0	35.1%	36.0%	13	12.7	43.2%	43.9%	16	15.5	16.2%	14.4%	6	5.1	37	35.3	34
2	Biological Sciences	2.9	2.9	8.1%	8.3%	3	3.0	13.5%	13.9%	5	5.0	64.9%	64.0%	24	23.1	13.5%	13.9%	5	5.0	37	36.1	35
3	Computer Systems	1.7	1.7	0.0%	0.0%	0	0.0	15.4%	15.7%	2	2.0	38.5%	39.3%	5	5.0	46.2%	45.0%	6	5.7	13	12.7	9
4	Economics and Financial Systems	2.2	2.2	0.0%	0.0%	0	0.0	26.9%	26.3%	7	6.7	30.8%	31.5%	8	8.0	42.3%	42.2%	11	10.7	26	25.4	25
5	Environmental and Natural Resources	2.7	2.9	3.0%	3.4%	1	1.0	24.2%	27.0%	8	8.0	48.5%	49.5%	16	14.7	24.2%	20.1%	8	6.0	33	29.7	30
6	Food and Health	3.1	3.1	7.7%	8.2%	1	1.0	23.1%	24.6%	3	3.0	46.2%	42.6%	6	5.2	23.1%	24.6%	3	3.0	13	12.2	12
7	Marketing and Management	0.9	0.8	0.0%	0.0%	0	0.0	4.0%	4.2%	1	1.0	32.0%	29.9%	8	7.2	64.0%	65.9%	16	15.9	25	24.1	19
8	Social Sciences	2.1	2.1	0.0%	0.0%	0	0.0	15.0%	15.1%	3	3.0	60.0%	60.3%	12	12.0	25.0%	24.7%	5	4.9	20	19.9	19
	Averages & Totals†	**2.51**	**2.56**	**3.4%**	**3.6%**	**7**	**7.00**	**20.6%**	**21.2%**	**42**	**41.36**	**46.6%**	**46.4%**	**95**	**90.70**	**29.4%**	**28.8%**	**60**	**56.28**	**204**	**195.34**	**183**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

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Table A-55 Nominated Academic Units - Massey University *(continued on next page)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	CoB Dept of Applied and International Economics	3.2	3.1	0.0%	0.0%	0	0.0	41.2%	38.7%	7	6.3	35.3%	36.8%	6	6.0	23.5%	24.5%	4	4.0	17	16.3	17
2	CoB Dept of Communications and Journalism	1.6	1.6	0.0%	0.0%	0	0.0	14.3%	14.3%	2	2.0	35.7%	35.7%	5	5.0	50.0%	50.0%	7	7.0	14	14.0	12
3	CoB Dept of Commerce	2.4	2.5	0.0%	0.0%	0	0.0	30.4%	31.7%	7	7.0	30.4%	29.5%	7	6.5	39.1%	38.8%	9	8.6	23	22.1	23
4	CoB Dept of Human Resource Management	1.7	1.8	5.6%	6.0%	1	1.0	5.6%	6.0%	1	1.0	38.9%	41.9%	7	7.0	50.0%	46.1%	9	7.7	18	16.7	13
5	CoB Dept of Information Systems	1.5	1.5	2.8%	2.8%	1	1.0	11.1%	11.3%	4	4.0	27.8%	27.2%	10	9.6	58.3%	58.6%	21	20.7	36	35.3	21
6	CoB Dept of Management	1.5	1.5	0.0%	0.0%	0	0.0	7.1%	7.2%	2	2.0	53.6%	53.2%	15	14.8	39.3%	39.6%	11	11.0	28	27.8	24
7	CoB Dept of Marketing	2.2	2.3	0.0%	0.0%	0	0.0	27.3%	28.3%	3	3.0	27.3%	28.3%	3	3.0	45.5%	43.4%	5	4.6	11	10.6	10
8	CoB Dept of Management and Enterprise Development	1.6	1.7	0.0%	0.0%	0	0.0	20.0%	21.4%	2	2.0	20.0%	21.4%	2	2.0	60.0%	57.2%	6	5.4	10	9.4	9
9	CoB Dept of Management and International Business	1.6	1.6	3.8%	3.8%	1	1.0	11.5%	11.5%	3	3.0	26.9%	26.9%	7	7.0	57.7%	57.7%	15	15.0	26	26.0	19
10	CoB Finance, Banking and Property Studies	1.4	1.4	0.0%	0.0%	0	0.0	8.0%	8.2%	2	2.0	44.0%	45.3%	11	11.0	48.0%	46.5%	12	11.3	25	24.3	20
11	CoB Graduate School of Business	0.3	0.5	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	16.7%	23.3%	1	1.0	83.3%	76.7%	5	3.3	6	4.3	3
12	CoB School of Accountancy	1.3	1.3	5.0%	5.2%	2	2.0	2.5%	2.6%	1	1.0	30.0%	31.3%	12	12.0	62.5%	60.8%	25	23.3	40	38.3	29
13	CoB School of Aviation	0.8	0.8	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	40.0%	40.0%	4	4.0	60.0%	60.0%	6	6.0	10	10.0	6
14	CoDFAM Conservatorium of Music	2.4	2.4	0.0%	0.0%	0	0.0	25.0%	24.2%	5	4.4	45.0%	47.3%	9	8.6	30.0%	28.6%	6	5.2	20	18.2	18
15	CoDFAM Dept of Arts and Design Studies	1.2	1.2	0.0%	0.0%	0	0.0	8.7%	8.7%	2	2.0	34.8%	34.8%	8	8.0	56.5%	56.5%	13	13.0	23	23.0	17
16	CoDFAM Dept of Fashion and Textile Design	0.2	0.2	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	7.7%	8.2%	1	1.0	92.3%	91.8%	12	11.1	13	12.1	3
17	CoDFAM Dept of Three Dimensional Design	1.4	1.5	0.0%	0.0%	0	0.0	20.0%	21.3%	2	2.0	10.0%	10.6%	1	1.0	70.0%	68.1%	7	6.4	10	9.4	8
18	CoDFAM Dept of Two Dimensional Design	0.7	0.7	0.0%	0.0%	0	0.0	4.8%	4.8%	1	1.0	19.0%	19.0%	4	4.0	76.2%	76.2%	16	16.0	21	21.0	14
19	CoDFAM School of Fine Arts	3.7	3.8	7.1%	7.4%	1	1.0	35.7%	37.0%	5	5.0	42.9%	40.7%	6	5.5	14.3%	14.8%	2	2.0	14	13.5	14

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* Weighted on FTE basis

Table A-55 Nominated Academic Units - Massey University *(continued on next page)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
20	CoE Dept of Arts and Language Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	23	21.4	23	21.4	11
21	CoE Dept of Health and Human Development	0.6	0.7	0.0%	0.0%	0	0.0	4.5%	4.7%	1	1.0	18.2%	18.6%	4	4.0	77.3%	76.7%	17	16.5	22	21.5	11
22	CoE Dept of Learning and Teaching	1.9	2.0	6.5%	6.9%	2	2.0	9.7%	10.3%	3	3.0	35.5%	36.4%	11	10.6	48.4%	46.5%	15	13.6	31	29.2	25
23	CoE Dept of Technology, Science and Mathematics Education	1.2	1.3	0.0%	0.0%	0	0.0	14.3%	15.4%	3	3.0	19.0%	20.5%	4	4.0	66.7%	64.1%	14	12.5	21	19.5	13
24	CoE Māori and Multicultural Education	0.6	0.5	0.0%	0.0%	0	0.0	5.6%	5.8%	1	1.0	11.1%	8.8%	2	1.5	83.3%	85.4%	15	14.6	18	17.1	7
25	CoE Office of Teacher Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	0.8	1	0.8	0
26	CoE Social and Policy Studies in Education	2.2	2.0	5.7%	3.6%	2	1.2	14.3%	15.0%	5	5.0	37.1%	38.4%	13	12.8	42.9%	42.9%	15	14.3	35	33.3	25
27	CoHSS Centre for Public Health Research	2.5	2.7	9.1%	10.1%	1	1.0	9.1%	10.1%	1	1.0	54.5%	54.5%	6	5.4	27.3%	25.3%	3	2.5	11	9.9	9
28	CoHSS Pro Vice-Chancellor's Office	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	1	1.0	1
29	CoHSS School of English and Media Studies	1.7	1.7	0.0%	0.0%	0	0.0	8.3%	8.3%	1	1.0	58.3%	58.3%	7	7.0	33.3%	33.3%	4	4.0	12	12.0	10
30	CoHSS School of History, Philosophy and Politics	2.5	2.7	0.0%	0.0%	0	0.0	26.3%	28.1%	5	5.0	47.4%	50.6%	9	9.0	26.3%	21.2%	5	3.8	19	17.8	16
31	CoHSS School of People, Environment and Planning	3.3	3.3	0.0%	0.0%	0	0.0	37.5%	37.2%	9	8.3	50.0%	51.6%	12	11.5	12.5%	11.2%	3	2.5	24	22.3	23
32	CoHSS School of Social and Cultural Studies	4.0	4.0	7.7%	7.7%	2	2.0	38.5%	38.5%	10	10.0	46.2%	46.2%	12	12.0	7.7%	7.7%	2	2.0	26	26.0	24
33	CoHSS School of Sociology, Social Policy and Social Work	2.1	2.2	0.0%	0.0%	0	0.0	22.2%	22.6%	8	7.4	38.9%	41.3%	14	13.6	38.9%	36.1%	14	11.8	36	32.8	26
34	CoHSS School of Health Sciences	0.6	0.6	0.0%	0.0%	0	0.0	2.4%	2.6%	1	1.0	21.4%	22.3%	9	8.5	76.2%	75.1%	32	28.7	42	38.2	23

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* Weighted on FTE basis

Table A-55 Nominated Academic Units - Massey University *(continued)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated A	Staff Rated A (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated B	Staff Rated B (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated C	Staff Rated C (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Staff Rated R	Staff Rated R (FTE*)	Eligible Staff	Eligible Staff (FTE*)	Evidence Portfolios Assessed
				%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	No.	No.	No.	No.
35	CoHSS School of Language Studies	1.4	1.5	0.0%	0.0%	0	0.0	15.8%	16.9%	3	3.0	21.1%	22.5%	4	4.0	63.2%	60.7%	12	10.8	19	17.8	14
36	CoHSS School of Māori Studies	2.9	2.9	6.9%	7.1%	2	2.0	24.1%	23.1%	7	6.5	37.9%	37.7%	11	10.6	31.0%	32.0%	9	9.0	29	28.1	21
37	CoHSS School of Psychology	2.9	3.0	5.4%	5.7%	2	2.0	24.3%	25.7%	9	9.0	45.9%	46.6%	17	16.3	24.3%	22.0%	9	7.7	37	35.0	31
38	CoHSS SHORE Research Centre	2.0	2.0	5.6%	7.2%	1	1.0	11.1%	9.3%	2	1.3	38.9%	34.4%	7	4.8	44.4%	49.1%	8	6.9	18	14.0	13
39	CoHSS Sleep/Wake Research Centre	3.0	3.0	25.0%	25.0%	1	1.0	0.0%	0.0%	0	0.0	25.0%	25.0%	1	1.0	50.0%	50.0%	2	2.0	4	4.0	4
40	CoS Inst. of Information and Mathematical Sciences	1.8	1.8	4.0%	2.9%	2	1.4	16.0%	16.7%	8	8.0	24.0%	25.0%	12	12.0	56.0%	55.4%	28	26.6	50	48.0	35
41	CoS Inst. of Food, Nutrition and Human Health	2.7	2.7	3.5%	3.8%	3	3.0	24.4%	24.7%	21	19.6	43.0%	44.0%	37	35.0	29.1%	27.6%	25	21.9	86	79.5	72
42	CoS Inst. of Fundamental Sciences	3.2	3.3	7.9%	7.7%	5	4.4	28.6%	30.1%	18	17.2	34.9%	36.2%	22	20.7	28.6%	26.0%	18	14.9	63	57.2	50
43	CoS Inst. of Information Science and Technology	1.8	1.8	0.0%	0.0%	0	0.0	18.4%	18.7%	9	9.0	34.7%	34.3%	17	16.5	46.9%	47.0%	23	22.6	49	48.1	34
44	CoS Inst. of Molecular BioSciences	3.1	3.2	8.2%	8.4%	4	3.8	24.5%	25.1%	12	11.4	42.9%	41.9%	21	19.1	24.5%	24.6%	12	11.2	49	45.5	43
45	CoS Inst. of Natural Resources	2.8	2.9	1.6%	1.7%	1	1.0	25.0%	26.5%	16	16.0	57.8%	57.8%	37	35.0	15.6%	14.1%	10	8.5	64	60.5	60
46	CoS Inst. of Technology and Engineering	2.3	2.4	9.6%	10.5%	5	5.0	11.5%	12.1%	6	5.8	30.8%	33.0%	16	15.8	48.1%	44.4%	25	21.2	52	47.8	32
47	CoS Inst. of Veterinary, Animal and Biomedical Sciences	2.3	2.3	6.0%	5.6%	5	4.3	18.1%	18.5%	15	14.2	28.9%	29.1%	24	22.3	47.0%	46.8%	39	35.8	83	76.6	72
48	Vice Chancellor's Office	2.0	2.0	11.1%	11.1%	1	1.0	11.1%	11.1%	1	1.0	11.1%	11.1%	1	1.0	66.7%	66.7%	6	6.0	9	9.0	4
	Averages & Totals†	**2.07**	**2.11**	**3.5%**	**3.4%**	**45**	**42.07**	**17.2%**	**17.7%**	**224**	**216.41**	**34.6%**	**35.1%**	**449**	**430.80**	**44.7%**	**43.8%**	**581**	**536.50**	**1299**	**1225.78**	**989**

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* Weighted on FTE basis

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Table A-56 Nominated Academic Units - Te Wānanga o Aotearoa

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Corporate	0.5	0.5	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	25.0%	24.6%	3	2.8	75.0%	75.4%	9	8.6	12	11.4	4
2	Education	0.1	0.1	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	3.8%	4.2%	1	1.0	96.2%	95.8%	25	23.0	26	24.0	4
3	Māori Visual and Performing Arts	0.4	0.4	0.0%	0.0%	0	0.0	3.1%	3.1%	1	1.0	12.5%	12.6%	4	4.0	84.4%	84.3%	27	26.8	32	31.8	15
	Averages & Totals†	**0.31**	**0.32**	**0.0%**	**0.0%**	**0**	**0.00**	**1.4%**	**1.5%**	**1**	**1.00**	**11.4%**	**11.6%**	**8**	**7.80**	**87.1%**	**86.9%**	**61**	**58.40**	**70**	**67.20**	**23**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-57 Nominated Academic Units - Te Whare Wānanga o Te Pihopatanga o Aotearoa

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Māori Knowledge and Development	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	18.2%	20.0%	2	2.0	81.8%	80.0%	9	8.0	11	10.0	4
2	Theology	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	2	1.5	2	1.5	2
	Averages & Totals†	**0.31**	**0.35**	**0.0%**	**0.0%**	**0**	**0.00**	**0.0%**	**0.0%**	**0**	**0.00**	**15.4%**	**17.4%**	**2**	**2.00**	**84.6%**	**82.6%**	**11**	**9.50**	**13**	**11.50**	**6**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-58 Nominated Academic Units - Unitec Institute of Technology

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Accountancy, Law and Business	0.6	0.6	0.0%	0.0%	0	0.0	4.8%	4.8%	1	1.0	14.3%	14.4%	3	3.0	81.0%	80.8%	17	16.8	21	20.8	6
2	Animal Health and Welfare	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	10	8.3	10	8.3	0
3	Architecture	1.1	1.2	0.0%	0.0%	0	0.0	9.5%	10.7%	2	2.0	28.6%	28.9%	6	5.4	61.9%	60.4%	13	11.3	21	18.7	8
4	Communication	0.8	0.8	0.0%	0.0%	0	0.0	8.3%	8.3%	1	1.0	16.7%	16.7%	2	2.0	75.0%	75.0%	9	9.0	12	12.0	4
5	Community Studies	0.5	0.5	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	25.0%	26.5%	3	2.6	75.0%	73.5%	9	7.2	12	9.8	3
6	Computing and Information Technology	0.3	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	15.9%	15.9%	7	7.0	84.1%	84.1%	37	37.0	44	44.0	11
7	Construction	0.8	0.7	0.0%	0.0%	0	0.0	5.6%	5.7%	1	1.0	22.2%	20.0%	4	3.5	72.2%	74.3%	13	13.0	18	17.5	5
8	Design	1.3	1.3	0.0%	0.0%	0	0.0	15.6%	15.5%	7	5.9	20.0%	17.4%	9	6.6	64.4%	67.1%	29	25.5	45	38.0	20
9	Education	0.9	1.0	0.0%	0.0%	0	0.0	12.5%	13.8%	3	3.0	8.3%	7.8%	2	1.7	79.2%	78.3%	19	17.0	24	21.7	7
10	Engineering	1.0	1.1	0.0%	0.0%	0	0.0	6.3%	6.6%	1	1.0	31.3%	33.1%	5	5.0	62.5%	60.3%	10	9.1	16	15.1	6
11	English and Applied Linguistics	0.3	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	13.3%	14.4%	2	2.0	86.7%	85.6%	13	11.9	15	13.9	2
12	Health Science	0.5	0.5	0.0%	0.0%	0	0.0	4.8%	5.2%	1	1.0	9.5%	10.5%	2	2.0	85.7%	84.3%	18	16.1	21	19.1	4
13	Landscape and Plant Science	1.2	1.3	0.0%	0.0%	0	0.0	14.3%	15.4%	4	4.0	17.9%	19.2%	5	5.0	67.9%	65.4%	19	17.0	28	26.0	12
14	Languages	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	13	13.0	13	13.0	1
15	Management and Entrepreneurship	0.9	0.9	4.5%	4.5%	1	1.0	0.0%	0.0%	0	0.0	22.7%	22.7%	5	5.0	72.7%	72.7%	16	16.0	22	22.0	11
16	Nursing	0.1	0.1	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	4.5%	4.9%	1	1.0	95.5%	95.1%	21	19.5	22	20.5	2
17	Performing Arts	0.1	0.2	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	7.1%	8.1%	1	1.0	92.9%	91.9%	13	11.4	14	12.4	1
18	Puukenga	3.0	3.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	0.0%	0.0%	0	0.0	50.0%	50.0%	1	1.0	2	2.0	1
19	Sport	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	18.2%	18.2%	2	2.0	81.8%	81.8%	9	9.0	11	11.0	2
	Averages & Totals†	**0.70**	**0.71**	**0.3%**	**0.3%**	**1**	**1.00**	**5.9%**	**6.0%**	**22**	**20.90**	**15.9%**	**15.8%**	**59**	**54.80**	**77.9%**	**77.8%**	**289**	**269.10**	**371**	**345.80**	**106**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

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Table A-59 Nominated Academic Units - University of Auckland *(continued on next page)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Accounting and Finance	2.4	2.3	3.0%	3.2%	1	1.0	24.2%	23.3%	8	7.3	30.3%	29.0%	10	9.0	42.4%	44.4%	14	13.8	33	31.1	23
2	Anthropology	5.4	5.4	15.0%	15.0%	3	3.0	55.0%	55.0%	11	11.0	30.0%	30.0%	6	6.0	0.0%	0.0%	0	0.0	20	20.0	20
3	Applied Language Studies and Linguistics	4.1	4.1	6.3%	6.3%	1	1.0	50.0%	50.0%	8	8.0	25.0%	25.0%	4	4.0	18.8%	18.8%	3	3.0	16	16.0	14
4	Architecture	2.8	3.0	7.4%	8.0%	2	2.0	18.5%	19.9%	5	5.0	48.1%	51.7%	13	13.0	25.9%	20.4%	7	5.1	27	25.1	20
5	Art History	3.3	3.5	0.0%	0.0%	0	0.0	41.7%	45.5%	5	5.0	41.7%	36.4%	5	4.0	16.7%	18.2%	2	2.0	12	11.0	12
6	Asian Studies	3.2	3.2	5.3%	5.3%	1	1.0	26.3%	26.3%	5	5.0	52.6%	52.6%	10	10.0	15.8%	15.8%	3	3.0	19	19.0	18
7	Auckland Cancer Society Research Centre	3.7	3.6	9.5%	8.9%	4	3.7	26.2%	25.5%	11	10.5	57.1%	58.3%	24	24.0	7.1%	7.3%	3	3.0	42	41.2	42
8	Auckland Clinical School	3.7	3.9	6.5%	7.4%	5	5.0	37.7%	41.4%	29	27.9	39.0%	34.6%	30	23.3	16.9%	16.6%	13	11.2	77	67.4	69
9	Bioengineering Institute	3.6	3.6	10.0%	10.0%	1	1.0	20.0%	20.0%	2	2.0	70.0%	70.0%	7	7.0	0.0%	0.0%	0	0.0	10	10.0	10
10	Biological Sciences	4.7	4.6	13.4%	14.0%	9	9.0	46.3%	45.2%	31	29.1	26.9%	26.8%	18	17.3	13.4%	14.0%	9	9.0	67	64.4	66
11	Centre for Pacific Studies	4.0	3.9	0.0%	0.0%	0	0.0	50.0%	48.7%	2	1.9	50.0%	51.3%	2	2.0	0.0%	0.0%	0	0.0	4	3.9	4
12	Centres of Teaching Learning and Professional Development	1.3	1.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	66.7%	65.2%	8	7.5	33.3%	34.8%	4	4.0	12	11.5	11
13	Chemical and Materials Engineering	6.2	6.3	31.6%	33.6%	6	6.0	42.1%	39.8%	8	7.1	26.3%	26.6%	5	4.8	0.0%	0.0%	0	0.0	19	17.9	19
14	Chemistry	3.9	4.0	9.8%	10.1%	4	4.0	36.6%	37.8%	15	15.0	34.1%	34.0%	14	13.5	19.5%	18.1%	8	7.2	41	39.7	39
15	Civil and Environmental Engineering	3.7	3.7	4.3%	4.3%	1	1.0	34.8%	34.8%	8	8.0	60.9%	60.9%	14	14.0	0.0%	0.0%	0	0.0	23	23.0	23
16	Classics and Ancient History	4.5	4.5	0.0%	0.0%	0	0.0	75.0%	75.0%	6	6.0	0.0%	0.0%	0	0.0	25.0%	25.0%	2	2.0	8	8.0	8
17	Commercial Law	2.3	2.3	8.7%	8.7%	2	2.0	17.4%	17.4%	4	4.0	21.7%	21.7%	5	5.0	52.2%	52.2%	12	12.0	23	23.0	15
18	Computer Science	3.8	3.8	10.2%	10.4%	5	5.0	34.7%	34.4%	17	16.5	32.7%	33.4%	16	16.0	22.4%	21.8%	11	10.4	49	47.9	44
19	Economics	4.8	4.9	15.4%	16.6%	4	4.0	46.2%	44.7%	12	10.8	26.9%	26.7%	7	6.4	11.5%	11.9%	3	2.9	26	24.1	23
20	Education	4.3	4.4	20.0%	19.8%	9	8.2	31.1%	32.1%	14	13.3	22.2%	22.7%	10	9.4	26.7%	25.4%	12	10.6	45	41.5	38
21	Electrical and Electronic Engineering	3.2	3.2	16.1%	16.1%	5	5.0	9.7%	9.7%	3	3.0	48.4%	48.4%	15	15.0	25.8%	25.8%	8	8.0	31	31.0	26
22	Engineering Science	6.2	6.3	35.0%	34.6%	7	6.3	40.0%	43.2%	8	7.8	15.0%	13.4%	3	2.4	10.0%	8.9%	2	1.6	20	18.1	18
23	English	4.6	4.7	20.0%	20.7%	5	5.0	32.0%	31.1%	8	7.5	36.0%	35.8%	9	8.6	12.0%	12.4%	3	3.0	25	24.1	25
24	European Languages and Literature	4.2	4.3	10.7%	10.9%	3	3.0	42.9%	43.6%	12	12.0	28.6%	29.1%	8	8.0	17.9%	16.4%	5	4.5	28	27.5	28

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

Table A-59 Nominated Academic Units - University of Auckland *(continued on next page)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
25	Film TV and Media Studies	4.9	4.9	26.7%	25.0%	4	3.5	26.7%	28.6%	4	4.0	33.3%	32.1%	5	4.5	13.3%	14.3%	2	2.0	15	14.0	15
26	Fine Arts	3.9	4.0	3.7%	4.2%	1	1.0	48.1%	50.5%	13	12.0	29.6%	27.4%	8	6.5	18.5%	17.9%	5	4.3	27	23.8	24
27	Geography and Environment	4.7	4.7	6.7%	7.0%	2	2.0	60.0%	59.6%	18	17.0	23.3%	22.8%	7	6.5	10.0%	10.5%	3	3.0	30	28.5	29
28	Geology	5.1	5.1	6.7%	7.4%	1	1.0	66.7%	65.9%	10	8.9	20.0%	22.2%	3	3.0	6.7%	4.4%	1	0.6	15	13.5	15
29	History	4.7	4.8	15.8%	16.9%	3	3.0	42.1%	40.8%	8	7.3	31.6%	31.0%	6	5.5	10.5%	11.3%	2	2.0	19	17.8	18
30	International Business	2.0	2.0	0.0%	0.0%	0	0.0	20.0%	21.4%	2	2.0	40.0%	35.8%	4	3.4	40.0%	42.8%	4	4.0	10	9.4	9
31	Law	4.4	4.4	10.5%	10.9%	4	4.0	44.7%	45.4%	17	16.6	31.6%	31.4%	12	11.5	13.2%	12.3%	5	4.5	38	36.6	36
32	Leigh Marine and Environment	4.4	4.4	20.0%	20.0%	1	1.0	20.0%	20.0%	1	1.0	60.0%	60.0%	3	3.0	0.0%	0.0%	0	0.0	5	5.0	5
33	Liggins Institute	5.2	5.3	19.0%	19.4%	4	4.0	42.9%	43.7%	9	9.0	38.1%	36.9%	8	7.6	0.0%	0.0%	0	0.0	21	20.6	21
34	Management and Employment Relations	2.9	3.1	5.6%	5.9%	2	2.0	30.6%	32.7%	11	11.0	27.8%	28.2%	10	9.5	36.1%	33.1%	13	11.2	36	33.7	28
35	Management Science and Information Systems	3.1	3.1	2.9%	3.1%	1	1.0	38.2%	37.5%	13	12.2	26.5%	26.8%	9	8.7	32.4%	32.6%	11	10.6	34	32.5	30
36	Māori Studies	5.3	5.1	21.4%	22.6%	3	2.8	50.0%	45.2%	7	5.6	7.1%	8.1%	1	1.0	21.4%	24.2%	3	3.0	14	12.4	11
37	Marketing	3.5	3.6	14.3%	15.3%	3	3.0	19.0%	20.4%	4	4.0	47.6%	43.9%	10	8.6	19.0%	20.4%	4	4.0	21	19.6	21
38	Mathematics	3.8	3.9	11.8%	11.6%	6	5.5	33.3%	35.9%	17	17.0	31.4%	30.0%	16	14.2	23.5%	22.5%	12	10.7	51	47.4	43
39	Mechanical Engineering	5.3	5.3	14.8%	15.0%	4	4.0	51.9%	52.6%	14	14.0	33.3%	32.3%	9	8.6	0.0%	0.0%	0	0.0	27	26.6	27
40	Music	5.1	5.1	14.3%	15.6%	2	2.0	50.0%	45.5%	7	5.9	35.7%	38.9%	5	5.0	0.0%	0.0%	0	0.0	14	12.9	14
41	Optometry	1.9	1.8	0.0%	0.0%	0	0.0	14.3%	12.4%	2	1.7	50.0%	51.1%	7	7.0	35.7%	36.5%	5	5.0	14	13.7	10
42	Philosophy	6.4	6.4	21.1%	21.9%	4	4.0	68.4%	67.1%	13	12.3	10.5%	11.0%	2	2.0	0.0%	0.0%	0	0.0	19	18.3	19
43	Physics	4.1	4.3	12.5%	13.2%	4	4.0	37.5%	38.8%	12	11.8	31.3%	30.6%	10	9.3	18.8%	17.4%	6	5.3	32	30.3	28
44	Planning and Property	3.3	3.6	5.9%	6.8%	1	1.0	29.4%	33.9%	5	5.0	47.1%	45.8%	8	6.8	17.6%	13.6%	3	2.0	17	14.8	15
45	Political Studies	4.8	4.8	18.8%	18.8%	3	3.0	37.5%	37.5%	6	6.0	31.3%	31.3%	5	5.0	12.5%	12.5%	2	2.0	16	16.0	15
46	Psychology	4.9	5.0	11.6%	12.0%	5	4.7	55.8%	57.0%	24	22.3	18.6%	18.9%	8	7.4	14.0%	12.0%	6	4.7	43	39.1	39
47	School of Creative and Performing Arts	2.5	2.7	0.0%	0.0%	0	0.0	18.2%	20.0%	2	2.0	72.7%	75.0%	8	7.5	9.1%	5.0%	1	0.5	11	10.0	11
48	School of Medical Sciences	4.1	4.3	10.6%	11.5%	9	9.0	38.8%	39.9%	33	31.3	37.6%	36.6%	32	28.7	12.9%	12.0%	11	9.4	85	78.4	83
49	School of Nursing	0.6	0.6	0.0%	0.0%	0	0.0	4.0%	4.4%	1	1.0	16.0%	17.7%	4	4.0	80.0%	77.9%	20	17.6	25	22.6	14

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

Table A-59 Nominated Academic Units - University of Auckland *(continued)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
50	School of Pharmacy	3.3	3.3	0.0%	0.0%	0	0.0	45.5%	45.5%	5	5.0	27.3%	27.3%	3	3.0	27.3%	27.3%	3	3.0	11	11.0	10
51	School of Population Health	2.4	2.8	3.6%	4.6%	4	3.8	18.8%	23.4%	21	19.5	47.3%	47.6%	53	39.6	30.4%	24.4%	34	20.3	112	83.2	88
52	Sociology	5.7	5.7	25.0%	25.0%	3	3.0	41.7%	41.7%	5	5.0	33.3%	33.3%	4	4.0	0.0%	0.0%	0	0.0	12	12.0	12
53	South Auckland Clinical School	2.6	2.8	0.0%	0.0%	0	0.0	38.5%	41.5%	5	4.9	15.4%	16.9%	2	2.0	46.2%	41.5%	6	4.9	13	11.8	11
54	Sport Science	3.0	3.1	0.0%	0.0%	0	0.0	30.0%	30.7%	3	3.0	60.0%	61.4%	6	6.0	10.0%	7.9%	1	0.8	10	9.8	10
55	Statistics	4.2	4.3	13.8%	14.3%	4	4.0	37.9%	39.4%	11	11.0	27.6%	26.6%	8	7.4	20.7%	19.7%	6	5.5	29	27.9	23
56	Theology	6.0	6.0	0.0%	0.0%	0	0.0	100.0%	100.0%	1	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1	1.0	1
57	Waikato Clinical School	1.8	2.2	0.0%	0.0%	0	0.0	18.2%	25.9%	2	1.5	36.4%	34.5%	4	2.0	45.5%	39.7%	5	2.3	11	5.8	7
58	Women's Studies	4.0	4.0	0.0%	0.0%	0	0.0	50.0%	50.0%	3	3.0	50.0%	50.0%	3	3.0	0.0%	0.0%	0	0.0	6	6.0	6
	Averages & Totals†	**3.85**	**3.96**	**10.3%**	**10.8%**	**156**	**152.40**	**35.6%**	**36.7%**	**541**	**518.19**	**34.6%**	**34.1%**	**526**	**481.95**	**19.6%**	**18.4%**	**298**	**259.27**	**1521**	**1411.81**	**1363**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-60 Nominated Academic Units - University of Canterbury *(continued on next page)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Accountancy, Finance and Information Systems	2.4	2.4	4.5%	4.6%	1	1.0	18.2%	18.3%	4	4.0	40.9%	41.3%	9	9.0	36.4%	35.8%	8	7.8	22	21.8	18
2	Chemical and Process Engineering	5.3	5.7	25.0%	28.1%	3	3.0	33.3%	36.4%	4	3.9	41.7%	35.5%	5	3.8	0.0%	0.0%	0	0.0	12	10.7	12
3	Chemistry	5.1	5.1	23.3%	24.9%	7	7.0	30.0%	28.5%	9	8.0	46.7%	46.6%	14	13.1	0.0%	0.0%	0	0.0	30	28.1	30
4	Civil Engineering	4.8	4.7	10.3%	10.7%	3	3.0	51.7%	50.8%	15	14.3	31.0%	31.4%	9	8.9	6.9%	7.1%	2	2.0	29	28.2	27
5	Computer Science	3.6	3.8	6.7%	7.0%	1	1.0	33.3%	35.0%	5	5.0	46.7%	48.2%	7	6.9	13.3%	9.9%	2	1.4	15	14.3	15
6	Economics	2.9	3.0	6.7%	6.8%	1	1.0	26.7%	27.1%	4	4.0	33.3%	33.9%	5	5.0	33.3%	32.2%	5	4.8	15	14.8	12
7	Education	2.4	2.4	7.1%	7.2%	2	2.0	10.7%	10.8%	3	3.0	50.0%	50.4%	14	14.0	32.1%	31.7%	9	8.8	28	27.8	21
8	Electrical and Computer Engineering	4.8	4.8	14.3%	14.4%	4	3.8	42.9%	44.2%	12	11.8	39.3%	37.6%	11	10.0	3.6%	3.8%	1	1.0	28	26.6	28
9	Geography	4.3	4.3	7.1%	7.1%	1	1.0	50.0%	50.0%	7	7.0	28.6%	28.6%	4	4.0	14.3%	14.3%	2	2.0	14	14.0	12
10	Geological Sciences	5.3	5.2	12.5%	12.9%	2	2.0	56.3%	54.9%	9	8.5	31.3%	32.2%	5	5.0	0.0%	0.0%	0	0.0	16	15.5	16
11	History	4.4	4.4	6.3%	6.3%	1	1.0	50.0%	50.6%	8	8.0	37.5%	36.7%	6	5.8	6.3%	6.3%	1	1.0	16	15.8	15
12	Management	2.5	2.5	4.0%	4.1%	1	1.0	16.0%	16.6%	4	4.0	56.0%	56.0%	14	13.5	24.0%	23.2%	6	5.6	25	24.1	22
13	Māori	1.0	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	50.0%	2	2.0	50.0%	50.0%	2	2.0	4	4.0	3
14	Mathematics and Statistics	3.5	3.5	14.3%	13.7%	4	3.7	21.4%	22.0%	6	6.0	39.3%	40.4%	11	11.0	25.0%	23.9%	7	6.5	28	27.2	23
15	Mechanical Engineering	4.3	4.1	12.5%	9.5%	3	2.2	37.5%	38.8%	9	9.0	41.7%	43.1%	10	10.0	8.3%	8.6%	2	2.0	24	23.2	23
16	Philosophy and Religious Studies	5.0	4.8	28.6%	25.5%	4	3.3	21.4%	23.2%	3	3.0	42.9%	44.4%	6	5.7	7.1%	7.0%	1	0.9	14	12.9	13
17	Physics and Astronomy	3.7	3.8	6.5%	6.8%	2	2.0	38.7%	40.5%	12	11.8	38.7%	35.5%	12	10.4	16.1%	17.1%	5	5.0	31	29.2	29
18	Psychology	4.7	4.7	14.8%	14.9%	4	4.0	44.4%	44.8%	12	12.0	25.9%	26.1%	7	7.0	14.8%	14.2%	4	3.8	27	26.8	26
19	School of Biological Sciences	4.1	4.1	6.4%	6.6%	3	3.0	42.6%	42.2%	20	19.1	44.7%	44.9%	21	20.4	6.4%	6.3%	3	2.9	47	45.3	47
20	School of Culture, Literature and Society	2.8	2.8	3.4%	3.5%	1	1.0	24.1%	24.2%	7	7.0	51.7%	51.7%	15	15.0	20.7%	20.7%	6	6.0	29	29.0	26
21	School of Fine Arts	3.5	3.5	6.7%	6.7%	1	1.0	33.3%	33.3%	5	5.0	40.0%	40.0%	6	6.0	20.0%	20.0%	3	3.0	15	15.0	14
22	School of Forestry	4.9	4.8	0.0%	0.0%	0	0.0	77.8%	76.5%	7	6.5	11.1%	11.8%	1	1.0	11.1%	11.8%	1	1.0	9	8.5	9
23	School of Languages and Cultures	2.6	2.7	4.0%	4.3%	1	1.0	20.0%	21.3%	5	5.0	48.0%	49.0%	12	11.5	28.0%	25.4%	7	6.0	25	23.4	19
24	School of Law	3.5	3.5	12.5%	12.9%	3	3.0	29.2%	29.1%	7	6.8	25.0%	23.6%	6	5.5	33.3%	34.4%	8	8.0	24	23.3	22
25	School of Linguistics and Classics	4.7	4.6	13.3%	14.1%	2	2.0	46.7%	43.7%	7	6.2	26.7%	28.2%	4	4.0	13.3%	14.1%	2	2.0	15	14.2	14

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* Weighted on FTE basis

Table A-60 Nominated Academic Units - University of Canterbury *(continued)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
26	School of Music	4.0	3.9	0.0%	0.0%	0	0.0	50.0%	48.0%	7	6.5	50.0%	52.0%	7	7.0	0.0%	0.0%	0	0.0	14	13.5	14
27	School of Political Science and Communication	3.6	3.6	5.0%	5.0%	1	1.0	40.0%	40.0%	8	8.0	35.0%	35.0%	7	7.0	20.0%	20.0%	4	4.0	20	20.0	18
28	School of Sociology and Anthropology	3.9	3.9	6.3%	6.3%	1	1.0	37.5%	37.5%	6	6.0	50.0%	50.0%	8	8.0	6.3%	6.3%	1	1.0	16	16.0	16
29	Social Work	2.3	2.3	0.0%	0.0%	0	0.0	25.0%	25.0%	2	2.0	37.5%	37.5%	3	3.0	37.5%	37.5%	3	3.0	8	8.0	7
30	Speech and Language Therapy	4.0	4.0	0.0%	0.0%	0	0.0	55.6%	55.6%	5	5.0	33.3%	33.3%	3	3.0	11.1%	11.1%	1	1.0	9	9.0	9
	Averages & Totals†	**3.83**	**3.83**	**9.4%**	**9.3%**	**57**	**55.04**	**34.8%**	**35.0%**	**212**	**206.34**	**40.1%**	**40.1%**	**244**	**236.33**	**15.8%**	**15.7%**	**96**	**92.36**	**609**	**590.07**	**560**

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Table A-61 Nominated Academic Units - University of Otago *(continued on next page)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Asian and European Languages	1.6	1.7	0.0%	0.0%	0	0.0	17.6%	18.0%	3	3.0	29.4%	30.0%	5	5.0	52.9%	52.1%	9	8.7	17	16.7	9
2	Department of Accountancy and Business Law	1.7	1.5	5.6%	5.8%	1	1.0	11.1%	7.0%	2	1.2	22.2%	23.3%	4	4.0	61.1%	64.0%	11	11.0	18	17.2	8
3	Department of Anatomy and Structural Biology	4.3	4.3	9.7%	9.9%	3	3.0	41.9%	42.1%	13	12.7	38.7%	39.7%	12	12.0	9.7%	8.3%	3	2.5	31	30.2	29
4	Department of Anthropology	5.1	5.1	15.4%	15.4%	2	2.0	46.2%	46.2%	6	6.0	38.5%	38.5%	5	5.0	0.0%	0.0%	0	0.0	13	13.0	13
5	Department of Biochemistry	4.1	4.1	4.9%	5.2%	2	2.0	51.2%	50.3%	21	19.0	29.3%	30.2%	12	11.4	14.6%	14.3%	6	5.4	41	37.9	36
6	Department of Botany	4.6	5.0	10.0%	11.0%	1	1.0	50.0%	55.1%	5	5.0	30.0%	31.5%	3	2.9	10.0%	2.3%	1	0.2	10	9.1	9
7	Department of Chemistry	4.4	4.4	9.4%	9.4%	3	3.0	46.9%	46.9%	15	15.0	34.4%	34.4%	11	11.0	9.4%	9.4%	3	3.0	32	32.0	29
8	Department of Classics	4.0	3.2	14.3%	3.2%	1	0.2	28.6%	32.3%	2	2.0	42.9%	48.4%	3	3.0	14.3%	16.1%	1	1.0	7	6.2	6
9	Department of Clothing and Textile Sciences	4.0	4.5	20.0%	22.4%	1	1.0	20.0%	22.4%	1	1.0	40.0%	44.7%	2	2.0	20.0%	10.5%	1	0.5	5	4.5	4
10	Department of Communication Studies	2.3	2.3	0.0%	0.0%	0	0.0	14.3%	14.3%	1	1.0	71.4%	71.4%	5	5.0	14.3%	14.3%	1	1.0	7	7.0	6
11	Department of Computer Science	2.9	3.0	9.1%	9.4%	2	2.0	22.7%	23.5%	5	5.0	31.8%	32.9%	7	7.0	36.4%	34.2%	8	7.3	22	21.3	14
12	Department of Design Studies	1.3	1.5	0.0%	0.0%	0	0.0	13.3%	15.0%	2	2.0	26.7%	30.1%	4	4.0	60.0%	54.9%	9	7.3	15	13.3	9
13	Department of Economics	4.0	4.1	11.8%	12.1%	2	2.0	41.2%	42.4%	7	7.0	17.6%	18.2%	3	3.0	29.4%	27.3%	5	4.5	17	16.5	12
14	Department of Finance and Quantitative Analysis	2.2	2.2	7.7%	7.7%	1	1.0	15.4%	15.4%	2	2.0	23.1%	23.1%	3	3.0	53.8%	53.8%	7	7.0	13	13.0	9
15	Department of Food Science	2.4	2.5	6.7%	7.3%	1	1.0	13.3%	12.7%	2	1.8	46.7%	50.9%	7	7.0	33.3%	29.1%	5	4.0	15	13.8	13
16	Department of Geography	4.0	3.9	0.0%	0.0%	0	0.0	53.8%	52.0%	7	6.5	38.5%	40.0%	5	5.0	7.7%	8.0%	1	1.0	13	12.5	12
17	Department of Geology	4.7	4.5	13.3%	13.1%	2	1.8	46.7%	44.0%	7	5.9	26.7%	29.9%	4	4.0	13.3%	13.1%	2	1.8	15	13.4	14
18	Department of Human Nutrition	3.6	3.7	10.0%	8.7%	2	1.5	35.0%	40.4%	7	7.0	25.0%	22.0%	5	3.8	30.0%	28.9%	6	5.0	20	17.3	17

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* Weighted on FTE basis

Table A-61 Nominated Academic Units - University of Otago *(continued on next page)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
19	Department of Information Science	2.5	2.4	3.3%	3.5%	1	1.0	26.7%	25.8%	8	7.4	26.7%	27.2%	8	7.8	43.3%	43.6%	13	12.5	30	28.7	17
20	Department of Management	1.8	1.9	0.0%	0.0%	0	0.0	13.6%	14.0%	3	3.0	50.0%	51.2%	11	11.0	36.4%	34.9%	8	7.5	22	21.5	16
21	Department of Marine Science	4.5	4.4	0.0%	0.0%	0	0.0	62.5%	60.5%	5	4.6	37.5%	39.5%	3	3.0	0.0%	0.0%	0	0.0	8	7.6	8
22	Department of Marketing	2.3	2.5	3.3%	3.6%	1	1.0	16.7%	17.9%	5	5.0	50.0%	51.4%	15	14.3	30.0%	27.1%	9	7.6	30	27.9	24
23	Department of Mathematics and Statistics	2.7	2.7	8.3%	8.6%	2	2.0	25.0%	24.1%	6	5.6	16.7%	17.2%	4	4.0	50.0%	50.0%	12	11.6	24	23.2	13
24	Department of Microbiology	4.4	4.3	7.1%	5.6%	2	1.5	50.0%	49.4%	14	13.2	35.7%	37.5%	10	10.0	7.1%	7.5%	2	2.0	28	26.7	27
25	Department of Pharmacology and Toxicology	3.2	3.2	0.0%	0.0%	0	0.0	44.4%	44.9%	8	8.0	27.8%	27.0%	5	4.8	27.8%	28.1%	5	5.0	18	17.8	16
26	Department of Philosophy	6.6	6.6	28.6%	28.6%	2	2.0	57.1%	57.1%	4	4.0	14.3%	14.3%	1	1.0	0.0%	0.0%	0	0.0	7	7.0	7
27	Department of Physics	3.8	3.8	12.5%	10.7%	3	2.3	29.2%	32.1%	7	7.0	41.7%	41.2%	10	9.0	16.7%	16.0%	4	3.5	24	21.8	20
28	Department of Physiology	3.4	3.3	7.1%	7.5%	2	2.0	28.6%	26.1%	8	6.9	50.0%	51.4%	14	13.7	14.3%	15.0%	4	4.0	28	26.6	25
29	Department of Political Studies	4.4	4.3	20.0%	18.4%	2	1.8	30.0%	30.6%	3	3.0	30.0%	30.6%	3	3.0	20.0%	20.4%	2	2.0	10	9.8	8
30	Department of Psychology	5.3	5.6	31.3%	34.1%	10	10.0	25.0%	24.5%	8	7.2	34.4%	34.9%	11	10.3	9.4%	6.5%	3	1.9	32	29.4	30
31	Department of Theology and Religious Studies	3.8	4.1	9.1%	10.3%	1	1.0	36.4%	41.4%	4	4.0	36.4%	27.6%	4	2.7	18.2%	20.7%	2	2.0	11	9.7	9
32	Department of Tourism	3.6	3.8	11.1%	11.8%	1	1.0	22.2%	23.5%	2	2.0	55.6%	58.8%	5	5.0	11.1%	5.9%	1	0.5	9	8.5	9
33	Department of Zoology	5.3	5.4	17.2%	18.3%	5	5.0	55.2%	54.6%	16	14.9	13.8%	12.5%	4	3.4	13.8%	14.7%	4	4.0	29	27.3	27
34	English and Linguistics	4.0	4.1	11.1%	11.8%	2	2.0	38.9%	38.1%	7	6.4	27.8%	29.6%	5	5.0	22.2%	20.6%	4	3.5	18	16.9	14
35	Faculty of Education	2.3	2.4	8.7%	9.4%	2	2.0	13.0%	14.1%	3	3.0	30.4%	29.2%	7	6.2	47.8%	47.3%	11	10.0	23	21.2	14
36	Faculty of Law	4.5	4.5	11.5%	11.5%	3	3.0	46.2%	46.2%	12	12.0	30.8%	30.8%	8	8.0	11.5%	11.5%	3	3.0	26	26.0	25
37	Faculty of Medicine	2.8	3.0	5.2%	6.5%	23	20.1	25.3%	26.5%	112	81.9	39.1%	39.1%	173	121.0	30.5%	27.9%	135	86.3	443	309.3	355
38	History and Art History	5.1	5.4	16.7%	18.0%	3	3.0	50.0%	53.9%	9	9.0	22.2%	19.2%	4	3.2	11.1%	9.0%	2	1.5	18	16.7	17
39	Music and Theatre Studies	4.0	4.0	5.3%	5.6%	1	1.0	47.4%	45.8%	9	8.2	31.6%	32.4%	6	5.8	15.8%	16.2%	3	2.9	19	17.9	19

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* Weighted on FTE basis

Table A-61 Nominated Academic Units - University of Otago *(continued)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
40	School of Dentistry	1.9	2.0	5.1%	5.4%	3	3.0	16.9%	17.9%	10	10.0	18.6%	19.1%	11	10.7	59.3%	57.7%	35	32.2	59	55.9	30
41	School of Māori, Pacific and Indigenous Studies	2.0	2.0	0.0%	0.0%	0	0.0	18.2%	18.5%	2	2.0	45.5%	46.3%	5	5.0	36.4%	35.2%	4	3.8	11	10.8	7
42	School of Pharmacy	2.6	2.8	8.3%	9.0%	2	2.0	12.5%	13.5%	3	3.0	50.0%	52.0%	12	11.5	29.2%	25.5%	7	5.7	24	22.2	20
43	School of Physical Education	2.2	2.3	3.4%	3.6%	1	1.0	13.8%	14.2%	4	4.0	51.7%	52.6%	15	14.8	31.0%	29.7%	9	8.4	29	28.1	24
44	School of Physiotherapy	0.3	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	14.7%	15.5%	5	5.0	85.3%	84.5%	29	27.2	34	32.2	11
45	School of Surveying	2.6	2.6	0.0%	0.0%	0	0.0	30.8%	30.8%	4	4.0	38.5%	38.5%	5	5.0	30.8%	30.8%	4	4.0	13	13.0	9
46	Social Work and Social Policy	2.1	2.1	5.3%	6.0%	1	1.0	10.5%	9.7%	2	1.6	47.4%	46.3%	9	7.7	36.8%	38.0%	7	6.3	19	16.6	12
	Averages & Totals†	**3.12**	**3.23**	**7.15%**	**7.75%**	**97**	**91.11**	**28.45%**	**29.28%**	**386**	**344.06**	**34.86%**	**34.88%**	**473**	**409.85**	**29.55%**	**28.08%**	**401**	**329.92**	**1357**	**1174.94**	**1062**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Appendix A

Table A-62 Nominated Academic Units - University of Waikato

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Faculty of Arts and Social Sciences	2.7	2.8	4.6%	4.8%	7	6.8	23.2%	23.9%	35	33.6	43.0%	43.9%	65	61.8	29.1%	27.4%	44	38.5	151	140.6	116
2	School of Computing and Mathematical Sciences	4.6	4.7	12.5%	11.5%	6	5.3	45.8%	47.7%	22	22.0	31.3%	32.5%	15	15.0	10.4%	8.3%	5	3.9	48	46.2	44
3	School of Education	1.8	1.8	3.7%	3.9%	5	5.0	15.6%	16.2%	21	21.0	23.7%	23.5%	32	30.5	57.0%	56.4%	77	73.1	135	129.6	86
4	School of Law	2.5	2.5	3.3%	3.5%	1	1.0	20.0%	20.7%	6	6.0	46.7%	44.7%	14	13.0	30.0%	31.1%	9	9.0	30	29.0	25
5	School of Māori and Pacific Development	2.6	2.6	0.0%	0.0%	0	0.0	36.8%	36.8%	7	7.0	21.1%	21.1%	4	4.0	42.1%	42.1%	8	8.0	19	19.0	12
6	School of Science and Technology	4.2	4.3	11.0%	11.2%	10	9.5	39.6%	40.9%	36	34.7	35.2%	36.2%	32	30.7	14.3%	11.7%	13	9.9	91	84.7	78
7	Waikato Management School	3.1	3.1	5.4%	5.7%	5	5.0	30.1%	29.0%	28	25.3	36.6%	37.6%	34	32.8	28.0%	27.7%	26	24.2	93	87.3	87
	Averages & Totals†	**2.93**	**2.98**	**6.0%**	**6.1%**	**34**	**32.55**	**27.3%**	**27.9%**	**155**	**149.52**	**34.6%**	**35.0%**	**196**	**187.72**	**32.1%**	**31.0%**	**182**	**166.47**	**567**	**536.26**	**448**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-63 Nominated Academic Units - Victoria University of Wellington *(continued on next page)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Accounting Programme	2.1	2.2	0.0%	0.0%	0	0.0	20.0%	20.2%	3	3.0	46.7%	47.1%	7	7.0	33.3%	32.8%	5	4.9	15	14.9	11
2	Commercial Law Programme	0.4	0.4	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	22.2%	22.2%	2	2.0	77.8%	77.8%	7	7.0	9	9.0	5
3	Computer Science Programme	3.7	3.7	6.7%	6.7%	1	1.0	33.3%	33.3%	5	5.0	53.3%	53.3%	8	8.0	6.7%	6.7%	1	1.0	15	15.0	15
4	Graduate School of Nursing and Midwifery	0.8	0.9	0.0%	0.0%	0	0.0	5.6%	6.4%	1	1.0	22.2%	25.6%	4	4.0	72.2%	68.0%	13	10.6	18	15.6	13
5	History Programme	4.5	4.5	0.0%	0.0%	0	0.0	66.7%	66.7%	8	8.0	25.0%	25.0%	3	3.0	8.3%	8.3%	1	1.0	12	12.0	11
6	Mathematics Programme	4.1	4.4	26.7%	28.2%	4	4.0	13.3%	14.1%	2	2.0	33.3%	35.3%	5	5.0	26.7%	22.4%	4	3.2	15	14.2	12
7	Philosophy Programme	5.2	5.2	20.0%	20.0%	2	2.0	40.0%	40.0%	4	4.0	40.0%	40.0%	4	4.0	0.0%	0.0%	0	0.0	10	10.0	10
8	Political Science and International Relations Programme	4.2	4.4	17.6%	18.2%	3	3.0	35.3%	36.4%	6	6.0	17.6%	18.2%	3	3.0	29.4%	27.3%	5	4.5	17	16.5	13
9	School of Architecture	4.3	4.6	5.6%	6.1%	1	1.0	50.0%	54.6%	9	9.0	38.9%	36.4%	7	6.0	5.6%	2.9%	1	0.5	18	16.5	17
10	School of Art History, Classics and Religious Studies	3.9	3.9	0.0%	0.0%	0	0.0	52.9%	52.9%	9	9.0	35.3%	35.3%	6	6.0	11.8%	11.8%	2	2.0	17	17.0	17
11	School of Asian and European Languages and Cultures	2.3	2.3	0.0%	0.0%	0	0.0	18.2%	18.2%	4	4.0	59.1%	59.1%	13	13.0	22.7%	22.7%	5	5.0	22	22.0	20
12	School of Biological Sciences	2.9	2.9	0.0%	0.0%	0	0.0	31.3%	31.2%	10	10.0	50.0%	50.1%	16	16.0	18.8%	18.8%	6	6.0	32	32.0	29
13	School of Chemical and Physical Sciences	4.4	4.2	20.8%	19.0%	5	4.3	25.0%	23.0%	6	5.2	41.7%	44.6%	10	10.0	12.5%	13.4%	3	3.0	24	22.4	21
14	School of Design	2.1	2.1	0.0%	0.0%	0	0.0	10.0%	11.1%	2	2.0	75.0%	72.2%	15	13.0	15.0%	16.7%	3	3.0	20	18.0	20
15	School of Earth Sciences	4.3	4.4	6.5%	6.7%	2	2.0	45.2%	47.1%	14	14.0	45.2%	42.8%	14	12.7	3.2%	3.4%	1	1.0	31	29.7	31
16	School of Economics and Finance	2.8	2.8	0.0%	0.0%	0	0.0	35.7%	35.7%	10	10.0	32.1%	32.1%	9	9.0	32.1%	32.1%	9	9.0	28	28.0	20
17	School of Education	2.5	2.8	4.3%	4.8%	1	1.0	26.1%	29.0%	6	6.0	26.1%	29.0%	6	6.0	43.5%	37.2%	10	7.7	23	20.7	16
18	School of English, Film and Theatre and IIML**	3.7	3.4	9.1%	5.9%	3	1.8	30.3%	30.7%	10	9.5	48.5%	50.4%	16	15.6	12.1%	12.9%	4	4.0	33	30.9	32
19	School of Government	3.5	3.5	13.6%	11.3%	3	2.2	22.7%	25.7%	5	5.0	40.9%	43.1%	9	8.4	22.7%	19.9%	5	3.9	22	19.5	18
20	School of Information Management	3.4	3.5	9.7%	10.3%	3	3.0	32.3%	33.0%	10	9.6	22.6%	24.1%	7	7.0	35.5%	32.6%	11	9.5	31	29.0	27

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

** International Institute of Modern Letters

Table A-63 Nominated Academic Units - Victoria University of Wellington *(continued)*

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
21	School of Law	3.8	3.8	6.5%	6.8%	2	2.0	38.7%	39.2%	12	11.6	41.9%	40.5%	13	12.0	12.9%	13.5%	4	4.0	31	29.6	30
22	School of Linguistics and Applied Language Studies	3.6	3.7	11.1%	11.8%	2	2.0	22.2%	23.6%	4	4.0	55.6%	52.8%	10	8.9	11.1%	11.8%	2	2.0	18	16.9	18
23	School of Māori, Pacific and Samoan Studies	2.9	2.9	11.1%	11.1%	1	1.0	22.2%	22.2%	2	2.0	22.2%	22.2%	2	2.0	44.4%	44.4%	4	4.0	9	9.0	6
24	School of Marketing and International Business	2.3	2.3	0.0%	0.0%	0	0.0	33.3%	33.3%	4	4.0	16.7%	16.7%	2	2.0	50.0%	50.0%	6	6.0	12	12.0	11
25	School of Music	4.8	4.6	13.3%	10.9%	2	1.5	46.7%	47.4%	7	6.5	33.3%	34.3%	5	4.7	6.7%	7.3%	1	1.0	15	13.7	15
26	School of Psychology	4.6	4.9	10.7%	11.5%	3	3.0	50.0%	53.4%	14	14.0	28.6%	28.2%	8	7.4	10.7%	6.9%	3	1.8	28	26.2	25
27	School of Social and Cultural Studies	2.6	2.6	3.6%	3.6%	1	1.0	17.9%	17.9%	5	5.0	60.7%	60.7%	17	17.0	17.9%	17.9%	5	5.0	28	28.0	24
28	Statistics and Operations Research Programme	4.0	3.3	10.0%	2.3%	1	0.2	30.0%	28.7%	3	2.5	60.0%	69.0%	6	6.0	0.0%	0.0%	0	0.0	10	8.7	10
29	Stout Research Centre	3.0	3.1	0.0%	0.0%	0	0.0	33.3%	36.4%	2	2.0	50.0%	45.5%	3	2.5	16.7%	18.2%	1	1.0	6	5.5	6
30	Victoria Management School	3.3	3.2	5.3%	5.4%	2	2.0	31.6%	30.6%	12	11.3	42.1%	42.3%	16	15.6	21.1%	21.7%	8	8.0	38	36.9	33
	Averages & Totals†	**3.37**	**3.39**	**6.9%**	**6.6%**	**42**	**37.98**	**31.1%**	**31.9%**	**189**	**185.07**	**40.5%**	**40.9%**	**246**	**236.83**	**21.4%**	**20.6%**	**130**	**119.46**	**607**	**579.34**	**536**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

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Table A-64 Nominated Academic Units - Waikato Institute of Technology

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	Applied Communication and Tourism	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	8	7.5	8	7.5	3
2	Business and Office Technology	0.5	0.6	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	25.0%	30.3%	1	1.0	75.0%	69.7%	3	2.3	4	3.3	1
3	Community and Continuing Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	9	8.5	9	8.5	3
4	Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	11	10.8	11	10.8	4
5	Information Technology	0.3	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	14.3%	14.3%	1	1.0	85.7%	85.7%	6	6.0	7	7.0	1
6	Māori Studies	0.8	0.8	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	40.0%	37.6%	4	3.5	60.0%	62.4%	6	5.8	10	9.3	4
7	Media Arts	1.0	1.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	50.0%	10	10.0	50.0%	50.0%	10	10.0	20	20.0	16
8	Nursing and Health Studies	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	27	24.6	27	24.6	11
9	Science and Technology	0.5	0.5	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	25.0%	25.0%	1	1.0	75.0%	75.0%	3	3.0	4	4.0	2
10	Sport and Exercise Science	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	10	10.0	10	10.0	8
11	Technology	0.7	0.7	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	33.3%	33.3%	1	1.0	66.7%	66.7%	2	2.0	3	3.0	2
	Averages & Totals†	**0.32**	**0.32**	**0.0%**	**0.0%**	**0**	**0.00**	**0.0%**	**0.0%**	**0**	**0.00**	**15.9%**	**16.2%**	**18**	**17.50**	**84.1%**	**83.8%**	**95**	**90.50**	**113**	**108.00**	**55**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-65 Nominated Academic Units - Wellington College of Education

	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	School of Early Childhood Education	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	6	4.7	6	4.7	1
2	School Support Services	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	8	8.0	8	8.0	1
3	Wellington College of Education (Org.)	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	1.9%	1.5%	2	1.5	98.1%	98.5%	104	95.5	106	97.0	17
	Averages & Totals†	**0.03**	**0.03**	**0.0%**	**0.0%**	**0**	**0.00**	**0.0%**	**0.0%**	**0**	**0.00**	**1.7%**	**1.4%**	**2**	**1.50**	**98.3%**	**98.6%**	**118**	**108.20**	**120**	**109.70**	**19**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Table A-66 Nominated Academic Units - Whitecliffe College of Arts and Design

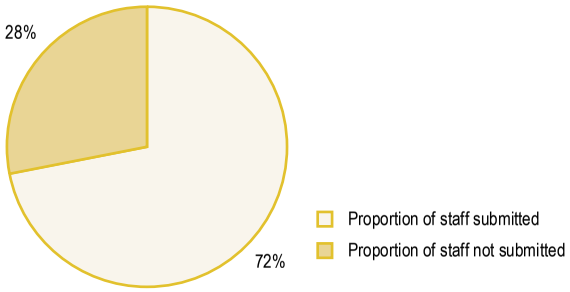
	Nominated Academic Unit (NAU)	Quality Score▲	Quality Score (FTE*)	Staff Rated A %	Staff Rated A (FTE*) %	Staff Rated A No.	Staff Rated A (FTE*) No.	Staff Rated B %	Staff Rated B (FTE*) %	Staff Rated B No.	Staff Rated B (FTE*) No.	Staff Rated C %	Staff Rated C (FTE*) %	Staff Rated C No.	Staff Rated C (FTE*) No.	Staff Rated R %	Staff Rated R (FTE*) %	Staff Rated R No.	Staff Rated R (FTE*) No.	Eligible Staff No.	Eligible Staff (FTE*) No.	Evidence Portfolios Assessed No.
1	All Years	1.0	0.8	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	50.0%	38.5%	2	1.3	50.0%	61.5%	2	2.0	4	3.3	2
2	Postgraduate	0.0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	100.0%	100.0%	4	2.6	4	2.6	3
3	Undergraduate	0.4	0.3	0.0%	0.0%	0	0.0	0.0%	0.0%	0	0.0	18.8%	16.0%	3	1.7	81.3%	84.0%	13	8.8	16	10.4	10
	Averages & Totals†	**0.42**	**0.36**	**0.0%**	**0.0%**	**0**	**0.00**	**0.0%**	**0.0%**	**0**	**0.00**	**20.8%**	**17.9%**	**5**	**2.92**	**79.2%**	**82.1%**	**19**	**13.37**	**24**	**16.29**	**15**

▲ The quality score is a weighted average - Chapter 4 explains how the scores are calculated

* Weighted on FTE basis

† In some cases averages and totals are stated to two decimal places to be consistent with the equivalent data in the main text

Figure A-45 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - All TEOs



Staff = non-FTE-weighted

Figure A-46 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - AIS St Helens

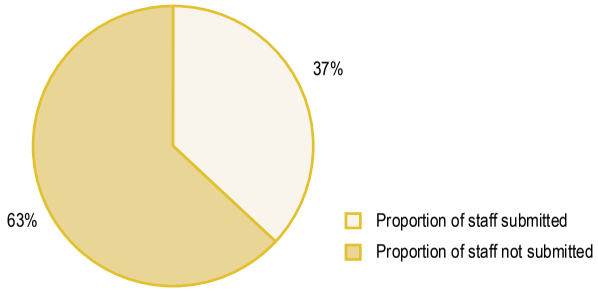


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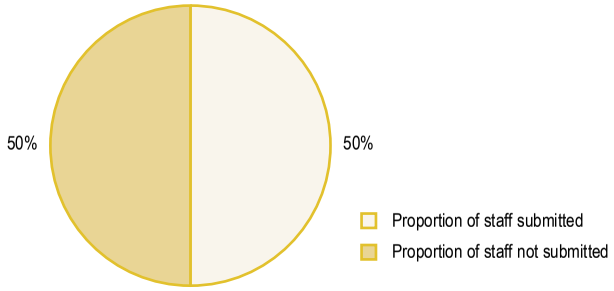
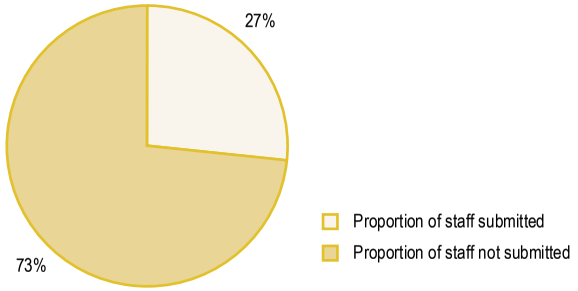
Figure A-47 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Anamata



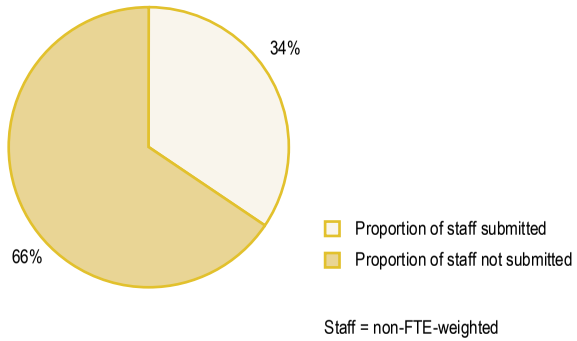
Staff = non-FTE-weighted

Figure A-48 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Auckland College of Education



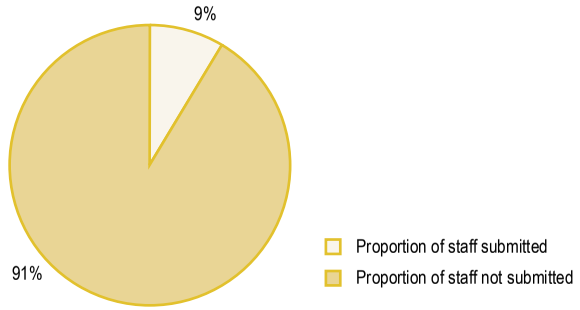
Staff = non-FTE-weighted

Figure A-49 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Auckland University of Technology



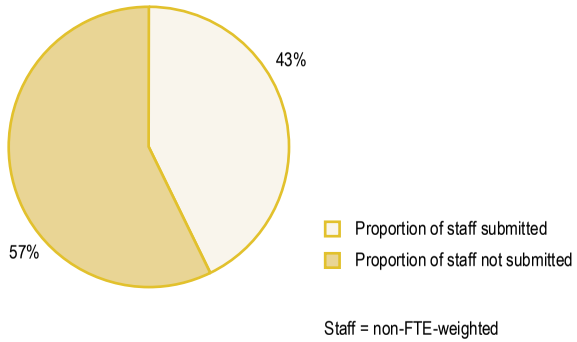
Staff = non-FTE-weighted

Figure A-50 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Bethlehem Institute of Education



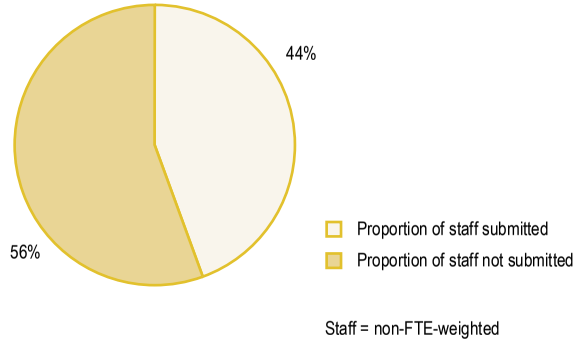
Staff = non-FTE-weighted

Figure A-51 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Bible College of New Zealand



Staff = non-FTE-weighted

Figure A-52 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Carey Baptist College



Staff = non-FTE-weighted

Figure A-53 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Christchurch College of Education

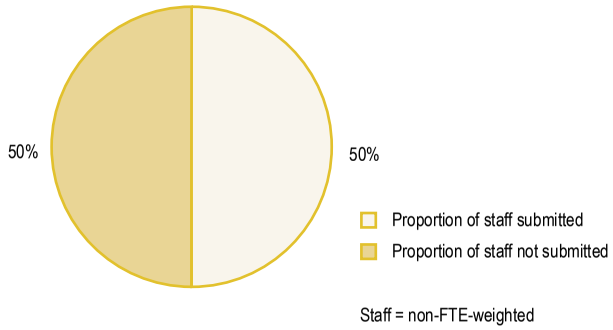


Figure A-54 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Dunedin College of Education

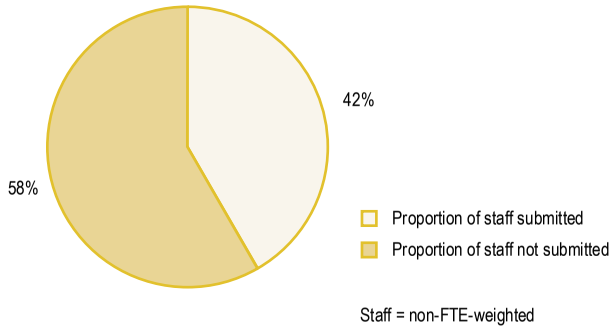


Figure A-55 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Lincoln University

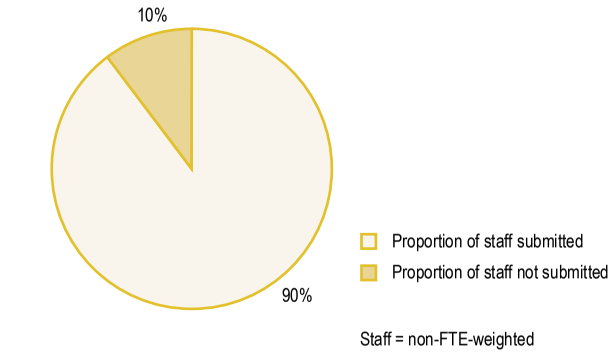


Figure A-56 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Massey University

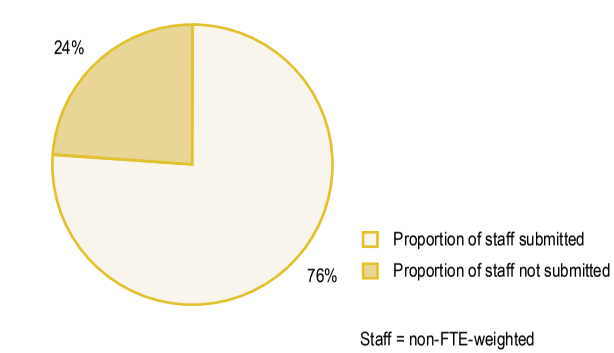


Figure A-57 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Te Wānanga o Aotearoa

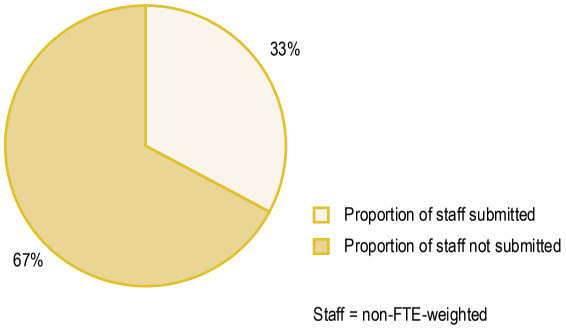


Figure A-58 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Te Whare Wānanga o Te Pihopatanga o Aotearoa

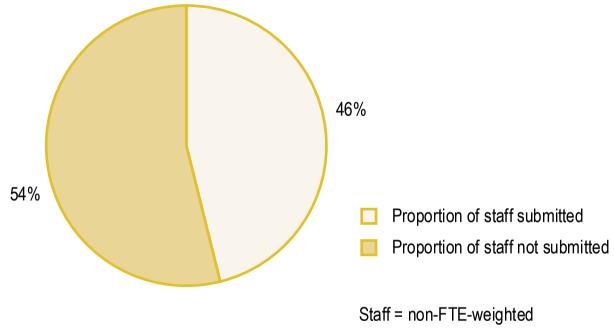


Figure A-59 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Unitec Institute of Technology

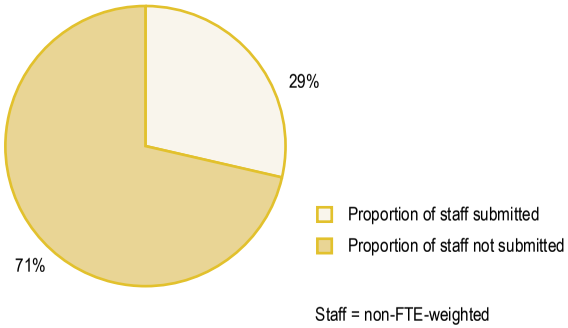


Figure A-60 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - University of Auckland

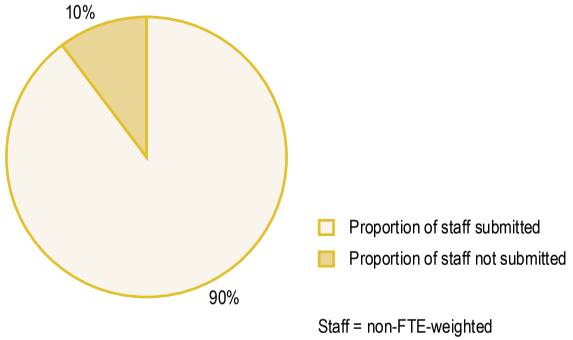


Figure A-61 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - University of Canterbury

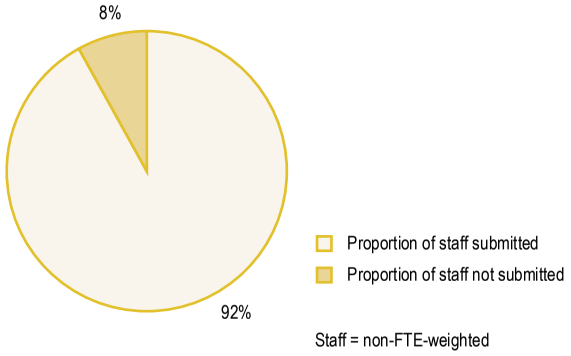


Figure A-62 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - University of Otago

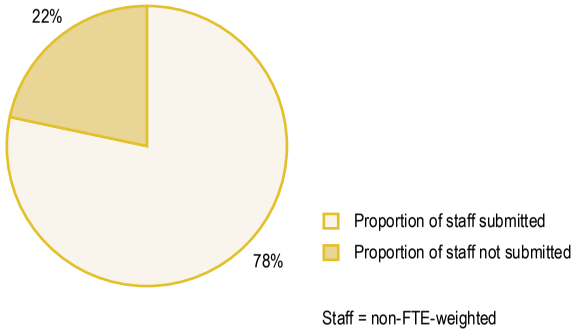


Figure A-63 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - University of Waikato

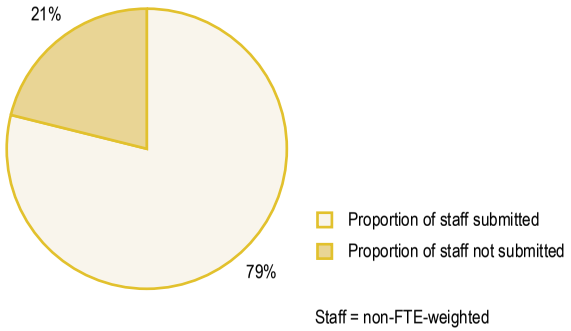


Figure A-64 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Victoria University of Wellington

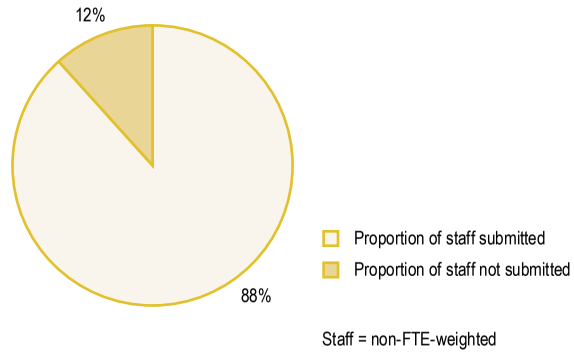


Figure A-65 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Waikato Institute of Technology

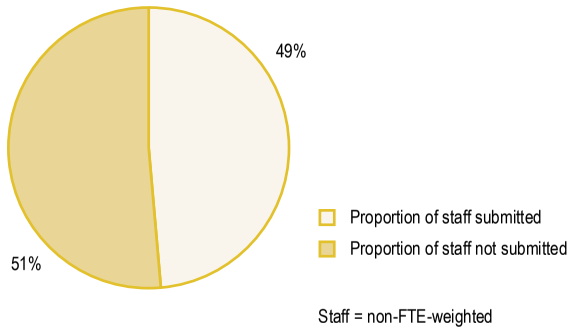


Figure A-66 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Wellington College of Education

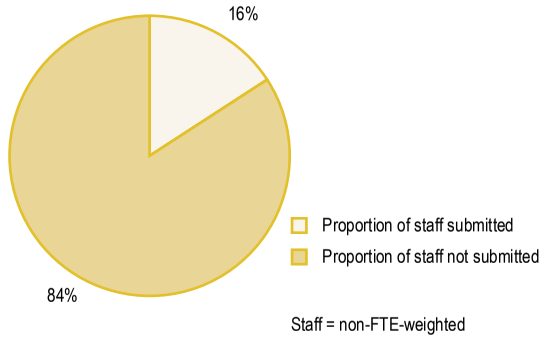


Figure A-67 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Whitecliffe College of Arts and Design

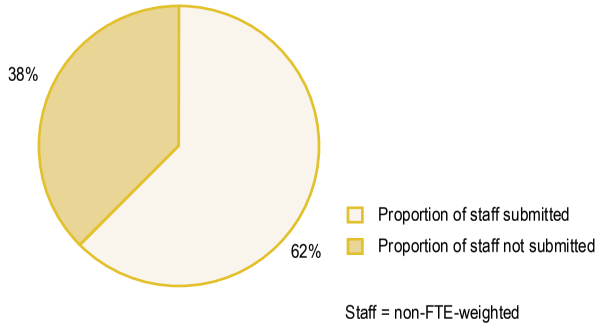


Figure A-68 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Biological Sciences Panel

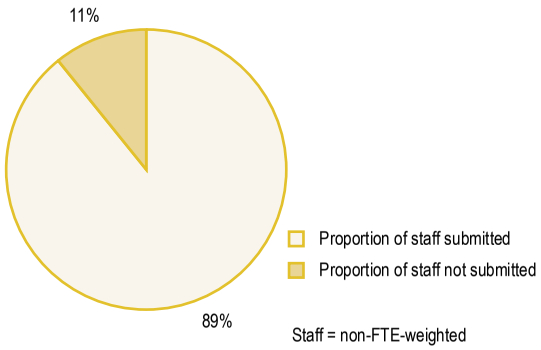


Figure A-69 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Business and Economics Panel

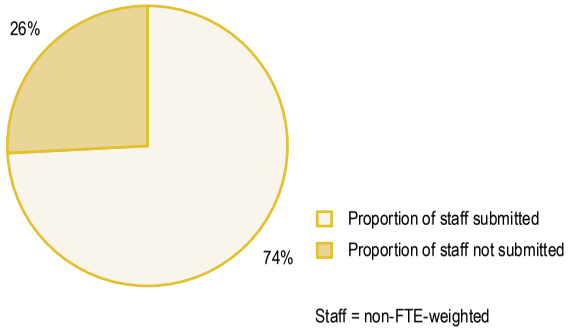


Figure A-70 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Creative and Performing Arts Panel

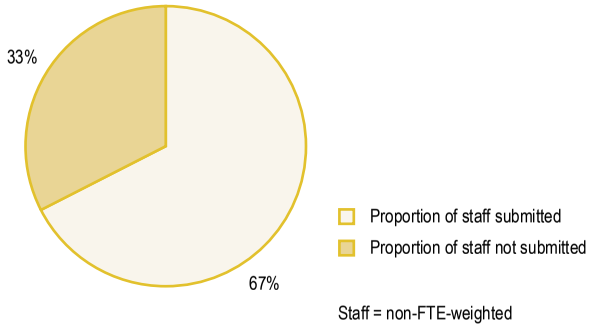


Figure A-71 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Education Panel

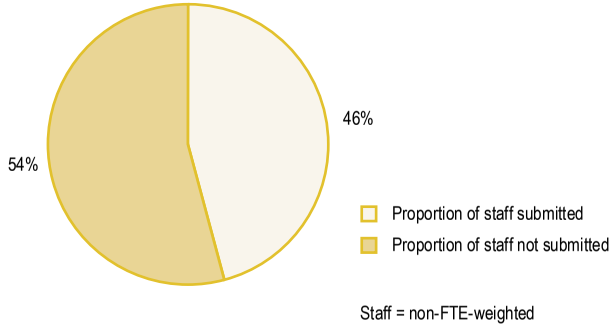


Figure A-72 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Engineering,Technology and Architecture Panel

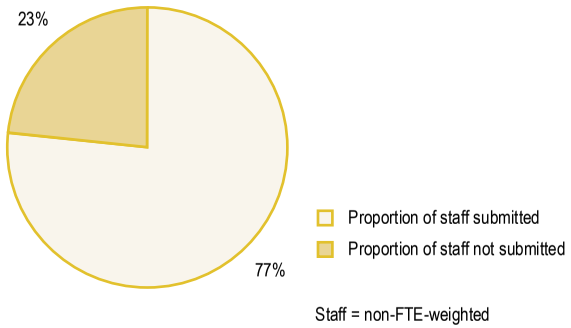


Figure A-73 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Health Panel

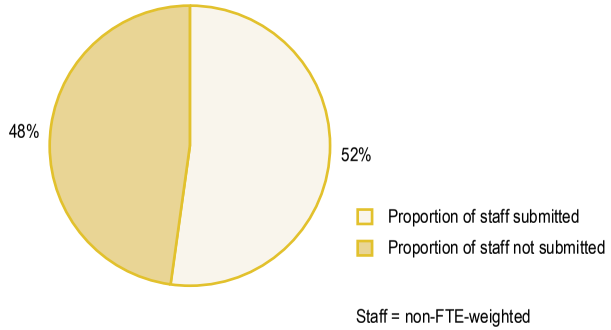


Figure A-74 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Humanities and Law Panel

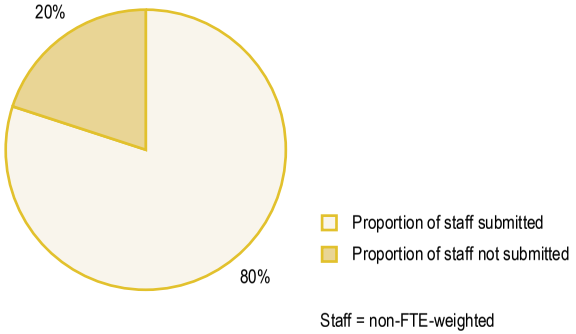


Figure A-75 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Māori Knowledge and Development Panel

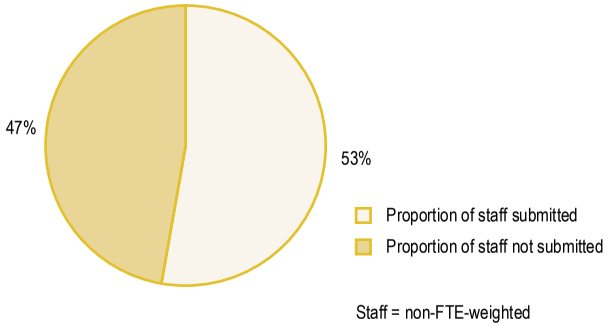


Figure A-76 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Mathematical and Information Sciences and Technology Panel

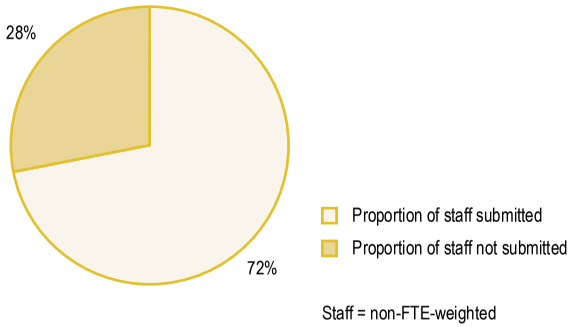


Figure A-77 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Medicine and Public Health Panel

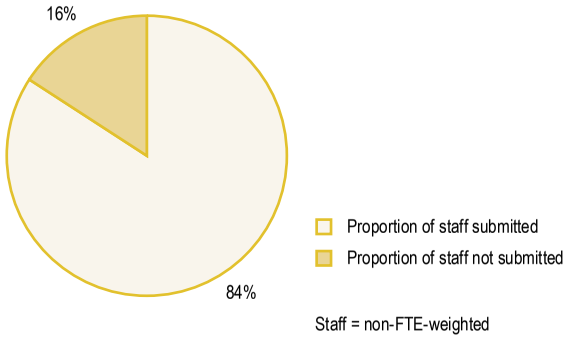


Figure A-78 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Physical Sciences Panel

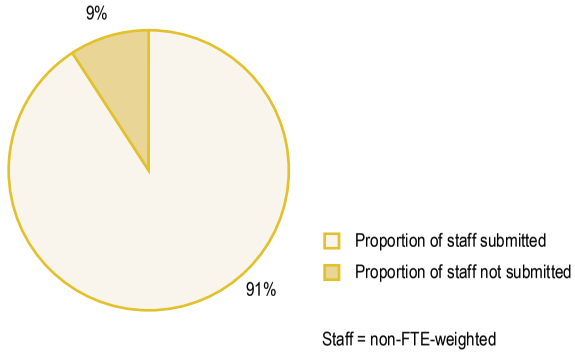


Figure A-79 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Social Sciences and Other Cultural/Social Studies Panel

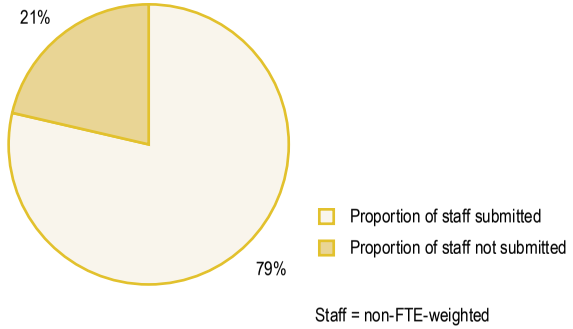


Figure A-80 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Accounting and Finance

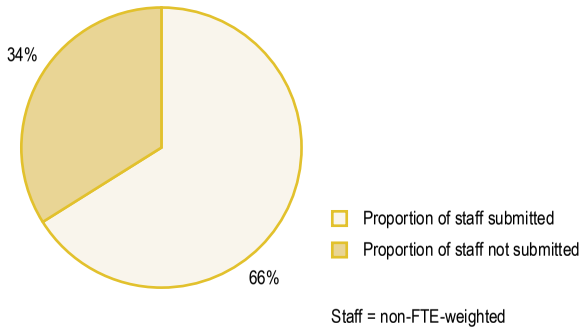


Figure A-81 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Agriculture and Other Applied Biological Sciences

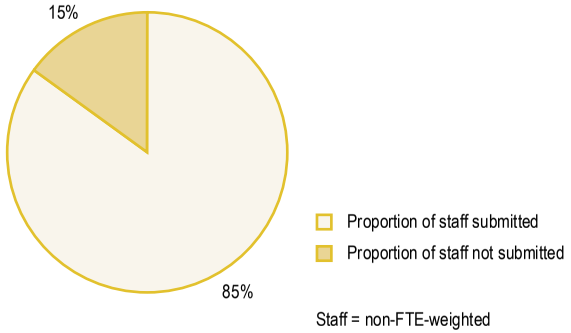


Figure A-82 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Anthropology and Archaeology

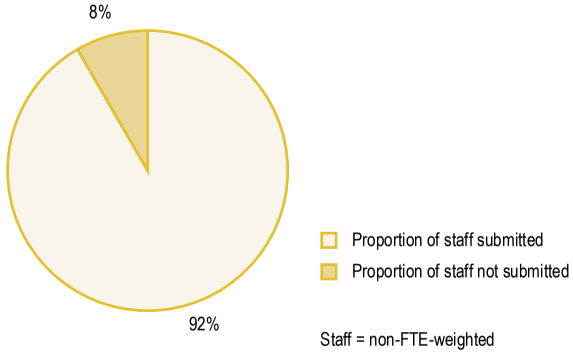


Figure A-83 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Architecture, Design, Planning, Surveying

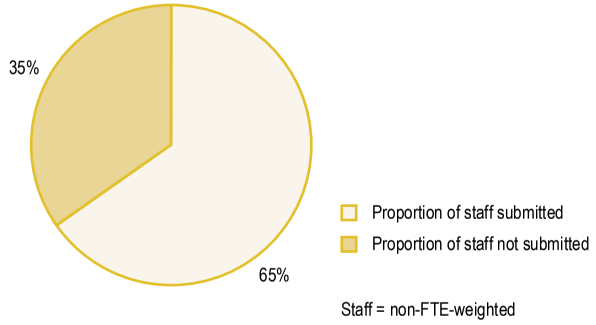


Figure A-84 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Biomedical

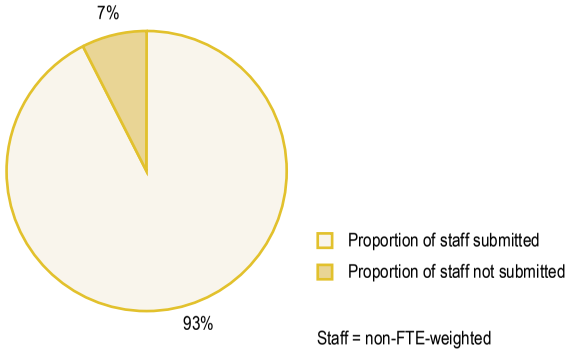


Figure A-85 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Chemistry

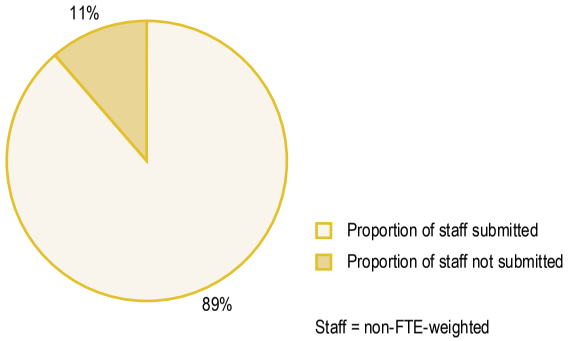


Figure A-86 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Clinical Medicine

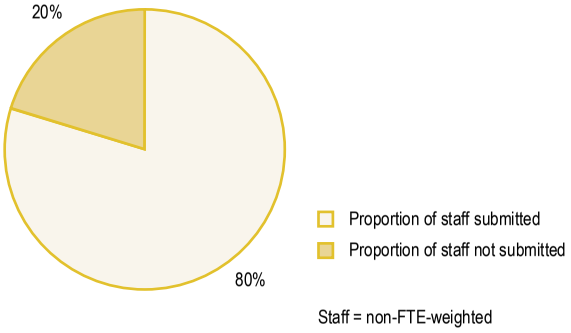


Figure A-87 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Communications, Journalism and Media Studies

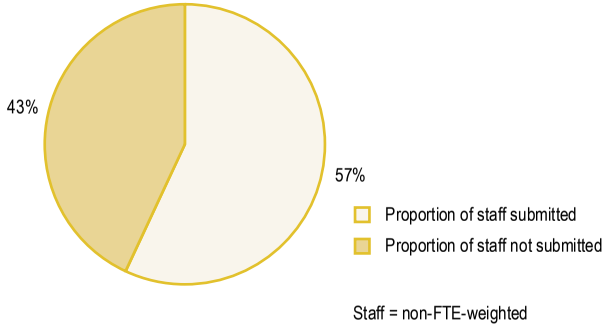


Figure A-88 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Computer Science, Information Technology, Information Sciences

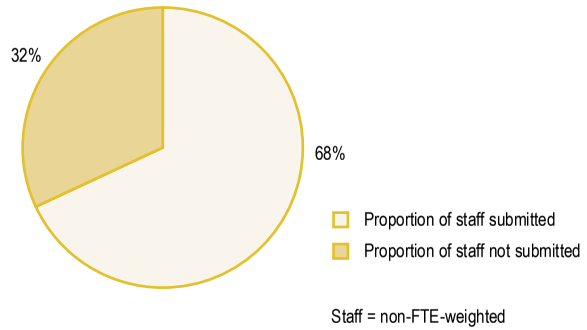


Figure A-89 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Dentistry

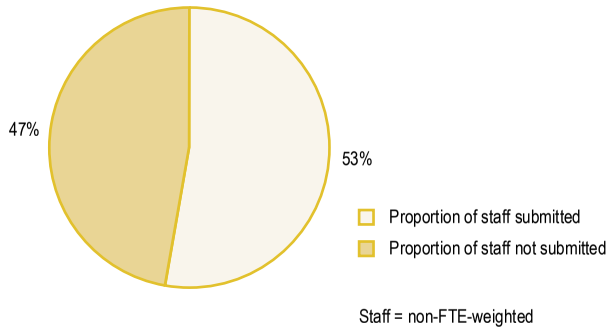


Figure A-90 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Design

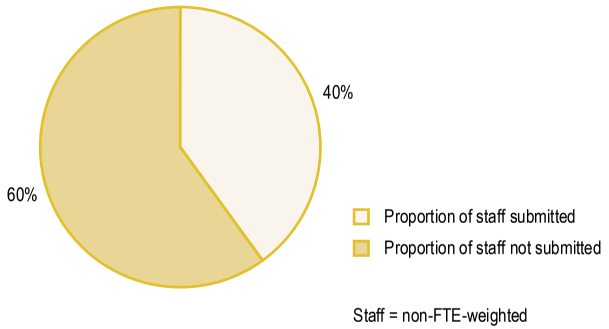


Figure A-91 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Earth Sciences

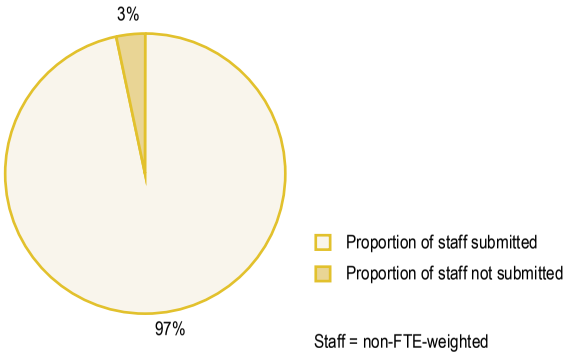


Figure A-92 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Ecology, Evolution and Behaviour

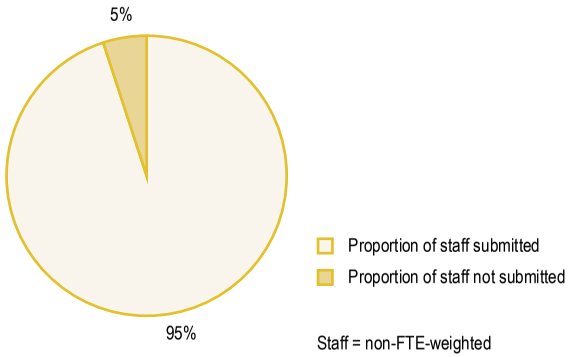


Figure A-93 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Economics

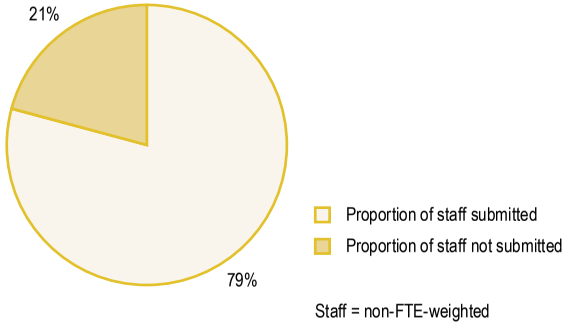


Figure A-94 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Education

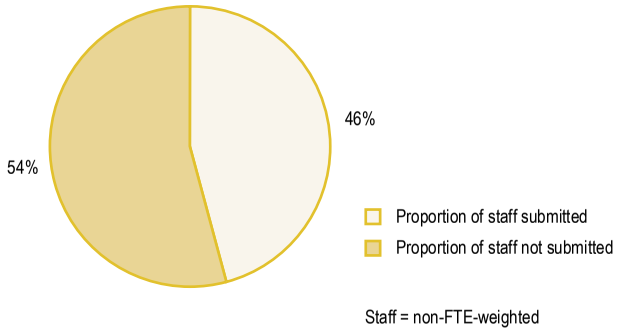


Figure A-95 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Engineering and Technology

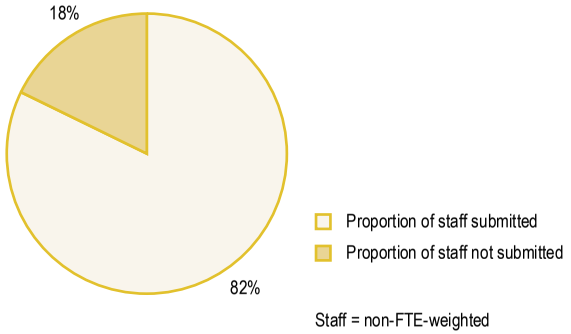


Figure A-96 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - English Language and Literature

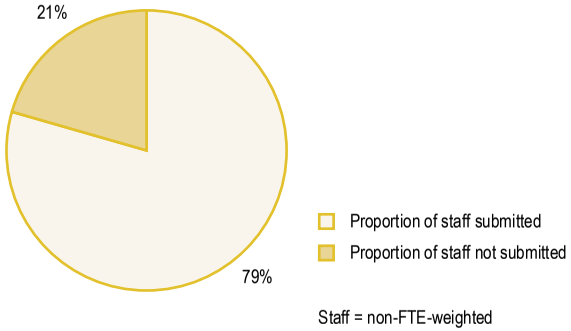


Figure A-97 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Foreign Languages and Linguistics

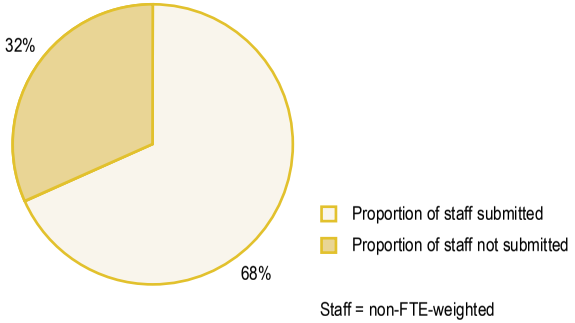


Figure A-98 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - History, History of Art, Classics and Curatorial Studies

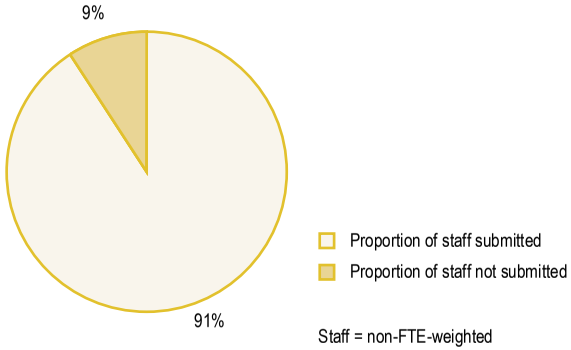


Figure A-99 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Human Geography

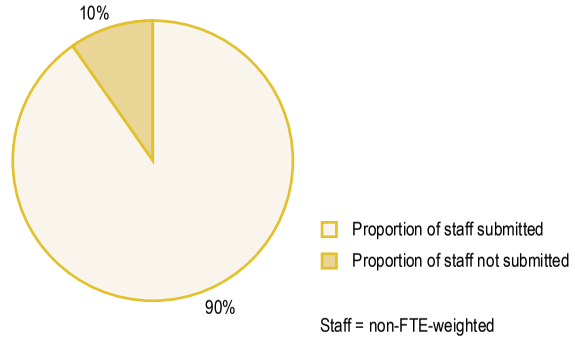


Figure A-100 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Law

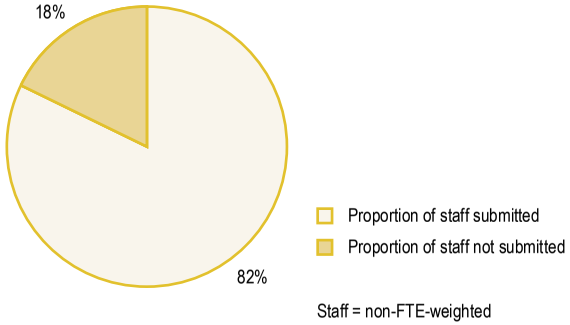


Figure A-101 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Management, Human Resources, Industrial Relations, International Business and Other Business

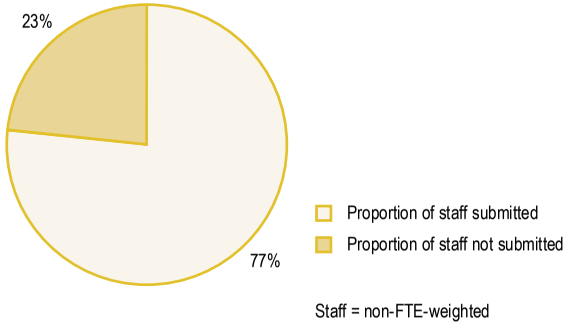


Figure A-102 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Māori Knowledge and Development

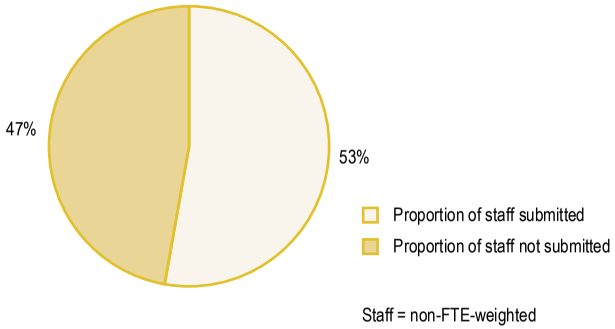


Figure A-103 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Marketing and Tourism

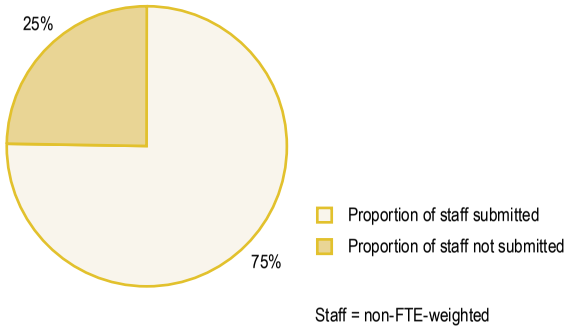


Figure A-104 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Molecular, Cellular and Whole Organism Biology

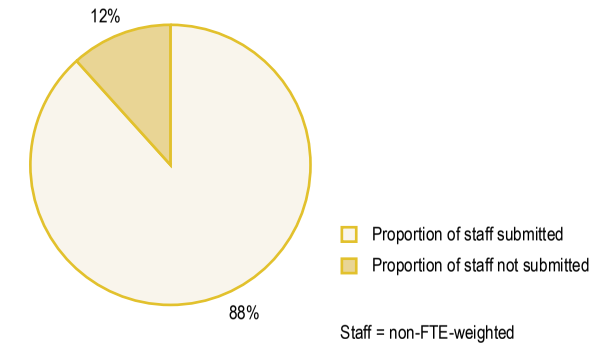


Figure A-105 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Music, Literary Arts and Other Arts

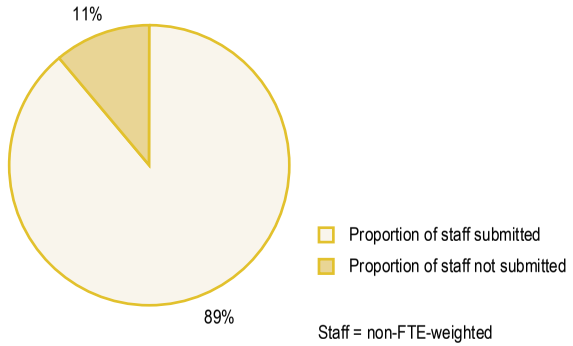


Figure A-106 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Nursing

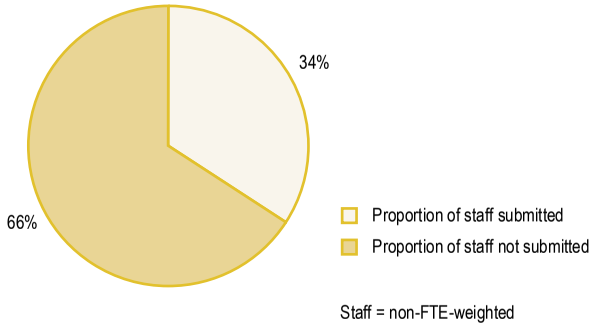


Figure A-107 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Other Health Studies (including Rehabilitation Therapies)

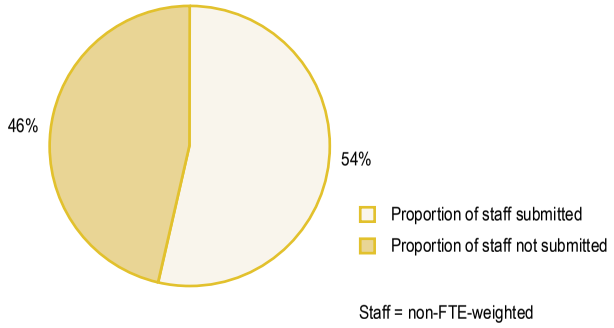


Figure A-108 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Philosophy

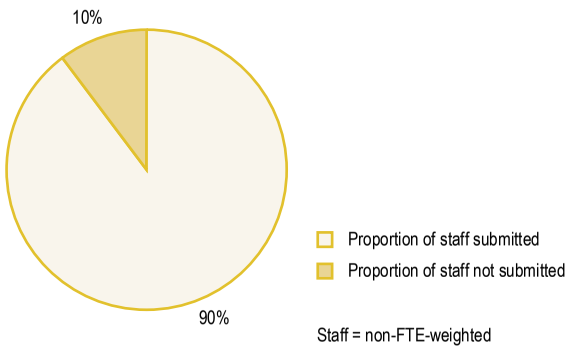


Figure A-109 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Physics

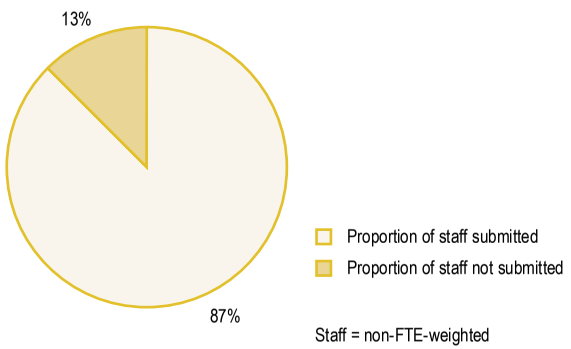


Figure A-110 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Political Science, International Relations and Public Policy

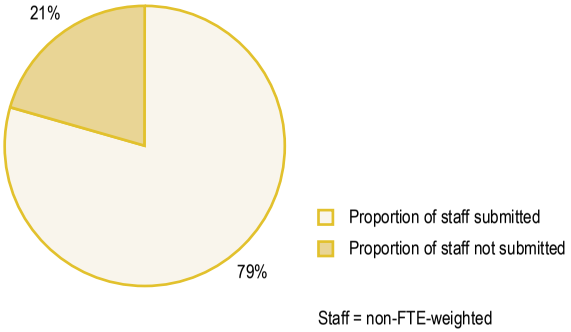


Figure A-111 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Psychology

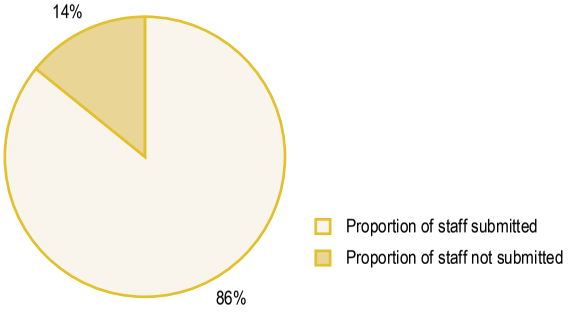


Figure A-112 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Public Health

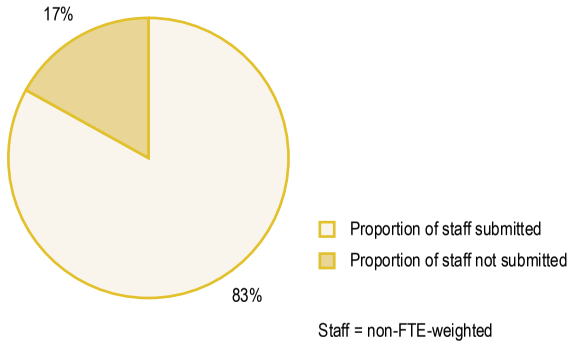


Figure A-113 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Pure and Applied Mathematics

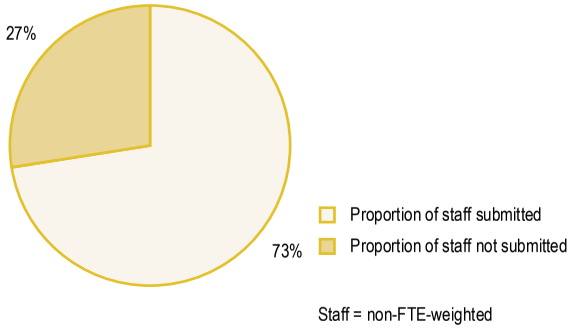


Figure A-114 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Religious Studies and Theology

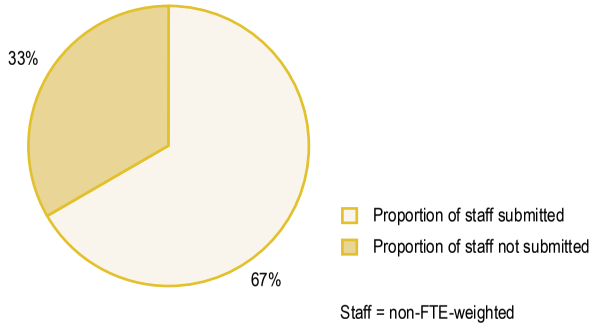


Figure A-115 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Sociology, Social Policy, Social Work, Criminology and Gender Studies

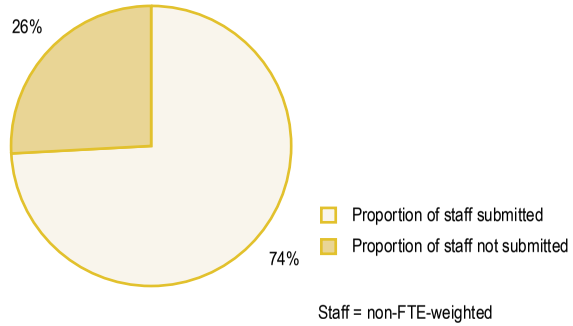


Figure A-116 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Sport and Exercise Science

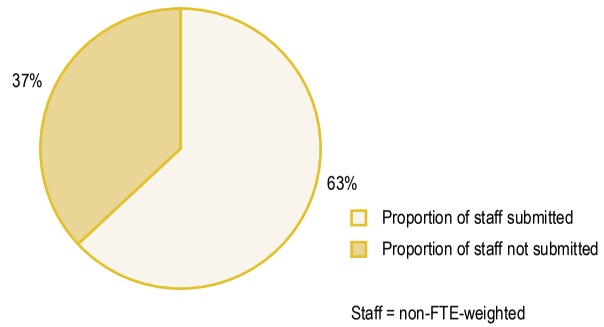


Figure A-117 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Statistics

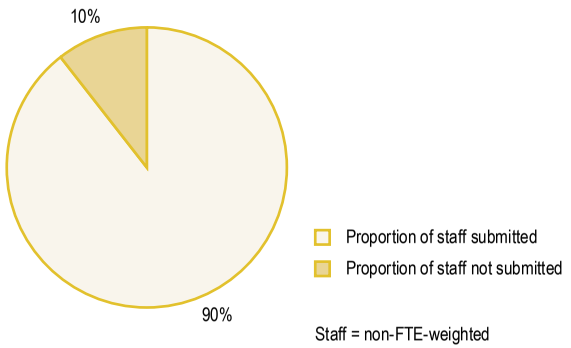


Figure A-118 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Theatre and Dance, Film and Television and Multimedia

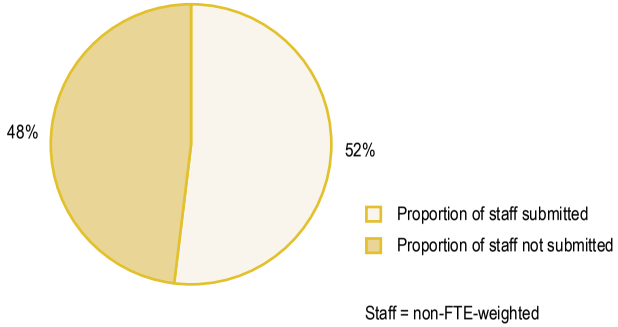


Figure A-119 Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Veterinary Studies and Large Animal Science

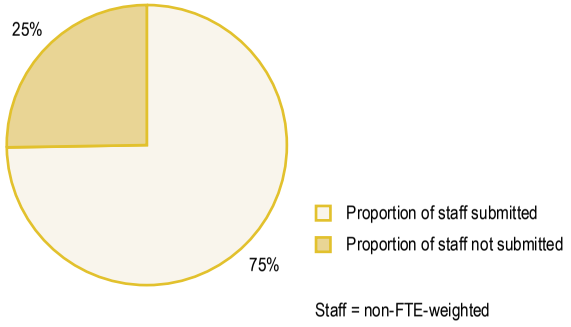
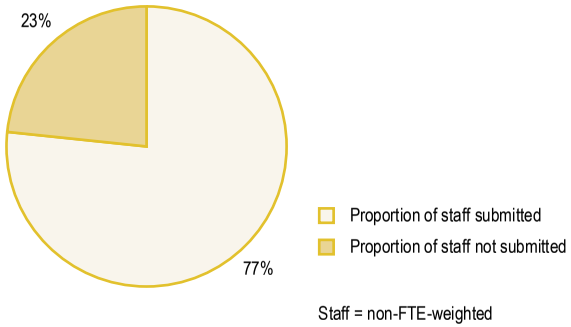


Figure A-120 **Proportion of PBRF-Eligible Staff Submitted/ Not Submitted for Panel Assessment - Visual Arts and Crafts**



Staff = non-FTE-weighted

Figure A-121 RDC Results: TEO Rankings Based on Subject-Area Weightings - All Completions

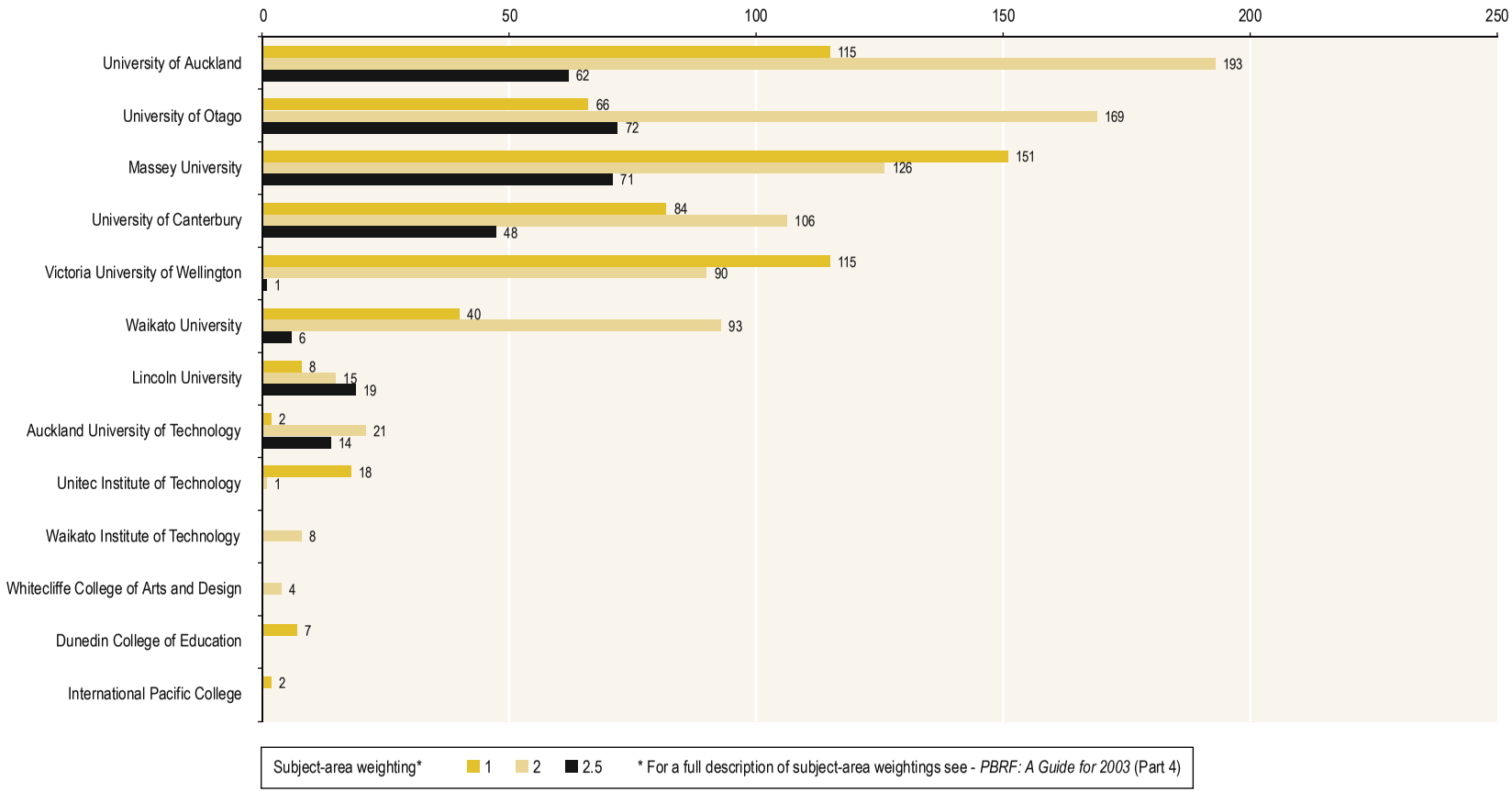


Figure A-122

RDC Results: TEO Rankings Based on Subject-Area Weightings - Masters Theses and other Substantial Research Courses

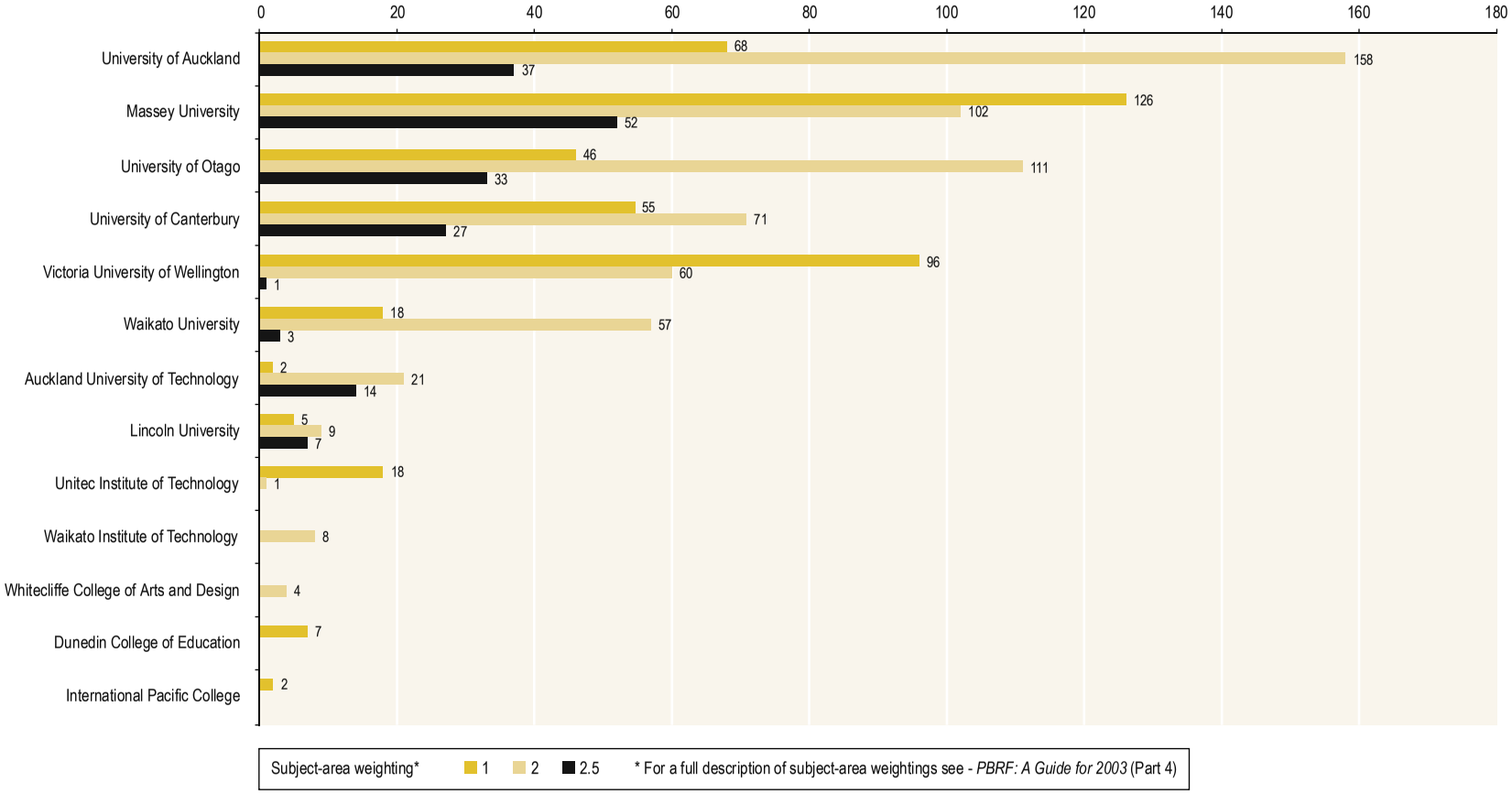


Figure A-123 RDC Results : TEO Rankings Based on Subject-Area Weightings - Doctorates

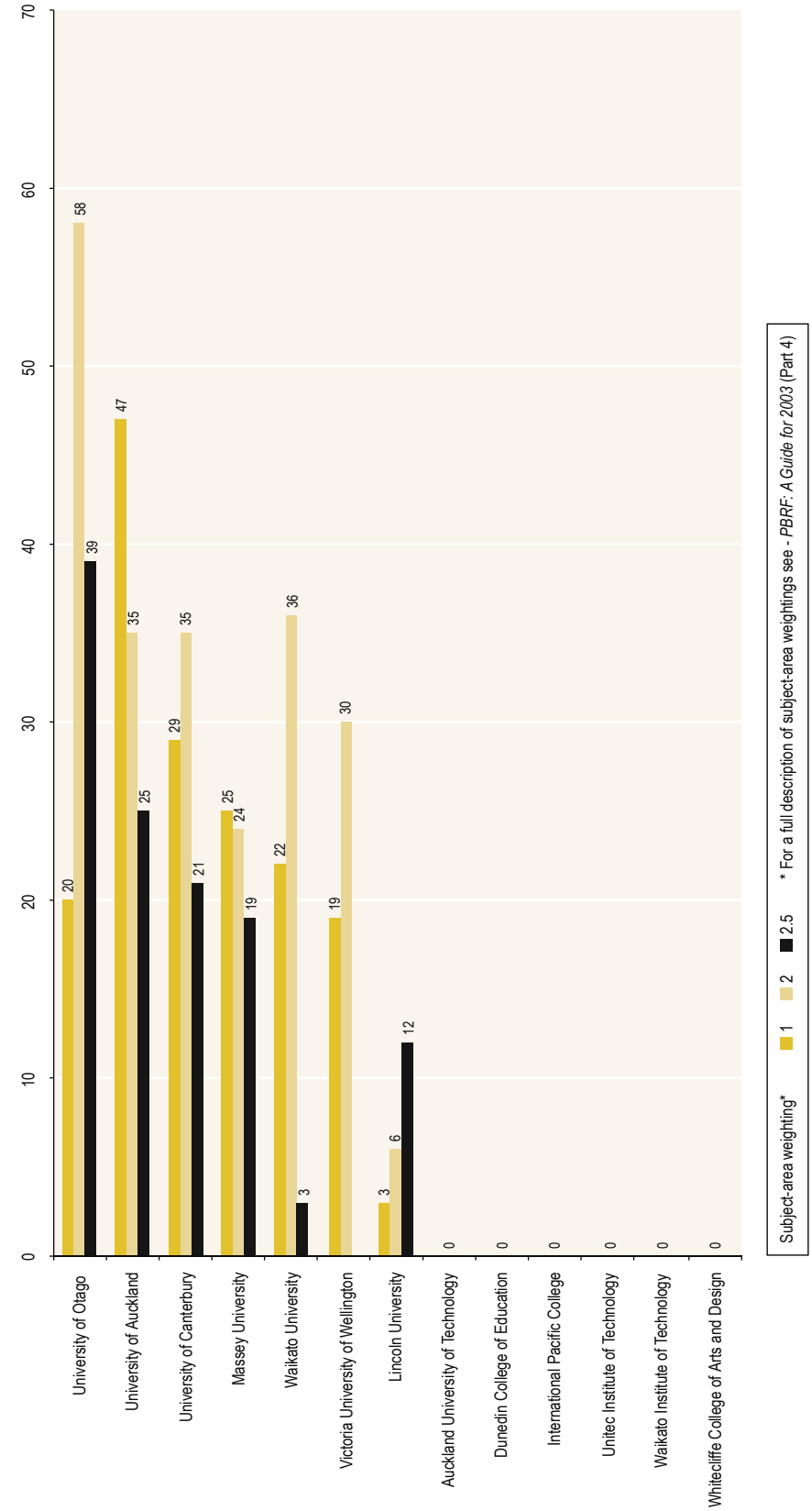


Figure A-124

RDC Results by TEO - Volume of Masters and Doctorates

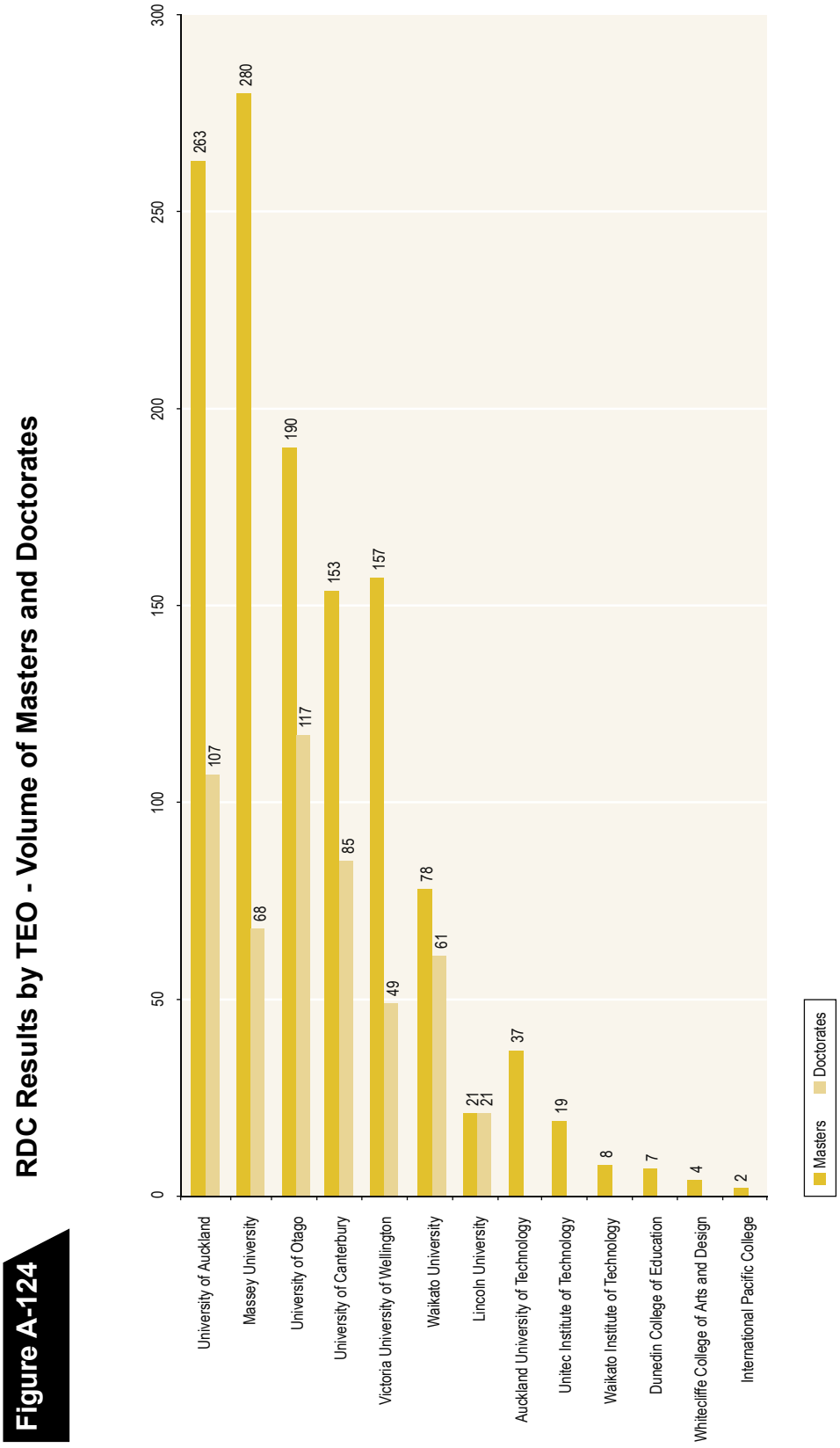


Figure A-125

RDC Results for TEOs - Total Completions of Masters Theses and other Substantial Research Courses

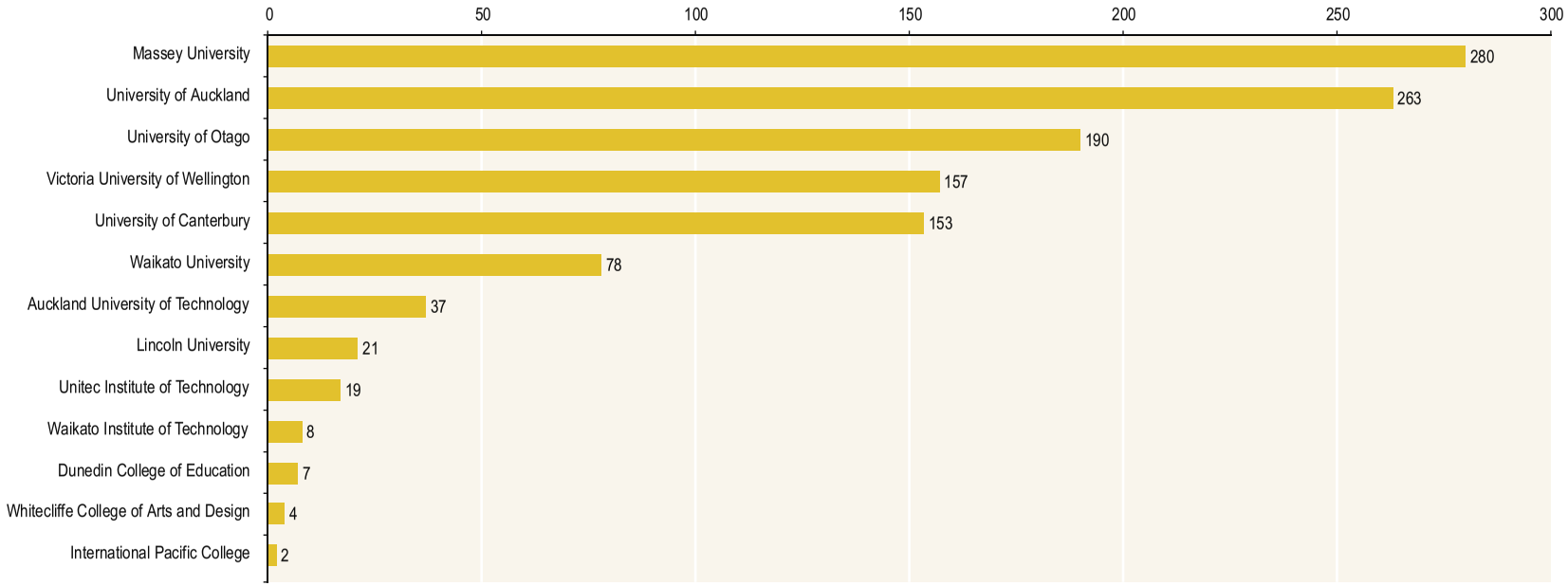


Figure A-126

RDC Results for TEOs - Total Completions of Doctorates

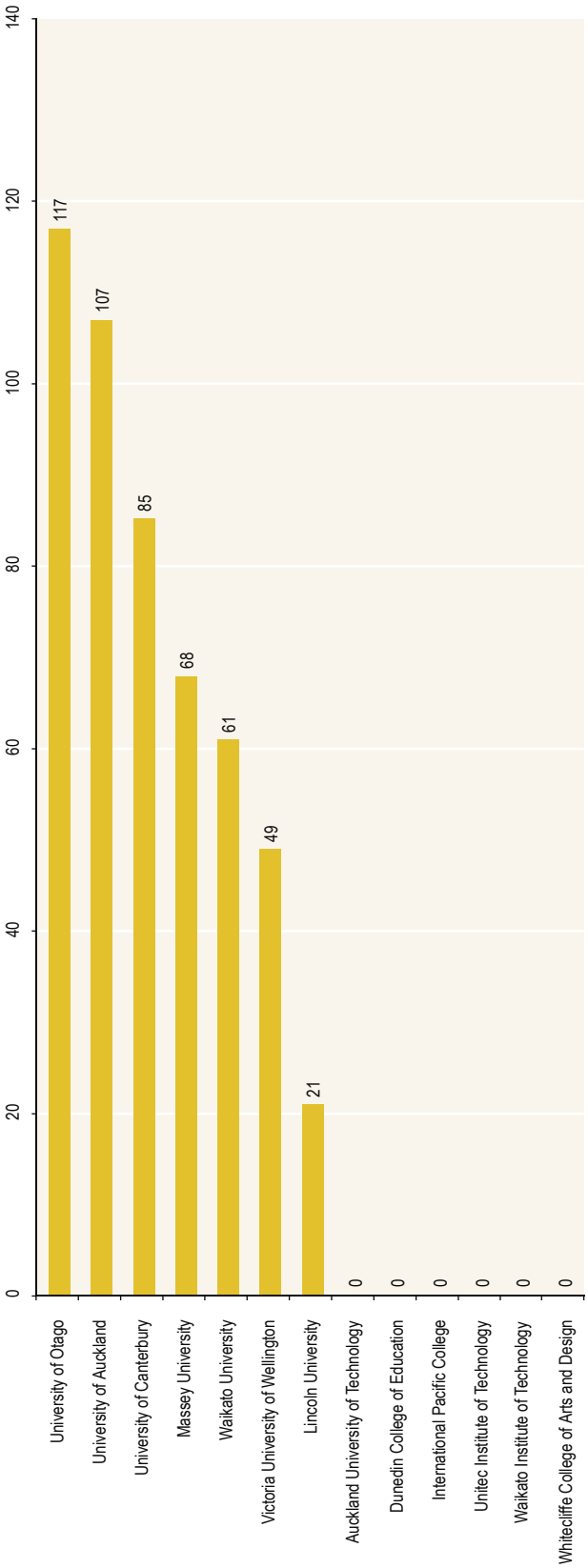


Figure A-127 RDC Results for TEOs Based on Gender

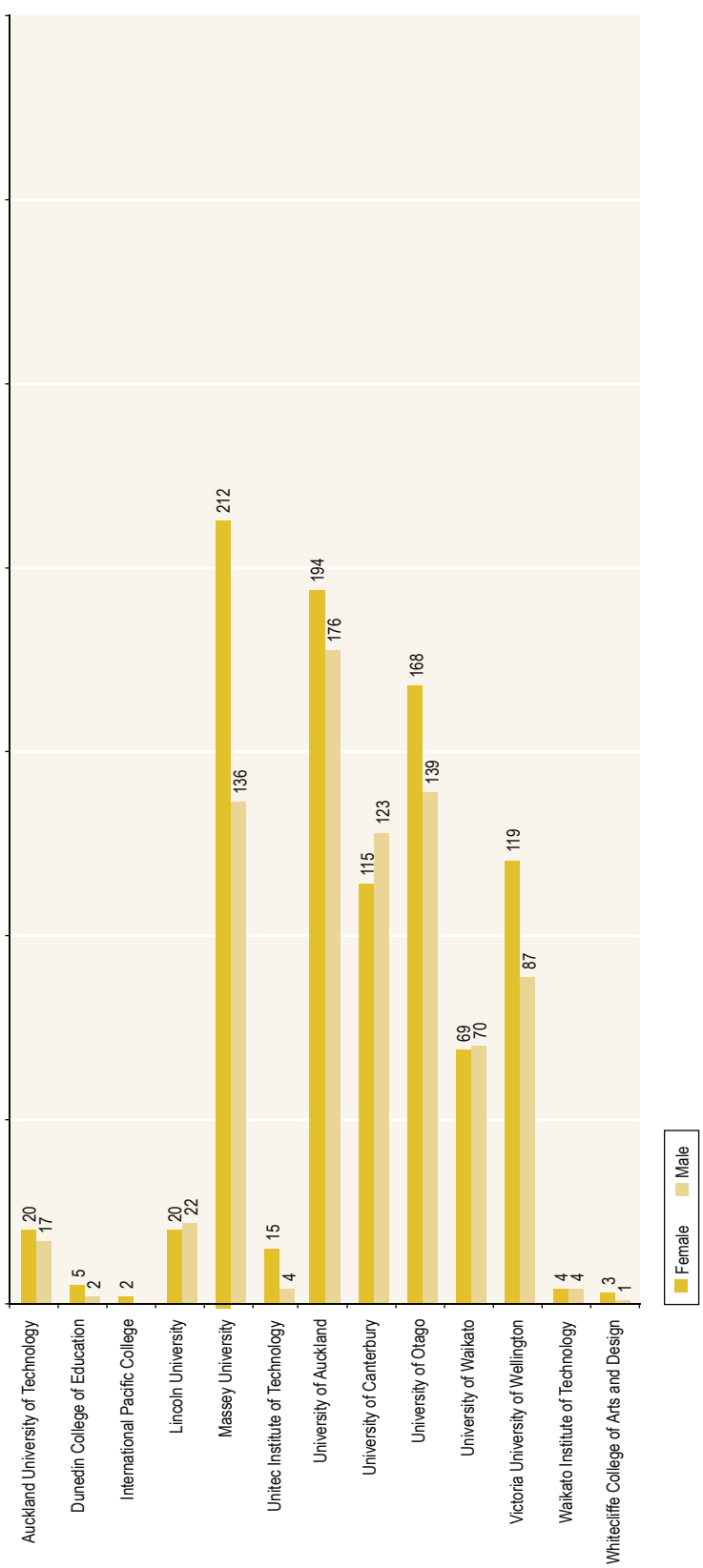


Figure A-128 RDC Results Based on Ethnicity

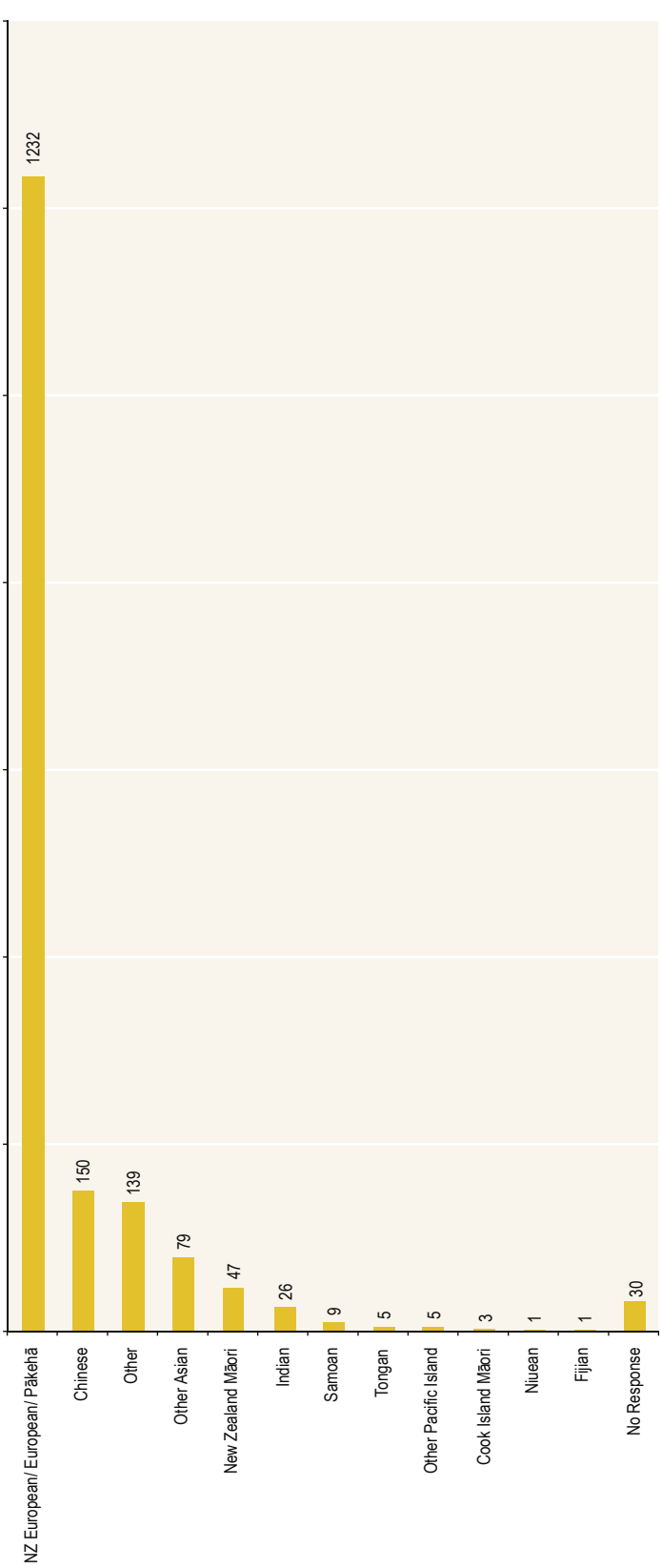
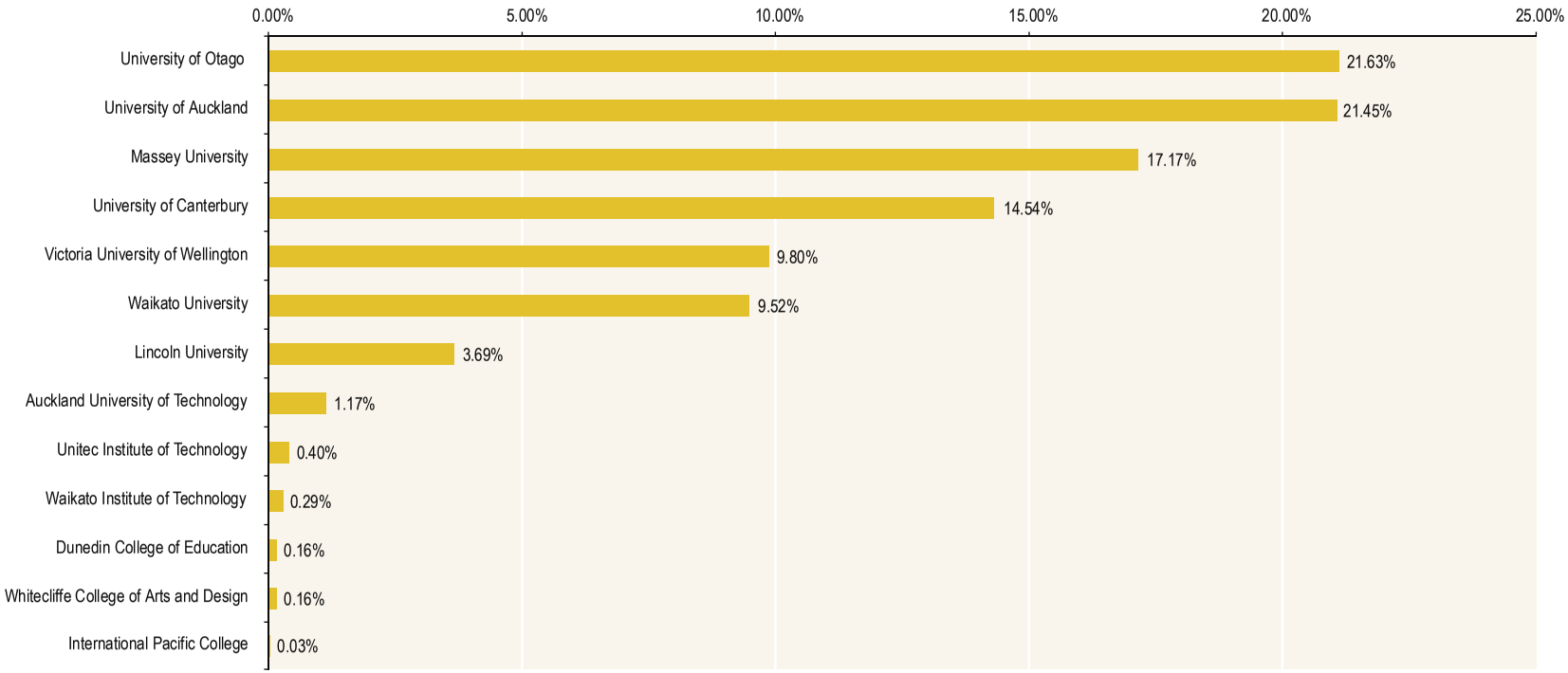


Figure A-129 **TEO Indicative Funding - Percentage of Total RDC Allocation**



APPENDIX B

Membership of the peer review panels and the PBRF Pacific Advisory Group

Biological Sciences Panel	
Professor Carolyn Burns *(chair)*	*University of Otago*
Professor Bruce Baguley	*University of Auckland*
Professor Antony Braithwaite	*University of Otago*
Professor John Choat	*James Cook University*
Dr Allan Crawford	*AgResearch Ltd*
Dr Charles Eason	*Landcare Research Ltd*
Dr Stephen Goldson	*AgResearch Ltd/Lincoln University*
Professor Paula Jameson	*Massey University*
Professor John Montgomery	*University of Auckland*
Professor Peter McNaughton	*University of Cambridge*
Professor David Penny	*Massey University*
Professor George Petersen	*Emeritus Professor of the University of Otago*
Dr Tom Richardson	*Forest Research Institute*
Professor Clive Ronson	*University of Otago*
Professor Bruce Ross	*Lincoln University (retired)*
Associate Professor Hamish Spencer	*University of Otago*
Professor George Stewart	*University of Western Australia*
Professor Warren Tate	*University of Otago*

Business and Economics Panel	
Professor Kerr Inkson *(chair)*	*Massey University*
Professor John Brocklesby	*Victoria University of Wellington*
Professor Keitha Dunstan	*Victoria University of Wellington*
Professor Ian Eggleton	*University of Waikato*
Dr Manuka Henare	*University of Auckland*
Associate Professor Janet Hoek	*Massey University*
Professor Robert Lawson	*University of Otago*
Professor Mary Mallon	*Massey University*
Professor Gael McDonald	*Unitec Institute of Technology*
Professor Simon Milne	*Auckland University of Technology*
Professor Les Oxley	*University of Canterbury*
Professor Dorian Owen	*University of Otago*
Professor Lawrence Rose	*Massey University*
Professor Caroline Saunders	*Lincoln University*
Professor Alireza Tourani-Rad	*University of Waikato*
Professor Michael Vitale	*University of New South Wales*

Creative and Performing Arts Panel	
Professor Peter Walls *(chair)*	*New Zealand Symphony Orchestra*
Associate Professor Annie Goldson	*University of Auckland*
Professor Robert Jahnke	*Massey University*
Associate Professor Ian Lochhead	*University of Canterbury*
Professor Helmut Lueckenhausen	*Swinburne University of Technology*
Ian Wedde	*Museum of New Zealand Te Papa Tongarewa*
Gillian Whitehead	*Composer*

Education Panel	
Professor John Hattie *(chair)*	*University of Auckland*
Professor Noeline Alcorn	*University of Waikato*
Professor Russell Bishop	*University of Waikato*
Professor Carol Cardno	*Unitec Institute of Technology*
Associate Professor Terry Crooks	*University of Otago*
Dr Peggy Fairbairn-Dunlop	*Consultant, Samoa*
Associate Professor Alison Jones	*University of Auckland*
Professor Ruth Kane	*Massey University*
Dr Patricia O'Brien	*Auckland College of Education*
Professor John Stevenson	*Griffith University*

Engineering, Technology and Architecture Panel	
Professor Robert Park *(chair)*	*Emeritus Professor of the University of Canterbury*
Professor Clarence Aasen	*Victoria University of Wellington*
Professor Timothy David	*University of Canterbury*
Professor Roger Fay	*University of Tasmania*
Professor Eileen Harkin-Jones	*Queens University, Belfast*
Professor Peter Jackson	*University of Auckland*
Associate Professor Gini Lee	*University of South Australia*
Professor John Mander	*University of Canterbury*
Professor Bruce Melville	*University of Auckland*
Dr Ross Nilson	*Radian Technology Limited*
Professor Mark Taylor	*University of Auckland*
Professor Brenda Vale	*University of Auckland*
Professor Laurence Weatherley	*University of Canterbury*
Professor Allan Williamson	*University of Auckland*

Health Panel	
Professor Peter Joyce *(chair)*	*University of Otago*
Associate Professor Christine Alavi	*Victoria University of Wellington*
Dr John Craven	*Terip Solutions Pty Ltd*
Associate Professor Margaret Horsburgh	*University of Auckland*
Dr Andrew Hvizdos	*GlaxoSmithKline NZ Ltd*
Associate Professor Marlena Kruger	*Massey University*
Professor Karen Luker	*University of Manchester*
Professor Robert Marshall	*Eastern Institute of Technology*
Professor Bruce Murdoch	*University of Queensland*
Professor David Russell	*Emeritus Professor of the University of Otago*
Dr Margaret Southwick	*Whitireia Community Polytechnic*
Professor Peter Stewart	*University of Melbourne*
Dr Samson Tse	*University of Auckland*
Professor Laurence Walsh	*University of Queensland*

Humanities and Law Panel	
Professor Erik Olssen *(chair)*	*Emeritus Professor of the University of Otago*
Professor Stewart Candlish	*University of Western Australia*
Professor Jenny Cheshire	*University of London*
Professor Paul Clark	*University of Auckland*
Professor John Cookson	*University of Canterbury*
Professor Richard Corballis	*Massey University*
Professor Vivienne Gray	*University of Auckland*
Professor Margaret Harris	*University of Sydney*
Associate Professor Jenny Harper	*Victoria University of Wellington*
Professor Janet Holmes	*Victoria University of Wellington*
Professor Diane Kirkby	*La Trobe University*
Professor Stuart Macintyre	*University of Melbourne*
Jonathan Mane-Wheoki	*University of Canterbury*
Professor Matthew Palmer	*Victoria University of Wellington*
Professor Raylene Ramsay	*University of Auckland*
Professor Richard Sutton	*University of Otago*
Professor Mike Taggart	*University of Auckland*
Associate Professor Paul Trebilco	*University of Otago*
Dr Lydia Wevers	*Victoria University of Wellington*
Sir David Williams	*University of Cambridge*

Māori Knowledge and Development Panel	
Professor Mason Durie *(chair)*	*Massey University*
Associate Professor Chris Cunningham	*Massey University*
Shane Edwards	*Te Wānanga o Aotearoa*
Professor Margaret Mutu	*University of Auckland*
Professor Tamati Reedy	*University of Waikato*
Dr Khyla Russell	*Otago Polytechnic*
Dr Ailsa Smith	*Lincoln University*

Mathematical and Information Sciences and Technology Panel	
Professor Vernon Squire *(chair)*	*University of Otago*
Dr Clare Atkins	*Nelson Marlborough Institute of Technology*
Associate Professor Stuart Barnes	*Victoria University of Wellington*
Professor George Benwell	*University of Otago*
Professor Kevin Burrage	*University of Queensland*
Professor Tony Dooley	*University of New South Wales*
Professor Michael Hendy	*Massey University*
Professor John Hosking	*University of Auckland*
Professor Nye John	*University of Waikato*
Professor John Lloyd	*Australian National University*
Professor Tony Pettitt	*Queensland University of Technology*
Professor David Ryan	*University of Auckland*
Professor Ah Chung Tsoi	*University of Wollongong*
Professor Geoff Wyvill	*University of Otago*

Medicine and Public Health Panel	
Professor Patrick Sullivan *(chair)*	*Massey University*
Professor Mark Cannell	*University of Auckland*
Professor Peter Ellis	*University of Otago*
Professor Cynthia Farquhar	*University of Auckland*
Professor David Jackson	*University of Otago*
Professor John Langley	*University of Otago*
Professor Vivian Lin	*La Trobe University*
Professor Colin Mantell	*University of Auckland*
Professor Iain Martin	*University of Auckland*
Professor Murray Mitchell	*University of Auckland*
Professor Ian Reid	*University of Auckland*
Professor Mark Richards	*University of Otago*
Professor Martin Tattersall	*University of Sydney*

Physical Sciences Panel	
Professor Dick Walcott *(chair)*	*Emeritus Professor of Victoria University of Wellington*
Professor Geoff Austin	*University of Auckland*
Dr Kelvin Berryman	*Institute of Geological and Nuclear Sciences*
Dr Ian Brown	*Industrial Research Limited*
Dr Roger Cooper	*Institute of Geological and Nuclear Sciences*
Professor James Coxon	*University of Canterbury*
Professor Gerard Gilmore	*University of Cambridge*
Professor Kuan Meng Goh	*Lincoln University*
Professor Leon Phillips	*University of Canterbury*
Professor Nigel Tapper	*Monash University*
Professor Joe Trodahl	*Victoria University of Wellington*
Professor Joyce Waters	*Massey University*
Professor Steven Weaver	*University of Canterbury*

Social Sciences and Other Cultural/Social Studies Panel	
Professor Dame Anne Salmond *(chair)*	*University of Auckland*
Dr Melani Anae	*University of Auckland*
Professor Maureen Baker	*University of Auckland*
Professor Allan Bell	*Auckland University of Technology*
Professor Lois Bryson	*Emeritus Professor of the University of Newcastle*
Professor Michael Corballis	*University of Auckland*
Professor Sean Cubitt	*University of Waikato*
Professor Garth Fletcher	*University of Canterbury*
Professor Brian Galligan	*University of Melbourne*
Dr Patu Hohepa	*Te Taura Whiri i te Reo Māori*
Professor Leslie King	*Emeritus Professor of McMaster University, Canada*
Professor Helen Leach	*University of Otago*
Dr Mel Pipe	*National Institutes of Health, USA*
Professor Hilary Radner	*University of Otago*
Professor Marian Simms	*University of Otago*
Professor Paul Spoonley	*Massey University*
Professor Tony Taylor	*Emeritus Professor of Victoria University of Wellington*
Professor David Thomson	*Massey University*
Professor Geoffrey White	*University of Otago*

PBRF Pacific Advisory Group	
Dr Airini	*Auckland College of Education*
Dr Melani Anae	*University of Auckland*
Ms Lanuola Asiasiga	*Massey University*
Dr Tupeni Baba	*University of Auckland*
Dr Peggy Fairbairn-Dunlop	*Consultant, Samoa*
Dr Ana Koloto	*Koloto & Associates Ltd*
Dr Linita Manuatu	*Auckland University of Technology*
Ms Karlo Mila	*Health Research Council*
Miss Jean Mitaera	*Whitireia Community Polytechnic*
Dr Eci Nabalarua	*University of Waikato*
Dr Ueantabo Neemia-Mackenzie	*University of the South Pacific*
Ms Anna Pasikale	*Tertiary Education Commission*
Dr Kabini Sanga	*Victoria University of Wellington*
Mr David Schaaf	*University of Auckland*
Dr Margaret Southwick	*Whitireia Community Polytechnic*
Dr Teresia Teaiwa	*Victoria University of Wellington*
Dr Colin Tukuitonga	*Ministry of Health*
Mr Timote Vaioleti	*University of Waikato*
Mrs Nuhisifa Williams	*University of Auckland*
Josephine Tiro	*Pasifika Education, Ministry of Education*

APPENDIX C
Verification and auditing of PBRF data

Purpose

1 This appendix reports on the results of the verification and auditing of data for the 2003 Quality Evaluation. The appendix begins with a brief description of the background to the verification and auditing process. It then provides a more detailed account of each of the four main elements of the audit strategy:

a the audit of (up to) four nominated research outputs (NROs) in each Evidence Portfolio conducted on behalf of the TEC by the National Library of New Zealand (National Library);

b the audit of the peer esteem and contribution to research environment components of Evidence Portfolios conducted by the TEC (with assistance from the National Library);

c the staff eligibility audit led by the Ministry of Education; and

d an independent assurance over the processes of the Quality Evaluation conducted by the Office of the Controller and Auditor-General (OAG).

2 The verification of data in relation to the PBRF's measures for external research income and research degree completions is noted in Chapters 6 and 7 respectively.

Background

3 The TEC and the Ministry of Education initially developed a policy on PBRF data checking and verification in May 2003, and the resulting policy document was released to the tertiary sector for consultation and comment. The document was subsequently revised and used as the basis for the development of a detailed "strategic audit plan" outlining:

a the objectives underpinning the audit strategy;

b the key planning premises on which the strategy was based; and

c the methodologies that were to be employed in executing each element of the strategy.

4 The primary aim of the various audits was to provide independent assurance: firstly on the integrity of the data supplied by TEOs in relation to the PBRF; and secondly on the rigour, consistency and integrity of the assessments conducted by the peer review panels.

Audit of NROs

Background

5 The original intention was that a proportion of NROs and other research outputs listed in the Evidence Portfolios would be crosschecked against a number of publication databases (and other data sources). It was expected that primary attention would be placed upon the NROs, given their relative importance in the 2003 Quality Evaluation. It was envisaged that the focus would be upon those types of outputs that are amenable to such checking processes – that is, authored and edited books, journal articles, and conference papers – with particular attention given to those aspects of the output where inaccurate information could affect perceptions of its quality (the number of authors, location details, pagination, etc).

6 Subsequently, however, it was concluded that fairness issues would arise if checking were restricted to a proportion of certain kinds of research outputs. This is because the outputs that were checked and found to be ineligible would be excluded from the assessment, whereas any ineligible outputs that were not checked were likely to go undetected and would thus be included in the assessment.

7 In view of this, consideration was given to the possibility of focusing only upon NROs and checking as many of these as possible via database searches. On further investigation, however, it was concluded that this option was also unsatisfactory. First, a significant number of research output types are not readily amenable to database checking (eg chapters in books, many conference papers, and art works). Second, even those output types that are relatively amenable to database verification methods, such as books and journal articles, cannot in all cases be fully checked by these methods alone. Third, extensive database searches of the kind envisaged are costly and relatively time consuming, and they require suitably qualified staff. Equally important, if the aim were to check all NROs (in the interests of consistency and fairness), then the database searches would need to be supplemented by on-site visits to all the TEOs participating in the 2003 Quality Evaluation.

8 After further deliberation, it was concluded that the most efficient and effective way to verify the existence, eligibility and accuracy of all NROs would be to conduct systematic on-site visits and make little (if any) use of database searches. Because of time constraints, the verification process was conducted during early-to-mid October 2003 – which created significant pressure for the audit teams, the TEOs and the TEC as the assessment of Evidence Portfolios was also due to start in mid October. Another consideration was the desire to avoid, if at all possible, any overlap between the conduct of the NRO audit and the assessment of NROs by panel members.

Design of the NRO audit

9 The initial intention of the NRO audit was to check each NRO to determine, first, whether it was eligible and, second, whether the details supplied about it in the relevant Evidence Portfolio contained any "serious errors". Given the time constraints and the volume of NROs to be checked, it was decided that simple errors, such as typographical mistakes, would not be recorded.

10 The audit methodology rendered NROs ineligible (and thus discounted from the assessment process) under three circumstances:

a if they were "produced" (published, performed, exhibited, etc) outside the assessment period for the 2003 Quality Evaluation; or

b if they were not authored by the person who submitted the relevant Evidence Portfolio; or

c if there was no evidence to confirm their existence.

Such errors were subsequently referred to as "fundamental errors".

11 "Serious errors" were deemed to be those kinds of errors that could materially affect a panel assessor's judgement concerning the quality of an NRO. Six categories of "serious error" were initially identified:

a claims that an edited book was an authored book;

b failure to include the names of co-authors, thus implying that the NRO was sole-authored;

c claims that a conference contribution was a journal article (or a book chapter);

d significant location errors that might affect an assessor's perception of an NRO (eg the wrong publisher);

e title errors that might affect an assessor's perception of an NRO; and

f claims that an output had significantly more (or fewer) pages (ie 30% plus or minus) than was actually the case.

12 During the course of the audit, three of these six categories of serious error were checked – categories (a), (b) and (f). The other three categories were not checked, partly because of the constraints of time and partly because of doubts over the capacity of the checkers to assess all such cases in an accurate manner.

13 Although errors falling within categories (a), (b) and (f) were initially recorded by the National Library's audit teams, it was decided at an early stage during the conduct of the audit not to report this information to panel members and not to ask TEOs to confirm each error. There were a number of reasons for this decision. First, by the third day of the audit it appeared that the volume of

fundamental and serious errors was so great that it would have been impossible to complete the audit task within the available timeframe. Accordingly, it was decided that the audit teams should give their primary attention to fundamental errors, since these were of much greater importance. Second, and related to this, TEOs were having difficulty dealing with the audit teams' numerous requests to locate and verify NROs, and it was concluded that many TEOs would not be able to cope with the added workload if all the serious errors that were being identified also needed to be checked and confirmed. Third, there were concerns about the fairness of reporting certain categories of serious errors to panel members but ignoring other, equally important, categories.

Conduct of the NRO audit

14 As noted, the NRO audit was conducted by the National Library on behalf of the TEC. Seven audit teams, led by qualified librarians, visited TEOs between 6 October and 24 October 2003. Check sheets were created for each Evidence Portfolio containing NRO details, and the results of the audit were entered into a reporting template created for each participating TEO. Where the eligibility of NROs could not be verified (eg because of missing outputs or a lack of key information), or where the eligibility was in doubt (eg because the output appeared to have been produced outside the assessment period), TEO liaison personnel were asked to provide further information.

15 Wherever possible, each audit team sought to verify the eligibility of all NROs before leaving the TEO. In most cases, however, this was not possible because of the unexpectedly large volume of work and the tight timetable. Indeed, in some instances the eligibility of a significant number of NROs could not be adequately verified before the audit team departed. In other instances, many NROs were reported to be ineligible, usually because they were produced outside the assessment period.

16 On receipt of the final reports from team leaders, the TEC sent the relevant templates to participating TEOs, with a request for them to check the conclusions of the audit teams and endeavour to resolve outstanding issues. PBRF staff subsequently visited TEOs with unresolved NRO eligibility issues during late October and early November 2003 in order to verify the eligibility of those NROs. TEOs then provided certificates to the TEC listing those NROs that were agreed (between them and the TEC) to be ineligible.

17 On receipt of these certificates, the PBRF staff advised the appropriate panel members and/or panels responsible for the assessment of the relevant Evidence Portfolios that selected NROs were to be excluded from the 2003 Quality Evaluation.

Results of the NRO audit

18 Although the reporting templates were being updated and forwarded to the TEC by the National Library on a daily basis, the National Library also supplied a consolidated report containing data with the number and errors by type in late October 2003. The relevant data are reported in Table C-1. Note that these figures represent the initial results of the audit (ie before the follow-up visits to TEOs by members of the PBRF Project Team). These data deal only with fundamental errors – serious errors were not reported to panel members and, as the audit progressed, the National Library audit teams were advised not to focus on serious errors.

Table C-1 NROs – Fundamental Errors Identified by the National Library

Types of Fundamental Error	Number of Cases	As % of All[15] NROs
Outside assessment period	572	2.53%
No evidence of author	65	0.29%
Missing or non-verifiable outputs	829	3.67%
Total Errors	**1,466**	**6.49%**
All NROs	22,583	100%
Number of NROs Audited	21,992	97.38%

19 As a result of the follow-up work undertaken by TEOs during late October and early November, a high proportion of the missing and non-verifiable NROs were located and/or verified. Additionally, some NROs that were initially thought to be ineligible because they were produced outside the assessment period were found, on further investigation, to be eligible. The final results of the NRO audit that were reported to the panel members for consideration during the assessment of Evidence Portfolios are shown in Table C-2.

Table C-2 NROs – Fundamental Errors Confirmed

Types of Fundamental Error	Number of Cases	As % of All NROs
Outside assessment period	109	0.48%
No evidence of author	0	0.00%
Missing or non-verifiable outputs	53	0.23%
Total Errors	**162**	**0.72%**

15 There were a total of 22,583 NROs; but, because of a data error, only 21,992 (97.38%) of these were audited. The data error occurred when the check sheets and Excel spreadsheets were transferred to the National Library. Note, however, that a higher-than-expected proportion of NROs were examined by panel members. Accordingly, a significant proportion of the 591 not checked by the National Library will have been reviewed by panel members.

Conclusion

20 The NRO audit was administratively burdensome, both for the TEC and the 22 TEOs that participated in the 2003 Quality Evaluation. A number of recommendations have been received from TEOs and the National Library on ways to improve future verification exercises of this kind, and these will be considered during the planning of the proposed 2006 Quality Evaluation.

21 TEOs are commended for their efforts during the NRO verification process and the outcome is considered satisfactory under the circumstances.

Internal evaluation of peer esteem and contribution to research environment components

Background

22 The original intention was for TEC staff to audit the data contained in the peer esteem and contribution to research environment components of Evidence Portfolios. As the Evidence Portfolios were received, however, it became apparent that most entries in the peer esteem and contribution to research environment components would be difficult to verify. After further consideration, it was decided that rather than attempting to audit the data in these components, the TEC would conduct an evaluation with the aim of establishing what proportion of the entries were possible to verify using database searches. The National Library was commissioned to assist with this evaluation. Additionally, any concerns raised by panel members regarding peer esteem or contribution to research environment entries would be investigated.

Design and conduct of the peer esteem and contribution to research environment audit

23 A small team in the TEC examined the peer esteem and contribution to research environment components of 49 Evidence Portfolios, drawn from a range of TEOs and subject areas. Where it was considered that the National Library was in a good position, because of its wider access to international and local databases, to check certain entries, the relevant Evidence Portfolios were forwarded to the National Library for examination.

24 The key findings are set out in Tables C-3 and C-4. As is evident from the data in these tables, a high proportion of entries could not be validated using database searches (78.8% of peer esteem entries and 91.3% of contribution to research environment entries). Of the 147 entries where relevant data could

be located, only four were found to contain (or likely to contain) incorrect data, while only six entries were found to be ineligible (or likely to be ineligible) by virtue of the relevant data being outside the assessment period.

25 The peer esteem category most consistently easy to verify was “prizes and awards”. The categories “conference addresses” and “fellows/memberships” were also relatively easy to verify, largely because the Evidence Portfolios often included details of dates and organisations with websites. The peer esteem category that was consistently most difficult to verify was “student factors”: this information is not available via the internet.

Table C-3 Combined Results of the TEC and National Library Evaluation of the Peer Esteem Component

Peer Esteem (PE)	Number	As % of Total Data
Total PE data entries examined	**491**	
Data located and found to be correct	98	20.0%
Data that could not be located	387	78.8%
Data located and found to be incorrect	3	0.6%
Data outside eligibility period	3	0.6%

Table C-4 Combined Results of the TEC and National Library Evaluation of the Contribution to Research Environment Component

Contribution to Research Environment (CRE)	Number	As % of Total Data
Total CRE data entries examined	**492**	
Data located and found to be correct	39	7.9%
Data that could not be located	449	91.3%
Data located and found to be incorrect	1	0.2%
Data outside eligibility period	3	0.6%

26 The contribution to research environment categories that were easiest to verify were “consortia membership”, “research discipline” and “external research funding”, largely because Evidence Portfolios often included details of dates and organisations with websites. The contribution to research environment category that was consistently most difficult to verify was “student supervision”. As with “student factors”, information on “student supervision” is not available via the internet.

27 There are a variety of reasons why peer esteem and contribution to research environment entries were difficult to verify, including:

a staff with more than 30 examples tended to group similar entries together, thus making the data very generalised;

b character limits in the description fields restricted the amount of data;

c website addresses, or other types of locations, were not suggested as part of the PBRF guidelines for description of peer esteem and contribution to research environment components; and

d some entries did not adequately comply with the PBRF guidelines (eg key details such as dates, places, and the names of organisations were often omitted).

Conclusion

28 Although the TEC was not able to audit the data contained in the peer esteem and contribution to research environment components of Evidence Portfolios as originally planned, the examination of the data was a valuable exercise and will assist with the process of developing more robust checking methods for future Quality Evaluations.

Staff eligibility audit

Background

29 As part of the data checking and verification process, it was agreed that the Ministry of Education, on behalf of the TEC, would undertake an audit of PBRF staff eligibility. The aim of this exercise was to ensure that all eligible staff were actually included by participating TEOs in the 2003 Quality Evaluation and that no ineligible staff were included. The approach undertaken, together with the findings of the audit, are outlined below.

Design and conduct of the staff eligibility audit

30 TEOs were required to complete the PBRF Census: Staffing Return (PBRF Census) and forward it to the Ministry of Education in late July 2003. Once this information was received a comparison was made between the relevant PBRF Census data and the Ministry of Education's Single-Data Return (SDR) data for the following five staff categories: total, male, female, full-time, and part-time.

31 The PBRF Census data were subsequently sub-totalled according to the staff-position title and these totals were then compared with the position titles in the SDR. This indicated the greatest differences between individual TEOs, as well as between types of TEOs.

32 So, by comparing the data by staff-position title for all universities, tolerances based on the percentage difference between PBRF Census and SDR data were created for different position titles. This highlighted those TEOs that warranted follow-up based on the size of the difference between the data from the PBRF Census and that from the SDR.

33 Additionally, recent staff calendars were obtained from the internet for all participating TEOs and the PBRF-eligible names were compared with the names appearing on the relevant calendar. A count of the Evidence Portfolios submitted was also compared with the PBRF Census data. Both of these pieces of data were used to help interpret and support initial findings.

34 As another crosscheck, 2002 EFTS figures for each participating TEO were gathered. By calculating the percentage of each TEO's postgraduate and undergraduate students and comparing this with the percentage of PBRF-eligible staff against SDR data, conclusions could be made on where a TEO's PBRF count appeared to be artificially high (or low).

35 In order to supplement the quantitative data outlined above, participating TEOs were asked to explain how they had interpreted and applied the "substantiveness" test (ie in relation to research and/or degree-level teaching). Their responses were analysed and examples of eligible/ineligible staff checked against other PBRF data. This information was also used to gain an understanding of how each TEO had interpreted the PBRF-eligibility rules.

36 On the basis of the quantitative and qualitative data available, various *apparent* anomalies were identified. For instance, in the case of two universities it was found that more than 25% of professors had been deemed to be ineligible to participate in the PBRF, while in another over 40% of senior lecturers were PBRF-ineligible. In other instances, there were examples of: TEOs having more PBRF-eligible staff than the total number of staff reported via the SDR; major disparities between the proportions of male and female academic/research staff included in the PBRF; and staff with an FTE of less than 0.2 being included in the PBRF.

37 It should also be noted that panel members, on the receipt of their assigned Evidence Portfolios, raised concerns with the PBRF Project Team about the eligibility of certain staff – this acted as a final avenue for checking staff eligibility. Wherever there was evidence of significant apparent anomalies, letters were sent to the relevant TEO asking for an explanation.

Results of the staff eligibility audit

38 All TEOs that were asked to explain the apparent anomalies provided reasonable explanations for the differences between the PBRF Census data and the Ministry's SDR data. In essence, the key difference is in the way the data are reported. In the case of the SDR, TEOs reported staff by the *positions*

that they held on the relevant date; whereas in the case of the PBRF Census, TEOs generally reported the *role*s that staff were fulfilling. This accounted for many of the large apparent discrepancies identified between the two data sources. In no cases, however, was staff PBRF-eligibility affected by the comparison of the PBRF Census and the SDR data.

39 In all cases where panel members questioned staff eligibility, the TEC sent letters to the TEOs concerned asking for explanations. A total of nine queries were sent to four TEOs. The queries were centred on the policy concerning a staff member's principal place of research being overseas (see *PBRF: A Guide for 2003* [Part 2, Section B]). In three cases, the staff concerned were withdrawn from the evaluation process before panels convened. In five cases, staff were awarded a Quality Category but were later withdrawn from the process. In the final case, the staff member remained in the evaluation process as the TEO in question provided a satisfactory explanation to the TEC.

Conclusion

40 The rules for staff eligibility are one of the cornerstones of the PBRF. A number of anomalies between the SDR and the PBRF Census data were identified during the staff eligibility audit. However, satisfactory explanations were provided by TEOs when anomalies were brought to their attention. All concerns raised by panel members about the eligibility of specific staff were investigated, and in most cases the concerns were found to be justified. A review of the rules for staff eligibility will be undertaken in preparation for the 2006 Quality Evaluation.

OAG independent assurance

Background

41 During the development of the process for verifying and auditing the PBRF, it was recognised that it would be desirable to have an independent agency observe and confirm that the 2003 Quality Evaluation was conducted in a robust, fair and consistent manner, and in accordance with the agreed guidelines. Therefore, the OAG agreed to the TEC's request to provide independent assurance over the processes for the evaluation of research proposals[16] relating to the PBRF. In particular, the TEC sought assurance that:

a the processes established for the assessment of Evidence Portfolios conformed to good practice;

b the peer review panels conducted their assessments in a robust, fair and consistent manner; and

16 "Research proposals" in this context means Evidence Portfolios.

c the issue of probity was properly addressed to ensure that the integrity of the process was not compromised and that no parties were unfairly treated.

Design and conduct of the OAG's independent assurance work

42 The OAG designed and implemented a two-stage assurance programme:

a Stage 1 – this consisted of an evaluation and initial feedback to the TEC on whether the processes and policies relating to the 2003 Quality Evaluation were aligned to good practice.

b Stage 2 – this consisted of the provision of real-time assurance services based on tests, procedures and enquiries performed on a sample basis.

43 The Stage 1 review consisted of a retrospective review of the processes established to evaluate the Evidence Portfolios compared to good practice. The OAG reviewed:

a governance, management and communication processes for the 2003 Quality Evaluation;

b processes established for identifying and mitigating/eliminating actual or potential conflicts of interest;

c processes to ensure confidentiality of sensitive information;

d processes to receive and secure the Evidence Portfolios submitted by TEOs;

e processes to establish the peer review panels (including an appropriate mix of skills and expertise) and to allocate the Evidence Portfolios to a panel and then to specific panel members;

f the proposed assessment processes, including the operation of the panels, the decision-making process, and the methodology for evaluation (eg criteria, scoring system, individual evaluations by the panel members, and moderation processes); and

g any other relevant processes.

44 The Stage 2 review consisted of the OAG providing real-time assurance in relation to key aspects of the assessment process. To this end, the OAG was present at vital stages of the process. The assurance covered the following specific areas:

a that there was compliance with recognised good practice and processes established by the TEC at each of the key stages;

b that the decisions made on the allocation of Evidence Portfolios were consistent with the processes established for such allocation and had due regard to actual or potential conflicts of interest;

c that the criteria set for the assessment of Evidence Portfolios were consistently applied by each panel;

d that panel decisions were made through impartial application of the assessment methodology;

e that an auditable document trail was maintained (in the event of disputes);

f that the process for investigating and following up any alleged conflicts of interest arising during the assessment process was transparent, fair and unbiased; and

g that there was periodic feedback to the PBRF Operations Manager and the TEC's Internal Audit Manager.

Conclusion

45 The OAG was generally satisfied with the policies and procedures established and observed during the course of the 2003 Quality Evaluation. Although comments and recommendations have been made for future Quality Evaluation rounds, the OAG has concluded that the assessment of Evidence Portfolios was conducted in accordance with the processes and guidelines established by the TEC and generally conformed to good practice. The OAG's final assurance report is included on the following pages.

Annex: The assurance report of the Office of the Controller and Auditor-General

OFFICE OF
THE CONTROLLER AND AUDITOR-GENERAL
Te Mana Arotake

20 February 2004 Our Ref: SB08-0216C

Ann Clark
General Manager
Tertiary Education Commission
PO Box 27-048
WELLINGTON

Dear Ms Clark

ASSURANCE OVER THE PROCESSES FOR EVALUATION OF RESEARCH PROPOSALS RELATING TO THE PERFORMANCE BASED RESEARCH FUND

In accordance with our proposal dated 16 September 2003, this is our final assurance report on the Tertiary Education Commission's (TEC) processes for evaluation of research proposals (evidence portfolios) relating to the Performance Based Research Fund (PBRF).

Background

The Auditor-General has agreed to provide independent assurance to TEC under the authority of section 17 of the Public Audit Act 2001, as follows:

- That the processes established around the evaluation of the evidence portfolios conforms to good practice.
- That during the actual evaluation process, key stages conform to good practice and the process is conducted in a transparent, fair and unbiased manner to all Tertiary Education Organisations (TEOs) submitting evidence portfolios.
- The issue of probity is addressed to ensure the integrity and consistency of the process so that no parties are unfairly treated.

Our work was limited to providing independent assurance over the processes for the evaluation of evidence portfolios. Our work did not involve providing assurance in respect of any other aspect of the processes devised by the TEC to assist in determining the allocation of funding from the

PBRF. Specifically, we were not engaged to provide assurance over the assessment of "Postgraduate Research Degree Completions" or "External Research Income". Similarly, we have not reviewed the processes for combining the results of each of the above processes to identify the amount of funding to be allocated to each TEO.

Approach

Our approach to providing assurance over the evaluation of evidence portfolios consisted of two stages:

- In Stage 1 we conducted a retrospective review of the processes that had been established to facilitate the evaluation of the evidence portfolios as compared to good practice.
- In Stage 2 we provided real-time assurance over the application of those processes reviewed above. Our work in Stage 2 has been based on tests, procedures, observations and enquiries we performed on a sample basis. Our conclusions are based on the work we have performed.

Conclusion

Based on the results of our work, nothing has come to our attention that causes us to believe that TEC's processes, procedures and practices, used during the evaluation of evidence portfolios submitted by Tertiary Education Organisations, were not conducted fairly and objectively. Overall, the evaluation processes have been consistent with good practice:

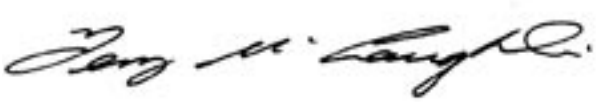
- The governance and management processes were robust and ensured the processes proceeded to the timetable developed. Management processes were flexible enough to respond to changes in circumstances and to take appropriate action.
- Robust processes were established for identifying and mitigating/eliminating actual or potential conflicts of interest. We are unaware of any outstanding probity issues relating to conflicts of interest.
- Satisfactory attention was paid to processes to ensure the confidentiality of sensitive information. We are unaware of any outstanding issues relating to disclosure of sensitive information.
- The evaluation methodologies were well documented and consistent with the request for applications issued to Tertiary Education Organisations, and with good practice.
- Communication processes were well managed and appropriately documented.
- Processes for receipt, opening and security of evidence portfolio submissions were robust and consistent with good practice.
- The specified evaluation methodology was applied impartially and in accordance with the documented processes.
- Discussion of the merits of individual evidence portfolios was robust and resulted in scores/grades which clearly reflected the views of the evaluation panels. The moderation process was robust, assisting the panels to apply the evaluation methodology consistently.

- The final reports of the evaluation panels and the moderation panel adequately summarise the evaluation processes and the final recommendations of the panels.
- Those aspects of the public report relating to the evaluation of evidence portfolios, fairly reflect the evaluation processes undertaken.
- TEC has maintained an appropriate audit trail of the evaluation process.

We are not aware of any probity issues outstanding.

We are aware that the TEC is conducting various audits and evaluations of the evaluation processes to further enhance the processes for future PBRF funding allocation assessments. We support these initiatives.

Yours sincerely



Terry McLaughlin

Assistant Auditor-General

APPENDIX D
Evaluation of the PBRF

1 There will be a thorough and independent evaluation of the PBRF. The aims of this will be to:

a determine the extent to which the aims of the PBRF have been achieved;

b analyse the results of the Quality Evaluations (in 2003 and 2006) and assess what they reveal about the quality and pattern of research activity across New Zealand's tertiary sector;

c identify the impacts, positive and negative and intended and unintended, of the PBRF on the nature, quality and quantity of research conducted in the tertiary education sector, and assess the significance of these impacts; and

d provide evidence to inform policy decisions on the design, implementation and funding of the PBRF – including the transitional funding arrangements during 2004 to 2007, the conduct of the proposed Quality Evaluations in 2006 and 2012, and the PBRF funding formula.

2 The evaluation of the PBRF will be conducted in three separate phases:

a *The short-term phase*. This will focus upon an evaluation of the implementation process (especially in relation to the 2003 Quality Evaluation) and the short-term impacts of the PBRF on the tertiary education sector, including modelling the likely financial implications of the PBRF for TEOs during 2004 – 2007. It will also consider the results of the 2003 Quality Evaluation and what these reveal about the overall quality of research being conducted in the tertiary education sector, the main areas of research strength and weakness, and the relative research performance of the TEOs that have participated in the PBRF. The short-term phase is being undertaken independently by Web Research, whose report is due in May 2004. This will contribute to a Ministry of Education paper reviewing the PBRF that is to be submitted to the Cabinet by 30 June 2004.

b *The medium-term phase.* This will focus upon a more detailed review and evaluation of the wider impacts of the PBRF on the tertiary education sector. It is envisaged that this phase will commence towards the end of 2004 and be completed in time for the Ministry of Education to provide a paper on the future shape of the PBRF to the Cabinet by 30 September 2005.

c *The longer-term phase.* This will focus upon whether the PBRF has fulfilled its stated objectives and whether the overall benefits have exceeded the costs. It is envisaged that such an evaluation will be undertaken sometime after the 2006 Quality Evaluation has been completed (in late 2006 or early 2007) but before the third Quality Evaluation (which is due in 2012).

APPENDIX E
Complaints process

1 In accordance with the agreed policy framework, the TEC has instituted a complaints process for the 2003 Quality Evaluation. The TEC will accept and investigate only those complaints that concern possible administrative or procedural errors. These errors could include:

   a the failure to supply a Quality Category for a staff member for whom an Evidence Portfolio was submitted to the TEC; and

   b a concern that a peer review panel may not have followed the process as outlined in the relevant assessment guidelines (eg a particular conflict of interest may not have been identified or managed appropriately).

2 The TEC will not accept or investigate complaints relating to the substantive decision making by a peer review panel, including:

   a the criteria for evaluating Evidence Portfolios;

   b the guidelines on the conduct of the assessment process;

   c the selection of particular peer review panel members; and

   d the judgements made by peer review panels concerning the quality of Evidence Portfolios.

3 Only a TEO may make a complaint. Any complaints received from individual staff will be referred back to the relevant TEO.

4 All complaints must be in writing to the General Manager of the TEC stating the reasons for the complaint. Where a TEO wishes to complain about the Quality Category assigned to more than one of its staff, a separate complaint (with accompanying reasons for the complaint) must be lodged with the TEC for each of the staff in question.

5 There is a charge of $200 per complaint. A complaint is limited in scope to a single Evidence Portfolio.

6 Complaints must be lodged within 15 working days of the TEO having been notified of the Quality Evaluation results.

7 The TEC will provide a formal response in writing in all cases and will endeavour to deal with all complaints within 20 working days of a written complaint being received.

8 On receiving a complaint, the General Manager will ask appropriate TEC staff to investigate the matter and provide an initial report. Depending on the nature of the complaint, one of the two independent reviewers may be asked to assist or advise the TEC. In the event that the complaint is upheld, appropriate remedial action will be taken.

9 The TEC will not undertake further investigation of a complaint once it has made a formal response to the TEO in question, even though the TEO may remain dissatisfied with the response.

10 The TEC has appointed Sue Richards and Peter McKenzie QC to serve as independent reviewers for the complaints process.

APPENDIX F
List of abbreviations

Abbreviation	**Meaning**
AIS	Auckland Institute of Studies at St Helens
AUT	Auckland University of Technology
CRE	contribution to research environment
EFTS	equivalent full-time student
ERI	external research income
FTE	full-time-equivalent
National Library	National Library of New Zealand
NAU	nominated academic unit
NRO	nominated research output
OAG	Office of the Controller and Auditor-General
PBRF	Performance-Based Research Fund
PBRF Census	PBRF Census: Staffing Return
PE	peer esteem
RAE	research assessment exercise
RO	research output
RDC	research degree completions
SDR	Single-Data Return
TEAC	Tertiary Education Advisory Commission
TEC	Tertiary Education Commission
TEO	tertiary education organisation
VRF	volume of research factor

APPENDIX G
Glossary of terms

Assessment period	The period between 1 January 1997 and 31 December 2002. Only research outputs produced in this period are eligible for inclusion in Evidence Portfolios for the 2003 Quality Evaluation.
Census date	31 July 2003 (see PBRF Census: Staffing Return).
Contribution to research environment (CRE)	Contribution that an eligible staff member has made to the general furtherance of research in his/her TEO or in the broader sphere of their subject area. One of the three components of an Evidence Portfolio.
Eligible staff member	TEO staff member eligible to take part in the Quality Evaluation.
Evidence Portfolio	Collection of information on an eligible staff member's research outputs, peer esteem, and contribution to the research environment during the assessment period; is reviewed by a peer review panel and assigned to a Quality Category.
External research income (ERI)	Income for research purposes gained by a TEO from external sources. External research income is one of the three elements in the PBRF funding formula, along with the Quality Evaluation and research degree completions.
Nominated academic unit	Groupings of staff as nominated by each TEO for the purposes of reporting aggregated results of the Quality Evaluation.
Nominated research outputs (NROs)	The (up to four) best research outputs that the eligible staff member nominates in her/his Evidence Portfolio. Given particular scrutiny during the Quality Evaluation process.
Other research outputs	The additional (up to 50) research outputs submitted by the eligible staff member as part of her/his Evidence Portfolio.
PBRF Census: Staffing Return	A process run by the Ministry of Education whereby TEOs provide a detailed census of those of their staff participating in the PBRF Quality Evaluation process.
Peer esteem (PE)	Esteem with which an eligible staff member is viewed by fellow researchers. One of the three components of an Evidence Portfolio.

Peer review panel	Group of experts who evaluate the quality of research as set out in individual Evidence Portfolios. There are 12 peer review panels each covering different subject areas.
Quality Category	A rating of researcher excellence that eligible staff are assigned to following the Quality Evaluation process. There are four categories – "A", "B", "C", and "R". Category "A" signifies researcher excellence at the highest level, and Category "R" represents research activity or quality at a level which is insufficient for recognition by the PBRF.
Quality Evaluation	The component of the PBRF that assesses the quality of research output produced by eligible staff, the esteem with which they are regarded for their research activity, and their contribution to the research environment.
Quality score	A standard measure of research quality. It is calculated by adding the weighted Quality Categories (ie "A" [10], "B" [6], "C" [2], and "R" [0]) of the PBRF-eligible staff in a particular unit (such as a TEO, nominated academic unit, or subject area) and dividing by the number of staff concerned, either on a head-count or FTE basis.
Research degree completions (RDC)	A measure of the number of research-based postgraduate degrees completed within a TEO where there is a research component of 0.75 EFTS or more. One of the three elements in the PBRF funding formula, along with the Quality Evaluation and external research income.
Research output (RO)	Product of research that is evaluated during the Quality Evaluation process. One of the three components of an Evidence Portfolio.
Specialist adviser	Expert in a particular subject area used to assist a peer review panel to evaluate a particular Evidence Portfolio.
Subject area	An area of research activity. For the purposes of the Quality Evaluation, research activity was classified into 41 subject areas each of which embodies a recognised academic discipline or disciplines. The 41 subject areas are listed in Appendix H.
Tie-points	The quality standards expected for scores 2, 4 and 6 in each of the three components of an Evidence Portfolio.

APPENDIX H
PBRF subject areas

Accounting and finance

Agriculture and other applied biological sciences

Anthropology and archaeology

Architecture, design, planning, surveying

Biomedical

Chemistry

Clinical medicine

Communications, journalism and media studies

Computer science, information technology, information sciences

Dentistry

Design

Earth sciences

Ecology, evolution and behaviour

Economics

Education

Engineering and technology

English language and literature

Foreign languages and linguistics

History, history of art, classics and curatorial studies

Human geography

Law

Management, human resources, industrial relations, international business and other business

Māori knowledge and development

Marketing and tourism

Molecular, cellular and whole organism biology

Music, literary arts and other arts

Nursing

Other health studies (including rehabilitation therapies)

Philosophy

Physics

Political science, international relations and public policy

Psychology

Public health

Pure and applied mathematics

Religious studies and theology

Sociology, social policy, social work, criminology and gender studies

Sport and exercise science

Statistics

Theatre and dance, film and television and multimedia

Veterinary studies and large animal science

Visual arts and crafts

APPENDIX I
List of related documents on the TEC website

1. Report of the Moderation Panel
2. Report of the Biological Sciences Panel
3. Report of the Business and Economics Panel
4. Report of the Creative and Performing Arts Panel
5. Report of the Education Panel
6. Report of the Engineering, Technology and Architecture Panel
7. Report of the Health Panel
8. Report of the Humanities and Law Panel
9. Report of the Māori Knowledge and Development Panel
10. Report of the Mathematical and Information Sciences and Technology Panel
11. Report of the Medicine and Public Health Panel
12. Report of the Physical Sciences Panel
13. Report of the Social Sciences and Other Cultural/Social Studies Panel