New Zealand Experience of PBRF:

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Performance Based Research funding

- Schools or departments earn a proportion of their income based on the PBRF fund
- Nothing for staff who are research inactive
- Graded payment A, B and C
Funding to schools

- 60% Academic research outputs
- 25% Degree completions
- 15% Grant income

Assessment

By portfolio on three categories:
- Research outputs
- Peer esteem
- Research culture contribution

- Enormous personal and organisation commitment to preparation
Research outputs

• Top four
• Other publications
• Level of journal/impact
• Number of citations
• Significance of work  ???

Peer esteem

• Standing in discipline
• Recognition
• Awards
Research culture

- Research supervision
- Research marking
- Visiting scholars
- Collaborative endeavour
- Current grants

Weighting to categories

- Research output 70%
- Peer esteem 15%
- Research culture 15%
**Scoring process**

- 600-700 = A
- 400-599 = B
- 200-399 = C
- Less than 200 = R

**History**

- New Zealand has had one assessment round
- Next round is 2006

Universities fiercely competitive. “League table rather than fund distribution “
Polytechics largely not engaged although teach degree programs
Nursing scores

- The lowest of all disciplines (as in UK, RAE)
  A  nil
  B  3
  C  18
  R  137
  Total  158

Challenges for Nursing

Many staff still completing own PhD
High teaching loads
Percentage of staff need clinical competence
Limited research money available to those without a track record
Limited multidisciplinary relationships
• Prior discussion with Government met with sympathy but no positive action

Impact

• Altered hiring practices (and poaching)

• Clinical relevance or research attractiveness; currently these are different people

• NP programme needs both!!
Impact

• How is nursing viewed as a result of this outcome

• Response varies…..from “does not belong in a University anyway” to “critical discipline … needs investment”

British and UK response

• Adequate administration support is critical when trying to make a great deal out of very little

• Specific research training is essential

• Focus on programme development
• Some universities investing in nursing by returning overheads on grants
• Individual academics required to become much more focused on narrower areas of research. Implications for a practice discipline

NZ Response

• Generally much more preparation this round
• No specific support for nursing
• National BRCSRA response …still in discussion
• Discussions re relevance versus excellence
• Discussions re measurement of impact
• Panel composition?
• Panel choice?

• Long term challenges with ageing workforce

• A huge amount of hard purposeful work required if nursing is to flourish in PBRF environment
• Chicken and egg situation
Hard choices

- Will nurse researchers also teach in undergrad programs? Canadian experience suggests not.
- Knowledge transfer and knowledge uptake become critical issues.
- Scholarship and research: are they the same thing??