

Statement of Service Performance



Statement of Service Performance

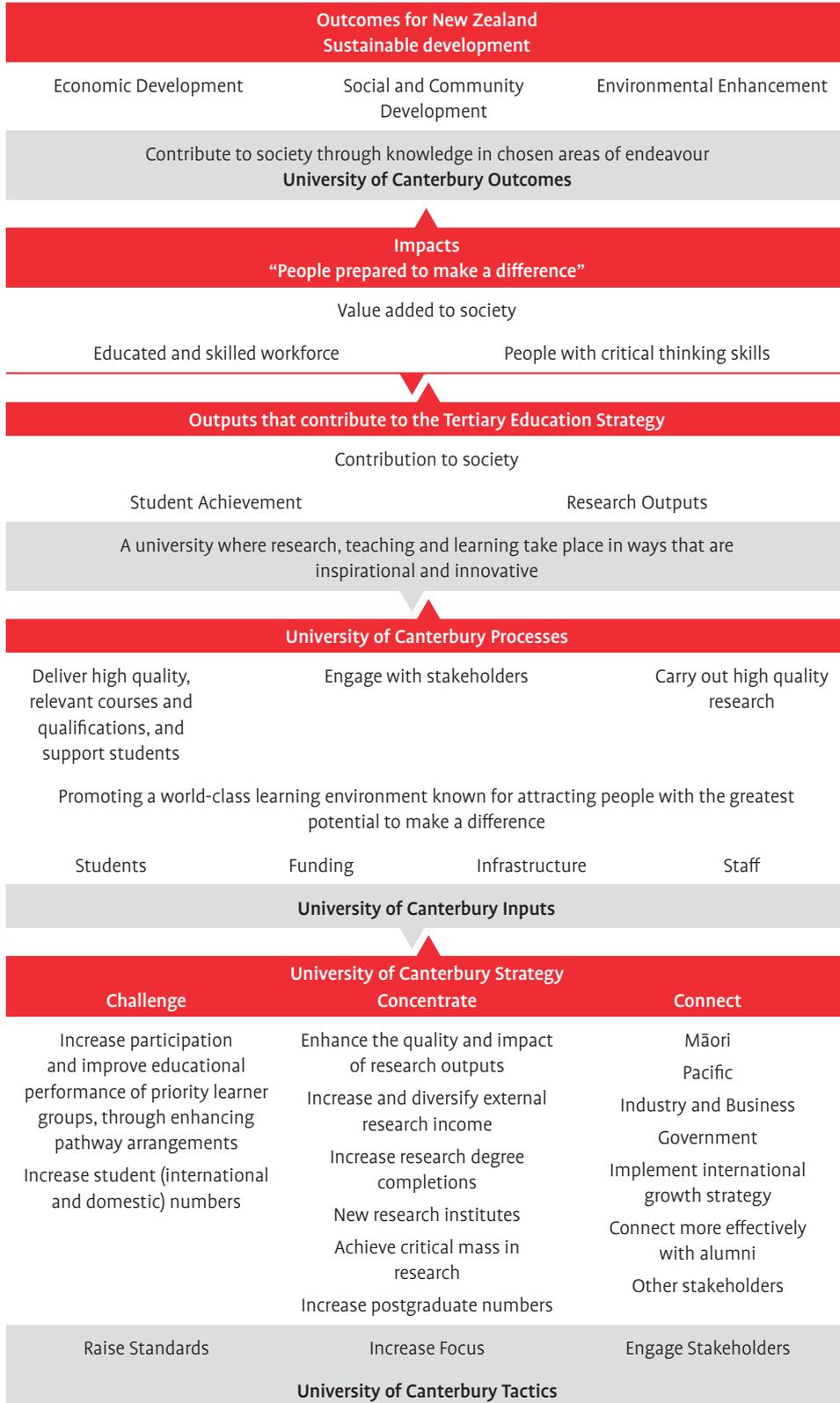
The vision of the University is “People Prepared to Make a Difference”. The mission of the University is to contribute to society through knowledge in chosen areas of endeavour by promoting a world-class learning environment known for attracting people with the greatest potential to make a difference. We seek to be known as a university where knowledge is created, critiqued, disseminated and protected and where research, teaching and learning take place in ways that are inspirational and innovative. The primary components of our strategy are Challenge, Concentrate and Connect.

The relationship between the University’s activities and the wider goals is shown in table 1.

Through achieving the University’s mission we will contribute to the wider societal objectives of Economic Development, Social and Community Development and Environmental Enhancement. It has been widely recognised that an educated community will enjoy a longer and more comfortable life than one which does not have access to education. An educated community is likely to have the opportunity to pursue interests and pastimes that add to the perceived quality of life. University graduates bring critical thinking to bear on problems and issues. They will develop innovative solutions which contribute to the Social and Economic Development of the wider community. Measurement of progress towards these broader societal goals and in particular the proportion that can be attributed to this institution is not an exact science. Accordingly, a variety of surrogate measures used reassure stakeholders that resources are deployed in a manner that supports the achievement of the University’s vision and mission and, by implication, the wider societal goals.

The environment in which the University of Canterbury has existed has been dominated by the impact of the 2010 and 2011 earthquakes. The University has engaged in a building remediation programme that will continue until the end of this decade. Critical to the on-going development of the campus has been the Government commitment of up to \$260 million to the development of the Regional Science and Innovation Centre and redevelopment of the Engineering facilities, and the successful resolution of the insurance claim for the disruption and damage resulting from the earthquakes. Whilst the redevelopment of the physical infrastructure is an element of the recovery, the rebuilding of student numbers will be critical to the University returning to sustainable financial health. For 2015, there were 11,931 Equivalent Full Time Students (EFTS) enrolled. There was a shortfall in domestic enrolment which was due to several factors including a reduced number of school leavers with university entrance nationally and the resulting increased competition for students. The number of 18 year olds in the population has been declining for some years and will continue for several more before the trend reverses. The University of Canterbury also faces the challenges of the strong regional economy and resulting low unemployment, and the pipeline effect of a significant reduction of first year enrolments in the period 2011–2013. However, the University has seen an increase in “new to UC students” and record numbers of postgraduate students enrolled.

Table 1



The Government requirements for tertiary institutions are laid out in the Tertiary Education Strategy 2014–2019. The priorities relevant to universities are to:

- deliver skills for industry
- boost the achievement of Māori and Pasifika Students
- strengthen research based institutions
- grow international linkages.

The University has internalised these priorities as being to:

- Challenge: recover student numbers, boost student achievement (especially Māori and Pasifika) and to deliver skills for industry
- Concentrate: strengthen research
- Connect: develop relationships internationally and domestically and deliver skills to industry.

Priority Objective 1: Challenge

Improving the educational performance and participation of students

Student Enrolments (EFTS)		Actual 2013	Actual 2014	Actual 2015 ¹	Target 2015
Impact	Input commitments				
Increased student enrolment	Domestic	11,381	11,168	11,053	11,393
	Full Fee	799	775	878	827
	Total	12,180	11,943	11,931	12,220

The number of school leavers with university entrance has declined in recent years due to demographic shifts, changes in the academic threshold for admission and to a diminishing extent, the impact of the 2010 and 2011 earthquakes. These factors have increased the competition between providers and resulted in a reduction in the number of domestic students enrolled. The shortfall has been partially offset by increased enrolments of foreign, full fee paying students.

Priority Learner Group participation (% of total domestic EFTS)		Actual 2012	Actual 2013	Actual 2014	Actual 2015 ²	Target 2015
Impact	Input commitments					
Increased participation by priority learner groups	Māori enrolments	6.8%	7.0%	7.3%	7.3%	7.2%
	Pacific enrolments	1.9%	2.1%	2.6%	3.1%	2.6%
	Under-25 enrolments	74.6%	76.4%	76.7%	76.5%	77.5%

The planned mix of Māori and Pasifika students was exceeded in 2015. The under-delivery of students under 25 reflects the decline in the number of school leavers with university entrance and the increased competition for enrolments.

Māori and Pacific pathways		Actual 2012	Actual 2013	Actual 2014	Actual 2015 ³	Target 2015
Impact	Input commitments					
Enhanced Māori and Pacific pathways into tertiary study	First-year Māori enrolments as a proportion of first-year domestic enrolments in first year of tertiary study.	7.4%	7.2%	7.4%	8.0%	8.3%
	First-year Pacific enrolments as a proportion of first-year domestic enrolments in first year of tertiary study.	2.4%	2.8%	3.5%	3.0%	3.3%

First-year Māori enrolments exceeded the prior year but did not meet the plan. The University has implemented a number of changes to the recruitment and enrolment process to increase enrolment of target groups to reflect their proportion of the population.

¹ The 2015 Actuals are based on enrolments as at 31st of December and may differ slightly to the enrolments subsequently submitted to the TEC.

² The 2015 Actuals are based on enrolments as at 31st of December and may differ slightly to the enrolments subsequently submitted to the TEC.

³ The 2015 Actuals are based on enrolments as at 31st of December and may differ slightly to the enrolments subsequently submitted to the TEC.

International (Full Fee) Participation		Actual 2012	Actual 2013 ⁴	Actual 2014 ⁵	Actual 2015 ⁶	Target 2015
Impact	Input commitments					
Increased and more diversified international (full fee) participation	Full Fee enrolments (as a percentage of total enrolments)	6.4%	6.6%	6.5%	7.4%	6.8%
	Concentration ratio (C3) ⁷	58.9%	58.7%	55.8%	56.1%	56.1%

Growing the number of international students is a key element of the recovery plan. Providing students with opportunities to engage and understand other cultures, be they indigenous or international will enable them to succeed as global citizens of the 21st century.

Successful Course completion ⁸		Actual 2012	Actual 2013 ⁹	Actual 2014 ¹⁰	Actual 2015 ¹¹	Target 2015
Impact	Output commitments					
Increased successful course completions by priority learner groups	Māori completion rates	81%	80%	81%	81%	82%
	Pacific completion rates	69%	70%	70%	71%	74%
	<25 completion rates	87%	87%	87%	87%	87%
	All SAC eligible students	87%	87%	87%	87%	87%
	<i>NZ university median</i>	86%	86%	86%		

Course completion rates have exceeded historic sector medians with an overall course completion rate of 87% (unchanged from the previous year). The University was second equal with Victoria University of Wellington and one percentage point behind the Universities of Auckland and Otago.

Completion rates for Māori and Pasifika students have not met the targeted levels. The numbers of Māori and Pasifika students are comparatively small and therefore small movements materially impact performance.

Qualification completion ¹²		Actual 2012	Actual 2013 ¹³	Actual 2014 ¹⁴	Actual 2015 ¹⁵	Target 2015
Impact	Output commitments					
Increased qualification completions by priority learners	Māori completion rates	81%	68%	68%	70%	68%
	Pacific completion rates	75%	51%	43%	54%	52%
	<25 completion rates	77%	78%	79%	74%	73%
	All SAC eligible students	85%	88%	86%	84%	83%
	<i>NZ university median</i>	81%	81%	82%		

Qualification completion rates have exceeded expectations and significantly exceeded the sector medians, with the University of Canterbury recording the highest rate of completion across the eight New Zealand universities.

Percentage completion figures were forecast to reduce in the light of an expected decline as student enrolment recovers. The number of Māori and Pasifika students is comparatively small and therefore small movements in student numbers materially impact performance.

4 Updated since 2013 Annual report published.

5 Updated since 2014 Annual report published

6 The 2015 Actuals are based on enrolments as at 31st of December and may differ slightly to the enrolments subsequently submitted to the TEC.

7 The C3 Concentration Ratio is a measure of the proportion of the University's international (full fee) student body contributed by the three largest source countries. Reducing the ratio mitigates the risk of over-exposure to a few source countries. In the period 2013 - 2015 the three largest contributing countries were the United States of America, China and Malaysia.

8 Where possible confirmed TEC data has been referenced.

9 Updated since 2013 Annual report published.

10 Updated since 2014 Annual report published.

11 Interim result to 22 January 2015.

12 Where possible confirmed TEC data has been referenced.

13 Updated since 2013 Annual report published.

14 Updated since 2014 Annual report published.

15 Interim result to 22 January 2016

Retention ¹⁶		Actual 2012	Actual 2013 ¹⁷	Actual 2014 ¹⁸	Actual 2015 ¹⁹	Target 2015
Impact	Output commitments					
Increased retention of priority learner groups	Māori completion rates	83%	81%	81%	83%	81%
	Pacific completion rates	78%	76%	78%	77%	78%
	<25 completion rates	89%	88%	89%	89%	86%
	All SAC eligible students	87%	86%	87%	87%	86%
	<i>NZ university median</i>	84%	86%	85%		

Retention rates have been maintained in line with expectations and continue to exceed the average sector performance.

Under the heading of Challenge, the University has set targets in conjunction with Government that support the TES goals. The primary objective is to recover the student numbers towards levels achieved prior to earthquakes (approximately 14,000 EFTS by 2019) and to welcome them to an environment that supports students to achieve their potential.

Domestic students

The University has invested heavily in recruitment and undergraduate scholarships to ensure that potential students are aware of the opportunities available at the University of Canterbury. The current offering known as UC7 identifies the five aspects of the graduate profile (discussed below) and also highlights the recreational opportunities (including over 130 student clubs and societies) and the support services that are available to support students through their programme of study.

Market research has provided valuable insights into the information required by prospective students and their parents. The presentations made to schools have been amended to include more targeted information. Research conducted in 2015 showed a positive response from high school students in target markets.

Competition for student enrolments is expected to intensify in the coming years as the school leaver population decreases. The University has responded to the challenge of increasing the number of student enrolments through a number of initiatives. The University continued to offer NCEA excellence and merit scholarships for 2015 as the provision of financial support has reportedly made a difference to a number of students, who may otherwise have taken an alternative path. Targeted regional offerings have been made, such as the Go Canterbury initiative to Auckland students and are likely to become more common across the sector.

The other major challenge facing prospective students has been the decreasing availability of affordable rental accommodation in Christchurch. The University has responded through a number of initiatives including the provision of additional student accommodation in conjunction with a third party funder, taking head leases on rental accommodation around the Ilam campus and leasing additional accommodation. These initiatives have ensured that undergraduate students have been able to secure suitable accommodation at affordable rates. In the longer term, investment in additional on campus accommodation is anticipated.

The University has recognised that the aspiration of some students cannot be realised on the basis of their academic results to date. This can be due to poor course selection, lack of base knowledge or inadequate academic results in required areas. TEC has previously indicated that universities should not be providing sub degree tuition. The University of Canterbury has developed a programme in conjunction with Hagley Community College to allow students to undertake remedial study to prepare them for university. In semester 1 (2015), the pass rate for this programme increased by 20% over the prior year, resulting in a total of 61 students enrolling at the University.

¹⁶ Where possible confirmed TEC data has been referenced.

¹⁷ Updated since 2013 Annual report published.

¹⁸ Updated since 2014 Annual report published.

¹⁹ Interim result to 22 January 2016.

Māori students

In 2012 Te Rautaki Whakawhanake Kaupapa Māori (UC Strategy for Māori Development) was launched in conjunction with and endorsed by Ngāi Tahu. A significant aim of the Strategy is to increase the number of Māori students enrolling and successfully completing study at the University of Canterbury.

Te Waipounamu South Island has a comparatively small Māori population (83,460 at 2013 census representing 8.3% of the population) distributed across a number of centres. The major concentration of Māori is in Canterbury (41,910 people living in the region). Taking a more targeted recruitment approach is expected to result in an increased number of students enrolling at the University.

The University has proactively engaged with the wider community through the sponsorship of Māori student leadership events such as the Waitaha and national Manu Kōrero Māori speech competitions. This year Te Matatini National Kapa Haka Festival was held in Christchurch. As a sponsor, the University had the opportunity to engage with school students from across New Zealand.

Increased scholarship funding has been made available to talented Māori students through the Emerging Leaders programme and the enhanced NCEA scholarships. Significant resource has also been applied to providing information to Māori high school students. Activities have included scholarship question and answer sessions and information sessions provided by Māori university students for Māori high school students and their whānau. Where appropriate specialised campus tours have also been provided. All year 13 Māori students who apply to enrol are contacted and provided with personalised advice and assistance with their programmes. This cohort is provided with assistance to ensure that their workload and subject choices are balanced to optimise their academic outcomes.

As a result of the initial activities, 2015 saw a 15.6% increase in the number of new to University of Canterbury Māori students.

In 2015, the Māori Development Team (MDT) established a mentoring programme, with all Tuākana taking part in Taurā Tū, Taurā Ora, a version of Tangata Tū, Tangata Ora tailored to their role as mentors. More than 70 Māori first year students are participating in the mentoring programme. There is also increased collaboration with other University mentoring programmes to ensure improved outcomes for students. MDT initiatives that focus on transition and success have contributed to the increase in Māori student retention, with 83% of first year Māori students retained in 2015 which is comparative to the retention for all first year students at the University.

University of Canterbury graduates will be distinguished in the workplace as those who can demonstrate the cultural competence and confidence to live and work in a bicultural Aotearoa New Zealand and a multicultural world.

Pasifika students

The UC Pasifika Strategy 2014–2018 was developed in consultation with the various Pasifika communities and launched in November 2014. This strategy outlines the aspirational goals of the University and the Pasifika community for Pasifika students based on the core themes of Connect, Confidence, Challenge, Concentrate and Contribute.

Te Waipounamu South Island has a very small Pasifika population (21,132 at 2013 census representing 2.1% of the population) distributed across a number of centres. The major concentration of Pasifika is in Canterbury (12,720 people living in the region). Taking a more targeted recruitment approach is expected to result in an increased number of students enrolling at the University.

In 2015 Pasifika domestic enrolments increased by 16.8% over the prior year and exceeded the target enrolment by 3%. Pasifika students now comprise 3.0% of the total student population and further growth is expected. Retention of Pasifika students was a priority and in 2014 (reported in 2015) the University was ranked third among New Zealand Universities, with a retention rate of 78%.

The implementation of the Pasifika Strategy has seen existing initiatives aimed at attracting Pasifika students enhanced including targeted scholarships and dedicated liaison staff working with University ready students through targeted secondary schools to the UC Me XL outreach programme. Initially developed in the post-earthquake environment, to assist high school students who did not have study space available at home, the programme has now evolved into two outreach strands; UC Generate offers schools interactive two hour sessions during school hours for years 9-11. UC Me XL is a two week holiday programme on campus designed to support students studying NCEA levels 1-3. There are now students from 15 schools in Christchurch participating in the programmes.

The University has also facilitated a peer to peer mentoring programme. Students with a record of academic success can volunteer to assist first year students with the transition from school to university. Reports received to date suggest that this programme has been valuable to both the mentees and mentors. 2015 also saw the introduction of the Pasifika Academic Solutions and Success (PASS) programme. Participants in this programme can access individual and group tutorials for specific first year courses. The focus is on academic success. Success has been identified as a significant factor in retaining students in subsequent years.

There have been a number of targeted activities within the academic colleges to support Pasifika students. The initiatives included: the College of Education, Health and Human Development Pasifika Success Group collaborating with the Pacific Development team to promote the Health Science and Sport Coaching opportunities to students and the Pasifika Community; the College of Business and Law, the first year management paper has been modified to be more relevant to Pasifika learners.

International students

Whilst the proportion of international students enrolled is important to the financial sustainability of the University, their presence also enables our students to glean an understanding of other cultures through engagement with classmates from other countries and cultures. Once an international student has decided to study overseas, they have many options. One of the major factors in the decision of where to study is the ranking of the institution. The University of Canterbury was ranked 211th²⁰ in the world which is in the top 3%. The University is ranked 44th in the world for Civil and Structural Engineering by QS (an international rankings agency). A total of 21 subject areas are ranked in the top 200. The University was also the first New Zealand institution to achieve five stars in the QS STARS ranking that reflects the relative quality of the University.

The International Growth Strategy details how international students will be attracted to study in Christchurch. This strategy has been developed with extensive input from Education New Zealand and focusses on growth in five main areas:

- a. The new Navitas-run University of Canterbury International College (UCIC) is a pathway college that brings students to the University campus, who would not normally meet the University's entry requirements and provides a first year programme structured so that, on completion, students are able to gain direct entry to second year courses. In 2015, UCIC had total enrolments of 232 students. It is expected that the majority of these students will enrol at the University of Canterbury in 2016.
- b. Developing the University's agent network, particularly in China, Malaysia, India, Indonesia and the United States of America. The University has in-country representatives in key markets supported by dedicated Christchurch based staff members. The relationship with Navitas is also being leveraged to strengthen UC's presence particularly in China.
- c. Working with local Christchurch high schools to develop partnerships that attract more international students to secondary study on the basis they provide preparation for tertiary study and guaranteed entry where academic requirements are met.
- d. Developing a small number of close partnerships with second tier universities in China, Indonesia and India with a view to offering 2+2 type articulation agreements, where students do their first two years of undergraduate study at the overseas institution, then complete their degree and a postgraduate degree at the University of Canterbury. At the end of 2015, there were 15 agreements in operation.
- e. Strengthening the University's mix of courses and programmes to better support the expectations of the international market. After a detailed analysis, a number of new qualifications are under development primarily in the area of taught post graduate qualifications.

These actions resulted in a stabilising of the international student numbers and the outlook for 2016 shows an increase of 25% applications to enrol from new domestic students and 22% from new international students over the prior year at the same time (week 17 of the enrolment cycle).

Graduate Attributes

In order to be successful the University must rebuild domestic student enrolments to at least the pre-earthquake levels. To differentiate the University of Canterbury graduate from those who study elsewhere, the University has implemented a graduate profile outlining a package of specific competences that all undergraduates will be able to participate in developing.

Competence	Learning Objective
Critically competent in a core academic discipline of their degree	Students know and can critically evaluate and, where applicable, apply this knowledge to topics/issues within their majoring subject.
Employable, innovative and enterprising	Students will develop key skills and attributes sought by employers that can be used in a range of applications.
Biculturally competent and confident	Students will be aware of, and understand the nature of biculturalism in Aotearoa New Zealand and its relevance to their area of study and/or their degree.
Engaged with the community	Students will have observed and understood a culture within a community by reflecting on their own performance and experiences within that community
Globally aware	Students will comprehend the influence of global conditions on their discipline and will be competent in engaging in global and multicultural contexts.

This graduate profile has been developed in conjunction with employers, key stakeholders, academic staff (both internal and external) and student representatives. This work is ongoing and will take several years to fully implement. Specific programmes that are being implemented include:

Work integrated learning

The objective is to provide all students with the opportunity for gaining relevant work experience at some point during their degree studies. This experience is likely to be gained from some combination of internships, volunteer work and/or project work done with or for industry. The objective is to have all graduates able to enter the workforce with at least one referee able to speak to their skills and competencies and some experience demonstrating relevant work skills to potential employers.

Traditionally undergraduates (mainly in vocational subjects such as Engineering and Teaching) have had relevant work experience as a graduating requirement. The strategies for providing work integrated learning experience will necessarily include roles focussed on developing generic transferable competencies and skills at undergraduate level for a large proportion of students.

Co-curricular record

From 2015 as part of a pilot programme, first year students have the opportunity to have their non-academic experience and competencies independently validated and documented in a Co-curricular record that can be shared with employers. A Co-curricular record shows not-for-credit activities, such as leadership roles in clubs and societies that the student has been involved in. It could also include volunteering experience and part-time/holiday work experience. The record could also include an assessment of a range of skills and competencies (such as the ability to work in a team and work ethic) and the student’s reflection on learning outcomes.

The Co-curricular Record pilot (CCR) had approximately 243 students registered with the initiative for 2015. There are 26 CCR activities in various stages of development, with 13 currently live.

Internationalisation programme

The programme provides opportunities for students to do a semester’s study abroad to gain experience of working and living in different cultures. The network of more than 100 exchange partnerships is already in place with overseas universities. In 2015, 105 students went on an outbound exchange.

Opportunities were created for the mixing and mingling of cultures within the University by curriculum and study programmes that brought domestic and international students together more often to showcase international cultural and business perspectives.

Bicultural competence and confidence

An overarching goal is that all University of Canterbury programmes will have learning objectives that support cultural confidence and competence in graduates, thus providing a unique skill set valued by employers locally and globally. The University has a memorandum of understanding with Ngāi Tahu and is working cooperatively with the iwi to create many valuable outcomes for both parties. To date this cooperation includes involvement by students and staff in the Colleges of Science, Education, Health and Human Development. In 2012, Te Rautaki Whakawhanake Kaupapa Māori was developed in consultation with Ngāi Tahu and adopted by the University Council. The University

has allocated additional resources to support curriculum development, including creating an enhanced understanding of indigenous knowledge across a range of courses and programmes. In 2015, two curriculum development courses were piloted to test the emerging work on the Graduate Attribute pillar. These courses were HIST292 Oral Traditions and Modern Histories of Ngāi Tahu, and LAWS326 Treaty Settlement Negotiations. While recognising these pilots, many offerings also contributed across the Māori and Indigenous Studies, as well as other courses.

From a wider perspective the Office of the Assistant Vice-Chancellor Māori has been working across university faculty in our work with bicultural competence and confidence. The UC Graduate Profile has been considered and adopted by Council and each College has used this framework to look at the learning objectives across their respective faculty curricula. Mapping current curricula against this profile and learning objectives has been a significant focus for Kaiārahi in their work with colleges. 2016 sees the ongoing mapping and integration of new or enhanced curricula to meet this attribute, alongside the others to ensure the graduates are distinctive in the national and international market.

Teaching quality

Teaching quality is one of the hardest aspects of university activity to measure. In 2015 the independent rankings agency QS ranked the University of Canterbury 241 for academic reputation²¹. This measure provides a “sense of consensus of opinion amongst the international academic community”²².

The University of Canterbury takes a structured approach to assessing the quality of teaching through regular reviews. These reviews include the institutional review as part of the national academic audit cycle, five yearly programme (qualification) reviews and annual course reviews. Ad hoc reviews can be undertaken where an issue of concern is identified. These reviews are conducted by and at the discretion of the Deputy Vice-Chancellor (Academic).

Student feedback is also sought through “individual staff teaching surveys and course surveys. Surveying is one of multiple mechanisms for gaining information that can be used to evaluate the effectiveness of teaching and the learning process. Surveying also has value in engaging with students to indicate that the University, its teachers and departments/schools, care and value the quality of teaching. This is even more valuable when we share with or feedback to students the results and changes that come from course and programme surveys. The results of the teaching surveys relate personally to the teaching staff member and accordingly the results are not published”²³. Academic staff members are encouraged to reflect on the feedback and adjust teaching methods where appropriate. The University also monitors the complaints received from students and in the event that a pattern is identified in a specific course or programme, the Deputy Vice-Chancellor (Academic) is provided with the information, as a basis for subsequent action.

All Colleges and the majority of schools and departments have an external advisory board. These boards provide feedback from the community (employers, professional bodies and other interested bodies). This feedback assists in ensuring that the academic programmes are relevant to the community beyond academia.

University success

The Educational Performance Indicators (course completion, qualification completion and retention) described above are prepared by the University using the TEC methodology. TEC reports annually to the sector well after our reporting timeframe. The 2014 figures for qualification completion and student retention are the best estimates currently available²⁴ and have an expected margin of error of two percentage points.

Professor Angus Macfarlane (Professor of Māori Research) and Dr Herb De Vries (Management, Marketing and Entrepreneurship) were both awarded Ako Aotearoa Tertiary Teaching Excellence Awards. The University has a strong track record of success in the awards, with 10 previous winners, bringing the University’s total to 12 current staff who are members of the Ako Academy.

The University Council continues to support and encourage teaching excellence through the award of the Teaching medal. In 2015 the medal was jointly awarded to Professor Ursula Cheer (Law) and Dr Herb de Vries (Management, Marketing and Entrepreneurship). Professor Cheer was cited as an exceptional teacher who is clearly committed to making law accessible and enjoyable for her students. Despite teaching large classes, her students talk of her approachability and her passion and enthusiasm for teaching. She actively engages her students in class with innovative teaching strategies which challenge them to achieve their best. Dr Herb de Vries was described as a passionate, committed and enthusiastic teacher who is equally at home with engaging large classes whilst recognising and supporting the needs of individual students. He is widely recognised as a dedicated professional who is a team player who actively seeks feedback from colleagues and also acts as mentor and curriculum developer in the Faculty.

Six University of Canterbury students won Fulbright Science and Innovation Graduate Awards (of 18 awarded) to undertake postgraduate study or research at US institutions in fields targeted to support growth and innovation in New Zealand.

²¹ 2014/15 World University Ranking

²² www.topuniversities.com/university-rankings-articles/world-university-rankings/qs-world-university-rankings-methodology

²³ UC Teaching and Course Surveys Policy, Procedures and Guidelines, p1.

²⁴ January 2015

Priority Objective 2: Concentrate

Enhancing the quality and impact of research outputs

Research Outputs		Actual 2012	Actual 2013	Actual 2014	Actual 2015	Target 2015
Impact	Output commitments					
Increased research degree completions and external research income	Number of research degree completions	374 ²⁵	453 ²⁶	414 ²⁷	423 ²⁸	458
	External research income	\$27.5m	\$26.3m	\$26.7m	\$27.4m	\$24.5m

Additional research funding has been achieved primarily in the College of Science. Enrolments in postgraduate study remain at record levels. Whilst the number of completions fell short of target, it is expected that the number of successful completions will continue to increase.

Postgraduate enrolments		Actual 2012	Actual 2013	Actual 2014	Actual 2015	Target 2015
Impact	Input commitments					
Increased postgraduate enrolments as a % of total EFTS	Postgraduate taught EFTS	8.0%	7.9%	9.3%	12.4%	9.3%
	Postgraduate research EFTS	8.6%	9.4%	9.5%	9.8%	9.4%
	Total postgraduate EFTS	16.6%	17.3%	18.8%	22.2%	18.7%

The number of postgraduate enrolments has not reduced at the same rate as undergraduate which is reflective of the teaching and research opportunities available at the University of Canterbury. There was also a strong uptake of additional professional Master's programmes which commenced in 2015.

Māori and Pacific Research Students		Actual 2012	Actual 2013	Actual 2014	Actual 2015	Target 2015
Impact	Input commitments					
Increased postgraduate enrolments on the part of key priority learner groups	Māori postgraduate research students as a proportion of total Māori EFTS	3.9%	4.3%	4.7%	4.3%	4.6%
	Pacific postgraduate research students as a proportion of total Pacific EFTS	5.5%	6.6%	4.6%	4.2%	4.4%

The number of postgraduate enrolments has not reduced at the same rate as undergraduate which is reflective of the teaching and research opportunities available at the University of Canterbury. There was also a strong uptake of additional professional Master's programmes which commenced in 2015.

Research Outputs

The number of research degree completions fell short of the target for 2015 but showed an increase on the prior year. The research revenue excluding Performance Based Research Funding continues to exceed budget with a favourable variance of \$5.8m as a result of additional research funding contracts secured during the year.

There were nine departments ranked in the top 100 in the world in their respective disciplines by the international 2015 QS University Ranking by Subject²⁹ and a total of 21 in the top 200.

²⁵ Updated since 2013 Annual Report published

²⁶ Updated since 2013 Annual Report published

²⁷ Final result for 2014

²⁸ Forecast based on December 2015 figures

²⁹ History, Linguistics, Philosophy, Civil and Structural Engineering, Psychology, Geography, Accounting and Finance, Education and Law

Postgraduate Students

Despite the reduction in the total number of students enrolling, the number and proportion of postgraduate students increased. 2016 research degree completions are expected to exceed the number achieved in 2015.

In addition to increasing the number of research degrees enrolments, the University has developed and promoted new professional masters qualifications. These qualifications have attracted significant interest from international students and increasingly from domestic students which has seen the overall number of postgraduate enrolments (EFTS) increase by 19% from the previous year.

The proportion of postgraduate students from priority groups is also increasing beyond expectations. In recognition of the increased interest, five additional doctoral scholarships have been created to support Māori candidates.

In 2015 all Māori postgraduate students were contacted by Māori Development team members to ensure that they were aware of the support services available. One outcome was a high number of PhD students accessing training workshops and development activities. The Ngāi Tahu Research Centre had its first PhD student graduate in 2015, which is a significant outcome since the revitalisation of the Centre, (previously located within the Macmillan Brown Research Centre). Their postgraduate student numbers are increasing each year and are a notable success for the Ngāi Tahu-University of Canterbury collaboration.

Over recent years there have been a number of support systems put in place to encourage more Pasifika students to enrol in postgraduate degrees. A total of eight Pasifika PhD students were enrolled at University of Canterbury this year, the highest number of Pasifika PhD students in any given year. In total there were 57 Pasifika postgraduate students enrolled. This result is regarded as a first step on a pathway to achieving enrolment parity for Pasifika students at University of Canterbury.

Research Developments

The quality and breadth of research undertaken at the University of Canterbury is recognised in the developing responses to the National Science Challenges. University of Canterbury researchers will contribute to all 11 of the challenges. The Better Start Challenge is co-directed by Pro Vice-Chancellor (Education, Health and Human Development), Professor Gail Gillon.

The highlights of 2015 were the securing of the Earthquake Centre of Research Excellence (QuakeCoRE) and the opening of the Rose Centre for Stroke Recovery and Research.

QuakeCoRE is a Centre of Research Excellence for earthquake resilience, funded by the Ministry for Business, Innovation and Employment. QuakeCoRE is a joint effort with Auckland University, its Director is Professor Ken Elwood from Auckland University, and the Deputy Director is the University of Canterbury's Professor Brendon Bradley. The Centre will be hosted by the University of Canterbury. One of the aims of the QuakeCoRE is to improve the performance of New Zealand infrastructure in future earthquakes, reduce injury and loss of life, and to ensure essential post-disaster services are able to operate as normally as possible. While centred on engineering, the centre will bring in several disciplines

The Rose Centre for Stroke Recovery and Research at St Georges Medical Centre was opened in 2015, due to the generosity of Mrs Shirley Rose. Stroke is the second most common cause of death worldwide and a common cause of disability in adults in developed countries. The incidence of stroke in New Zealand is high compared to other developed countries with over 6000 new stroke events each year and over 2000 deaths attributable to this condition. At any point in time, there will be over 32,000 New Zealanders who have survived their initial event but are living with the disabilities arising from stroke. This new state of the art facility builds on the successes of the current Swallowing Rehabilitation Research Laboratory and will extend this research and clinical expertise to address all aspects of rehabilitation in this population.

Recognition of Research Leaders

Professor Jennifer Hay (Dept. of Linguistics) was elected Fellow of the Royal Society of New Zealand. She is one of the world's leading linguists with a diverse range of specialisations including phonology, morphology, sociolinguistics and psycholinguistics.

In 2015, the Royal Society awarded four prestigious James Cook Research Fellowships to researchers who are recognised leaders in their respective fields. Two fellowships were awarded to University of Canterbury researchers, Professor Jennifer Hay and Professor Geoff Chase.

The award will enable Professor Hay to further her research entitled: "How Experience Shapes Words and Words shape Grammar". Professor Hay will conduct a series of experiments which explore hitherto untested hypotheses about the implications of this detailed episodic word storage for morphology (the study of word structure) and phonology (the study of sound structure). These areas have arisen from her many years of study in New Zealand English, and will draw on resources developed through the long-running Origins of New Zealand English project. She will then unify her findings from this study, as well as her previous findings in New Zealand English, into a coherent theory, which she plans to publish as a monograph. The study will increase our understanding regarding accent and social variability in New Zealand, and contribute fundamental knowledge about mechanisms through which speakers from different backgrounds understand each other.

Professor Chase will further his research into "The (unknown) role of arterial mechanics in sepsis and shock (TRAMS)". This programme of research will leverage off a recent discovery by Professor Chase, which suggests that changes to the elastic properties of blood vessels could significantly restrict blood flows and hence contribute to Acute Circulatory Failure (ACF). In healthy individuals, the elastic properties of the aorta are responsible for effectively cushioning the highly pulsatile blood flow from the heart, which facilitates a more steady and constant flow of blood (and hence oxygen) to the tissues. However, in shock-induced ACF, the elastic properties of the aorta get out of sync with the pulsatile blood flows, which impair blood flow and oxygen delivery. The study furthermore aims to use a number of biomarkers related to arterial mechanics to identify the physiological and biochemical signalling pathway leading to ACF. This will shed new insight into how arterial mechanics contribute to this high mortality condition, provide new and non-invasive model-based markers for tracking and treating the condition and, if successful, provide new mechanistic insight that can be exploited to develop new and more effective drugs.

The University Council awarded the Innovation Medal to Associate Professor Rick Beatson (Mathematics and Statistics). Associate Professor Beatson's innovative mathematics, which led to the development of fast radial basis function algorithms, has helped to solve problems in 3D-modelling techniques in the mineral exploration and medical devices industries. His major collaboration has been with Applied Research Associates New Zealand (ARANZ). ARANZ Geo and ARANZ Medical won their categories in the Champion Canterbury Awards last month. This is a superb example of university research powering successful business development.

The Research medal was awarded to Professor Jennifer Hay (Language, Social and Political Sciences) for her work on a diverse range of projects which all aim to answer questions about the nature of our knowledge about words. Hay is a current Rutherford Discovery Fellow and is running the "Wordovators" project together with Janet Pierrehumbert of the University of Oxford. The project is funded by a US\$2.7 million grant from the John Templeton Foundation. The Wordovators project is a major international study into how children and adults make new words.

Internally the University continued to foster excellence through promotion to the rank of Distinguished Professor of Professor David Schiel (Biological Science) for his outstanding contributions in teaching, research, and service as well as significant contributions to science, industry and the wider community. The pre-eminent marine scientist, whose research includes marine intertidal and sub-tidal ecology and aquaculture, was recently named New Zealand Science Communicator of the Year and was elected a Fellow of the Royal Society of New Zealand in 2014, the first year he was nominated. As a world expert on kelp forests and temperate reefs, he has attracted more than \$14.5 million in external research funding, including three Marsden research grants. Professor Schiel also established the Kaikoura Field Station as a marine laboratory of note, and worked with the marine aquaculture industry, in particular the blue pearl industry, paua/abalone and other marine farming.

Priority Objective 3: Connect

Maintaining strong, collaborative and mutually beneficial relationships with stakeholders

Relationship with Alumni and Supporters		Actual 2012	Actual 2013	Actual 2014	Actual 2015	Target 2015
Impact	Input commitments					
Strengthened relationships with alumni and supporters	Income through UC Foundation to UC	\$3.8m	\$2.9m	\$2.3m	\$4.1m	\$2.7m
	Proportion of alumni with current addresses (electronic or physical)	47%	47%	52%	53%	47%

The income from the UC Foundation is reflective of the support of the alumni. Additional resources have been allocated to ensure that the relationship between the University and its alumni continues beyond graduation. Critical to this exercise is the maintenance of alumni contact details.

International Engagement		Actual 2012	Actual 2013	Actual 2014	Actual 2015	Target 2015
Impact	Input commitments					
Enhanced international connection	Visiting Fellowships awarded	69	72	69	72	75
	Take-up of Outgoing awards	16	29	25	20	25

The shortfall in awards in 2015 was primarily due to candidates requesting deferral of their fellowship until 2016.

Māori

The University of Canterbury is committed to responding to its obligations under Te Tiriti o Waitangi and its role in contemporary Aotearoa. The University has a unique commitment to graduating students who demonstrate bicultural competence and confidence, who will be successful in a bicultural Aotearoa (Māori and non-Māori) and a multicultural world. The University is now focused on cementing the relationship with Ngāi Tahu through the implementation of Te Rautaki Whakawhanake Kaupapa Māori (UC Strategy for Māori Development). Through the implementation of Te Rautaki Whakawhanake Kaupapa Māori, a number of significant outcomes have been achieved in 2015.

The Bicultural Competence and Confidence Framework was developed in 2015 and supports the University to develop curricula, activities and experiences that relate to the Graduate Profile attribute of Bicultural Competence and Confidence. This framework will facilitate the development of content, pedagogy, activities and experiences which will be integrated into curricula in programmes of study. The overall aim is that the community is confident that our graduates cross the stage having fulfilled the aspirations outlined in our Graduate Profile, and with particular reference to this attribute, having had ample opportunity to develop bicultural competence and confidence as it relates to their chosen discipline and recognise how this will contribute to their future careers, whether in the setting of a bicultural Aotearoa New Zealand or an international context. This is tied to inclusiveness, to enabling multiple perspectives of society and to acknowledging the role of graduates amongst these communities. The knowledge and skills instilled through this attribute will ensure that University of Canterbury graduates are able to engage effectively in our multicultural society and have a distinctive and unique perspective for employment locally, nationally and internationally.

The University has completed an initial intern programme with Te Rūnanga o Ngāi Tahu, (which was initiated by Darryn Russell, AVC Māori and Arihia Bennett, CEO, Te Rūnanga o Ngāi Tahu), in which several students participated as mentors in Ngāi Tahu's development programme "Aoraki Bound". This has resulted in very positive outcomes for Ngāi Tahu and our students. Other collaborations with Ngāi Tahu have provided opportunities for postgraduate students and staff; these activities in 2015 have been of significant mutual benefit. Similarly the first exchange in the professional workforce was initiated and will see a University staff member seconded to work at Ngāi Tahu in 2016. Additionally in 2015, the First Nations' Futures Programme, a development programme created by Te Rūnanga o Ngāi Tahu, Kamehameha Schools and Stanford University, celebrated its tenth anniversary. The University has been involved in this programme since 2011 and a number of Māori students are participating in postgraduate study as a result of participation in this programme. One of the first University of Canterbury students to attend the First Nations' Futures Programme graduated in 2015 with a PhD.

Use of te reo Māori at the University is increasing, with increasing requests made to Te Ohu Reo. In addition to the College names previously created, Te Ohu Reo has provided a range of te reo Māori names for service units, roles and committees.

Pasifika

The UC Pasifika Strategy 2014–2018 was developed in conjunction with the Pacific communities. Through the process of consultation the University response to the aspirations of the communities was formalised. To ensure that the relationship and progress on the implementation of the strategy continue the Pacific Peoples' Advisory Committee and the Pasifika Strategy Advisory Group were formed. These groups meet regularly and provide a forum where the community and senior University managers are able to address concerns and provide feedback.

As a result of an identified desire of the community, the College of Business and Law has offered scholarship support to community leaders who wish to enrol in Executive Business programmes.

Canterbury

The UC Futures programme has provided a broad platform for engagement with a wide range of stakeholders. The relationship with industry has strengthened appreciably as the University has sought to define its role in the Christchurch recovery. The University of Canterbury's role in the recovery of the region is multifaceted:

- a provider of skilled labour;
- a source of solutions to problems through research expertise;
- a generator of economic activity.

The University has had and will continue to have a close connection to the city of Christchurch. The University will contribute up to \$15 billion dollars to the local economy in the period 2014–2024 and is a major source of economic activity in the city. The University will return to remediated space in the Arts Centre and occupy the Chemistry Building in part to contribute to the revitalisation of the central city. The University has also enhanced its presence in the city through participation in the Health Precinct where clinical teaching will be co-located with the clinical services of the Canterbury District Health Board. The University expects to have a role in the proposed ICT Graduate School that will be located in the Innovation Precinct.

The University attracts thousands of students, staff and visitors to Christchurch every year. As a result the contribution to the economic activity of the city is in excess of \$1.5 billion per annum. This figure does not include the hundreds of millions of dollars that will be spent in the capital development and remediation, funded by Government and the University. For most of 2015, that capital expenditure was in excess of \$2.0 million per week.

Industry

The University is also one of the largest employers in the city. University of Canterbury knowledge has always fuelled Canterbury's economic engine. The University has been involved in the recovery since the earthquakes, helping provide an intelligent and innovative response. The earthquake related work is ongoing and has expanded as the University now hosts the government funded centre of research excellence — QuakeCoRE (previously noted).

The Rose Centre for Stroke Recovery and Research was opened in 2015. Led by Professor Maggie-Lee Huckerbee, the changes in clinical practice in the treatment of stroke that have already been implemented have been estimated to have saved the health sector some \$3.2 million and more importantly improved the quality of life of many stroke victims.

The opportunity for further engagement with the ICT industry has arisen as the University has taken a lead role in developing the South Island bid for the Christchurch based ICT Graduate School with a range of industry and educational partners (CPIT, Otago Polytechnic, Lincoln and Otago Universities). Initial enrolments will commence in 2016.

The University has a multi-faceted relationship with industry based primarily around the research activity and the graduates produced. In 2015, QS (the independent rankings agency) rated the University third in New Zealand for employer reputation. This ranking shows that University of Canterbury graduates are readily accepted by employers.

International

The University currently maintains active relationships with over 100 partner Universities representing all continents. These relationships can include a wide range of activities and can include research, intellectual property licenses, teaching, and student and staff exchanges.

In 2014, University of Canterbury was invited to join the AC21 consortium. The consortium members are committed to innovation in education, research and academic governance through collaborative action. The Universities of Canterbury and Adelaide are the only members in Australasia. Through AC21 University of Canterbury students had opportunities to participate in programmes such as the World Student Forums (2015 Strasbourg, France), international student exchanges with member universities, community learning programmes which are run in a variety of locations in emerging and developed economies, and research opportunities linking with students from across the globe. The AC21 members are also committed to undertaking projects involving collaboration between industry, academia and government. Drawing on the wider pool of international expertise of the members is expected to provide more effective results than could be achieved through the efforts of individual members.

The inaugural 21 Day Challenge was launched in May 2015. Teams of five students and five business mentors each, were tasked with creating a practical and unique solution to help improve the socio-economic wellbeing of people living in Carles, a Filipino community hard-hit by typhoon Haiyam, Philippines in November 2013. The specific challenge facing the teams was to devise affordable and sustainable projects utilising local knowledge and resources. Students, supported by business mentors, honed their problem-solving skills, learnt how, and how not to work effectively as a team, and gained first-hand experience of engaging with people from a different culture. The winning team established a beekeeping co-operative for honey and by-product production including pollen, propolis and cosmetic ingredients using the stingless native honeybee species. The co-operative will be held in partnership with The University of the Philippines Los Baños (UPLB) Bee Programme. This programme highlights the University's integration of internationalisation, community engagement and experiential learning.

Alumni

The UC Foundation in North America under the leadership of Professor David Teece has taken the leading role in seeking funds to meet the cost of the fitout of the Chemistry Building at the Arts Centre. This leased space will house the Logie Collection of Greek and Roman antiquities, the Department of Classics and the School of Music. The Alumni are an increasingly valuable resource to the University. Support from the Alumni has ranged from letters of endorsement for the UC Futures project to contributions for scholarship funds and the funding of the homework academies. The University has a current relationship with 53% of its living alumni. With the use of social media and an on-going recruitment programme it is expected that this number will increase over time.

Staff

The strength of a teaching institution is dependent on the skills and motivation of its academic staff. The academic staff attitudes and values are reflected by the support staff. The students quickly absorb the culture of the institution. Over the recent years the staff members of this institution have demonstrated a level of enthusiasm, determination and resilience that exceeded expectations.