

# 2017

## Statement of Service Performance

### Te Tauākī o ngā Whāinga me ngā Taeatanga



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*The vision of the University is “people prepared to make a difference – tangata tū, tangata ora”. 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 the table on the following page.

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 that 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<sup>1</sup>. 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.

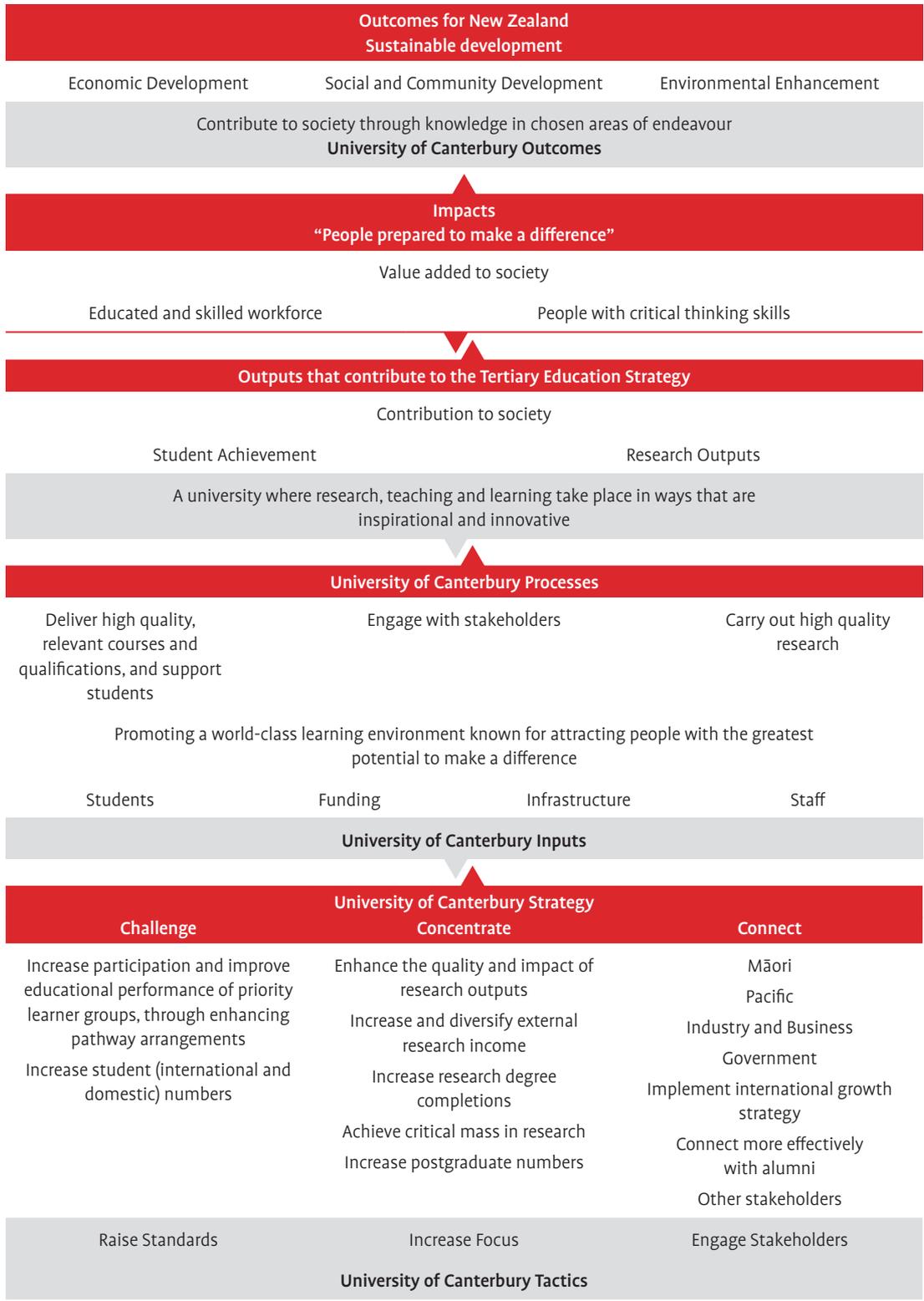
The recent environment in which the University of Canterbury has existed has been dominated by the impact of the 2010 and 2011 Canterbury earthquakes. The University has engaged in a building remediation programme that will continue until the end of this decade. Critical to the on-going development of the campus has been the Crown commitment of up to \$260 million to the \$400 million development of the Rutherford Regional Science and Innovation Centre and redevelopment of the Engineering facilities, which are part of a \$1.2 billion 10-year capital programme. Another key factor was the successful resolution of the insurance claim for the disruption and damage resulting from the earthquakes. While the redevelopment of the physical infrastructure is an element of the recovery, the rebuilding of student numbers remains critical to the University returning to sustainable financial health. In 2017, there were 13,089 Equivalent Full-time Students (EFTS) enrolled. This represented an increase of 4.8% on the prior year. The University of Canterbury recorded one of the largest percentage increases in student numbers of all the New Zealand universities. The recruitment of international students is currently running a year ahead of the planned targets while the domestic student numbers are a year behind. The Government fees-free initiative is expected to contribute toward increased enrolments of domestic students. 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.

<sup>1</sup> D D Ionescu, A M Ionescu, Elisabeta Jaba, *The Investments in Education and Quality of Life* ([www.scientificpapers.org/wp-content/files/12\\_Ionescu\\_Jaba-THE\\_INVESTMENTS\\_IN\\_EDUCATION\\_AND\\_QUALITY\\_OF\\_LIFE.pdf](http://www.scientificpapers.org/wp-content/files/12_Ionescu_Jaba-THE_INVESTMENTS_IN_EDUCATION_AND_QUALITY_OF_LIFE.pdf)).



# Priority Objective 1: Challenge

Improving the educational performance and participation of students

| Student Enrolments (EFTS)   |                          | Actual 2014 | Actual 2015 | Actual 2016 <sup>2</sup> | Actual 2017 | Target 2017 |
|-----------------------------|--------------------------|-------------|-------------|--------------------------|-------------|-------------|
| <b>Impact</b>               | <b>Input commitments</b> |             |             |                          |             |             |
| Increased student enrolment | Domestic                 | 11,168      | 11,053      | 11,358                   | 11,671      | 11,817      |
|                             | Full Fee                 | 775         | 878         | 1,134                    | 1,418       | 1,393       |
|                             | Total                    | 11,943      | 11,931      | 12,492                   | 13,089      | 13,210      |
|                             | New to UC EFTS           | 3,258       | 3,418       | 3,861                    | 4,006       | 3,029       |

The over achievement in recruiting full fee international students was offset by a shortfall in domestic recruitment reflecting a competitive domestic market. The growth in "New to UC EFTS" underpins the confidence the University has in the recovery plan.

| Priority Learner Group Participation               |   | Actual 2014 | Actual 2015 | Actual 2016 | Actual 2017 <sup>3</sup> | Target 2017 |
|--|---|-------------|-------------|-------------|--------------------------|-------------|
| <b>Impact</b>                                      | <b>Input commitments</b>                          |             |             |             |                          |             |
| Increased participation by priority learner groups | Māori enrolments as a % of total domestic EFTS    | 7.3%        | 7.3%        | 7.5%        | 7.7%                     | 8.3%        |
|  | Pacific enrolments as a % of total domestic EFTS  | 2.6%        | 3.1%        | 3.1%        | 3.0%                     | 2.9%        |
|  | Under-25 enrolments as a % of total domestic EFTS | 76.7%       | 76.5%       | 77.2%       | 76.9%                    | 76.7%       |

Priority learner participation exceeded expectations for Pasifika and the Under 25 year olds. Whilst the Māori level was greater than prior years it was less than forecast in part due to the increased proportion of postgraduate enrolment.

| Māori and Pacific pathways                              |  | Actual 2014 | Actual 2015 | Actual 2016 | Actual 2017 <sup>4</sup> | Target 2017 |
|---|--|-------------|-------------|-------------|--------------------------|-------------|
| <b>Impact</b>   | <b>Input commitments</b>   |             |             |             |                          |             |
| 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%        | 8.0%        | 8.1%        | 7.8%                     | 9.6%        |
|   | First-year domestic undergraduate Māori EFTS   | 230         | 274         | 314         | 313                      | 291         |
|   | First-year Pacific enrolments as a proportion of first-year domestic enrolments in first year of tertiary study. | 3.5%        | 3.0%        | 3.1%        | 3.1%                     | 3.7%        |
|   | First-year domestic undergraduate Pasifika EFTS  | 91          | 91          | 111         | 121                      | 112         |

The recruitment targets have been exceeded and reflect the increased recruitment activity and support provided to priority learners. However, the population of Māori and Pacific students is small so minor movements in enrolment have a disproportionate impact on the performance percentages.

<sup>2</sup> The 2017 Actuals are based on enrolments as at 31 December and may differ slightly to the SDR enrolments subsequently submitted.

<sup>3</sup> The 2017 Actuals are based on enrolments as at 31 December and may differ slightly to the SDR enrolments subsequently submitted.

<sup>4</sup> The 2017 Actuals are based on enrolments as at 31 December and may differ slightly to the SDR enrolments subsequently submitted.

| International (Full Fee) Participation                                |  | Actual 2014 | Actual 2015 | Actual 2016 | Actual 2017 <sup>5</sup> | Target 2017 |
|---|--|-------------|-------------|-------------|--------------------------|-------------|
| Impact  | Input commitments  |             |             |             |                          |             |
| Increased and more diversified international (full fee) participation | Full Fee enrolments (as a percentage of total enrolments.) | 6.5%        | 7.4%        | 9.1%        | 10.8%                    | 10.5%       |

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

| Successful Course Completion <sup>6</sup>                          |                                  | Actual 2014 | Actual 2015 | Actual 2016 <sup>7</sup> | Forecast 2017 <sup>8</sup> | Target 2017 |
|--|----------------------------------|-------------|-------------|--------------------------|----------------------------|-------------|
| Impact   | Output commitments               |             |             |                          |                            |             |
| Increased successful course completions by priority learner groups | Māori completion rates           | 81%         | 81%         | 80%                      | 82%                        | 84%         |
|  | Pacific completion rates         | 70%         | 70%         | 69%                      | 70%                        | 73%         |
|  | <25 completion rates             | 87%         | 87%         | 87%                      | 87%                        | 87%         |
|  | <b>All SAC eligible students</b> | <b>87%</b>  | <b>87%</b>  | <b>87%</b>               | <b>87%</b>                 | <b>87%</b>  |
|  | <i>NZ university median</i>      | 86%         | 86%         | 86%                      |                            |             |

Course completion rates have exceeded sector medians with an overall course completion rate of 87% (unchanged from the previous year). 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 percentages.

| Qualification Completion <sup>9</sup>                    |                                  | Actual 2014 | Actual 2015 | Actual 2016 <sup>10</sup> | Forecast 2017 <sup>11</sup> | Target 2017 |
|--|----------------------------------|-------------|-------------|---------------------------|-----------------------------|-------------|
| Impact   | Output commitments               |             |             |                           |                             |             |
| Increased qualification completions by priority learners | Māori completion rates           | 68%         | 67%         | 63%                       | 57%                         | 69%         |
|  | Pacific completion rates         | 43%         | 50%         | 49%                       | 51%                         | 56%         |
|  | <25 completion rates             | 79%         | 73%         | 73%                       | 69%                         | 72%         |
|  | <b>All SAC eligible students</b> | <b>86%</b>  | <b>80%</b>  | <b>77%</b>                | <b>76%</b>                  | <b>81%</b>  |
|  | <i>NZ university median</i>      | 82%         | 80%         | 79%                       |                             |             |

The metric was revised by TEC in 2017. For comparability this table is prepared under the historic methodology. The calculation represents the proportion of students completing qualifications as a percentage of the EFTS enrolled in the year. As enrolments increased the proportion graduating declines. The decline in new to UC students in 2011 materially impacted this indicator. The number of Māori and Pasifika students is comparatively small and therefore small movements in student numbers materially impact performance.

<sup>5</sup> The 2017 Actuals are based on enrolments as at 31 December and may differ slightly to the SDR enrolments subsequently submitted.

<sup>6</sup> Where possible confirmed TEC data has been referenced.

<sup>7</sup> Updated since 2016 Annual Report published.

<sup>8</sup> Interim result to 23 January 2018.

<sup>9</sup> Where possible confirmed TEC data has been referenced.

<sup>10</sup> Updated since 2016 Annual Report published.

<sup>11</sup> Interim result to 23 January 2018.

| Retention <sup>12</sup>                        |                                      | Actual     | Actual     | Actual             | Forecast           | Target     |
|--|--------------------------------------|------------|------------|--------------------|--------------------|------------|
| Impact   | Output commitments                   | 2014       | 2015       | 2016 <sup>13</sup> | 2017 <sup>14</sup> | 2017       |
| Increased retention of priority learner groups | Māori retention rates                | 81%        | 83%        | 83%                | 82%                | 81%        |
|  | Pacific retention rates              | 78%        | 77%        | 82%                | 75%                | 79%        |
|  | <25 retention rates                  | 89%        | 89%        | 89%                | 88%                | 89%        |
|  | <b>All SAC eligible students</b>     | <b>87%</b> | <b>88%</b> | <b>87%</b>         | <b>87%</b>         | <b>86%</b> |
|  | <i>New Zealand university median</i> | 85%        | 86%        | 85%                |                    |            |

Retention rates have generally exceeded expectations and have historically exceeded the sector median. The retention of Pasifika students reflects small numbers and remains volatile.

Under the heading of Challenge, the University has set targets in conjunction with Government that support the Tertiary Education Strategy Goals 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 advertising 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 attributes of the Graduate Profile (discussed below) and also highlights the recreational opportunities (including over 140 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. A 4.8% increase in total enrolments in 2017 was a positive endorsement of the actions taken and included a 3.8% increase in new to UC EFTS.

Competition for student enrolments is expected to intensify in the coming years. The University has responded to the challenge of increasing the number of student enrolments through a number of initiatives. National Certificate of Educational Achievement (NCEA) excellence and merit scholarships were continued for 2017 as research indicated financial support made a difference to a number of students decision to study in Christchurch. Targeted regional offerings have been made, such as the Go Canterbury initiative for Auckland and Wellington students, which generated significant interest.

Attracting additional students has put some pressure on the supply of accommodation. In 2017, the University opened the Kirkwood Avenue Hall 68 bed facility for self-catering students. The Hayashi complex is a new build of 16 two-storey townhouses and 10 studio apartments to accommodate students and couples. It comprises a total of 90 rooms, including 10 self-contained units, and three townhouses have wheelchair-accessible rooms and facilities. Each house will offer shared kitchen, living, bathroom, and laundry facilities. The first residents moved in during February 2018. It has also been noted that more rental properties are available than in previous years which has enabled students to find affordable accommodation closer to campus. The halls of residence on campus were generally oversubscribed. With the current market trends and the ongoing accommodation developments planned, off campus accommodation supply is unlikely to be an issue for students studying at the University. There is however a shortage of on campus accommodation for first year students and international students.

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 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. This programme delivered a success rate consistent with the prior year's results. The current outcomes are significantly better than those achieved prior to the implementation of the Hagley programme.

<sup>12</sup> Where possible confirmed TEC data has been referenced.

<sup>13</sup> Updated since 2016 Annual report published.

<sup>14</sup> Interim result to 23 January 2018.

## Māori students

The 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 Māori students enrolling at the University as evidenced by the 36% increase in first year Māori enrolments in the period 2014–17.

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.

In implementing Te Rautaki Whakawhanake Kaupapa Māori, the University has continued to engage with the community, schools and students. The support programmes continued in 2017 including community engagement activity, academic support and leadership development.

The University has proactively engaged with the wider community through the sponsorship of Māori student leadership events such as the Waitaha Manu Kōrero Māori speech competition and supported the facilitation of a leadership summit for 140 ākonga (students) studying in years 9 to 11 in collaboration with Te Tapuae o Rehua. The kaupapa of the initiative focused on personal leadership and cultural development. Students developed a plan to initiate and/or enhance Māori leadership within their schools, learnt new skills to best prepare for external examinations and set goals for themselves, both personally and for their education aspirations.

The UC Foundation has funded the implementation of the Māori Recruitment Strategy, to expand and enhance the recruitment activities targeting rangatahi in Canterbury. Ekea (launched in 2016) is a four-year programme of student engagement commencing in Year 10, targeting Māori students and building through to Year 13. Through a series of events over the student's secondary schooling, which build their academic achievement and develop familiarity with the University and its environment, the student will be well prepared to enrol in a programme of study of their choosing.

Ekea! is a Year 11 Māori Leadership Programme developed to respond to research conducted by Te Tapuae o Rehua which highlighted Year 11 as a critical year for rangatahi when deciding to commit to their education. The focus of this programme was around Māori Leadership and cultural identity. The two day programme had the theme Nō hea koe? Ko wai koe? E haere ana koe ki hea? (Where are you from? Who are you now? Where are you going?). The feedback from this cohort will inform future development of the programme.

Piloted in 2016 and expanded in 2017, Ekea? Āna is an NCEA homework programme. The initiative targeted Year 13 ākonga from schools that have a high population of Māori students who historically achieve NCEA Level 3 but not university entrance. The focus of the programme was to provide academic support through tutoring and workshops with a focus on NCEA exam preparation. The programme also included content aimed at enhancing personal resilience and increasing their sense of belonging on campus. Student feedback was positive. This programme will now be extended to include all local schools for ākonga in both years 12 and 13, as evidence suggested a need at both levels.

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.

In 2015, the Māori Development Team (MDT) established a mentoring programme, for which all Tuākana<sup>15</sup> take part in Tauira Tū, Tauira Ora, a version of Tangata Tū, Tangata Ora<sup>16</sup> tailored to their role as mentors. 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, the 82% of Māori students retained in 2017 compares favourably with the retention for all students at the University.

As a result of the activities, 2017 saw a 5.5% increase in the number of Māori students enrolling. This increase was driven in part by an increase in retention rates, which have exceeded expectations.

<sup>15</sup> Mentors.

<sup>16</sup> Tangata Tū, Tangata Ora is a programme that seeks to develop the ability of participants to interact respectfully and effectively with people from a background that is different from their own. It goes beyond an awareness of or sensitivity to another culture, to include an ability to utilise that knowledge in cross-cultural situations and to develop and implement processes, procedures and practices that support the delivery of culturally competent and appropriate services.

### **Pasifika students**

The 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.

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.

In 2017 Pasifika domestic enrolments were consistent with the 2016 level but exceeded the target enrolment level. Pasifika students now comprise 3.0% of the total student population and further growth is expected.

The implementation of the Pasifika Strategy has seen enhanced initiatives aimed at attracting Pasifika students, including targeted scholarships and dedicated liaison staff working with university ready students through targeted secondary schools to the UC Me XL outreach programme. The programme was initially developed in the post-earthquake environment, to assist high school students who did not have study space available at home. UC Me XL is a two-week holiday programme on campus designed to support students studying NCEA levels 1–3. In 2018, it is planned to extend this programme to years 9 and 10 students. There are now students from 19 schools in Christchurch participating in the programmes. Auckland is also a target market for the recruitment of additional Pasifika students.

UC Pacific Mentoring Programme (UCP) is a one-to-one, peer support programme for all Pasifika students in their first year of study. By connecting with a mentor, first-year students receive direction, encouragement, motivation and, most important of all, friendship.

All mentors are senior students with a strong understanding of university life through their own personal experiences and knowledge. They are committed to providing students with the advice and support they need throughout the year in order to succeed at the University. To access the UCP Mentoring programme, students must be enrolled as a Pasifika student at UC and register with the programme. All first-year UC Pasifika students are assigned a mentor on registration.

Participants in Pasifika Academic Solutions and Success (PASS) programme can access individual and group tutorials for specific first-year courses. The resources allocated to the programme increased in 2017 and the feedback from the students was positive. Preliminary results indicate that the academic performance of PASS participants have been higher than would be expected when compared with the achievements of cohorts who were not supported in this manner.

### **International students**

While the proportion of full-fee international students enrolled is important to the financial sustainability of the University, their presence also enables our domestic students to glean an understanding of other cultures through engagement with classmates from other countries and cultures.

The International Growth Strategy details how international students will be attracted to study in Christchurch. The strategy has seven components.

1. Develop programmes with international appeal. Strong demand has been identified for postgraduate education, particularly taught masters. Programmes such as Māori and Indigenous Leadership, Policy and Governance, International Relations and Diplomacy, Financial Management and Financial Engineering have been launched as a response to student and industry demands.
2. Ensure students have a world-class experience at UC. The University of Canterbury was ranked 214th<sup>17</sup> in the world which is in the top 1%. A total of 17 subject areas are ranked in the QS top 200. The University was also the first New Zealand institution to achieve five stars in the QS STARS rating, which reflects the relative quality of universities.
3. Ensure that our fees are competitive. UC international fees are benchmarked against those charged by similar institutions domestically and internationally.
4. Develop competitive packages for international students, including accommodation and fee packages in specified areas.
5. Optimise recruitment channels. The collaboration with Navitas (an international education provider working through 120 institutions in 31 countries) has enhanced the University's presence in target markets and is complemented by a group of Christchurch-based country managers. In 2017 the University also appointed representatives who are based in key target markets.

<sup>17</sup> QS World University Ranking 2017/2018.

6. Managing the pipeline and conversion of application. The systems and processes relating to student applications are subject to ongoing review and refinement to deliver an improved level of customer service.
7. Enhancing the UC brand. A strong brand will ensure that international students are aware of and will continue to perceive the University of Canterbury as provider of a world class educational experience.

These strategies will form the main thrust of continuing international recruitment in the next three years.

The outlook for 2018 is positive as applications to enrol exceed prior years with an increase of 7.0% applications from new domestic students and 6.0% from new international students over the prior year at the same time (week 19 of the enrolment cycle).

### Graduate profile

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. Each of the attributes is championed by a senior management team member.

| 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 in a multi-cultural society   | 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 with 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.

### Critically competent in a core academic discipline of their degree

To ensure that students are competent in their chosen academic discipline, it is essential that they receive quality teaching. Quality assurance of teaching is guided by the following principles (these apply to all quality assurance processes at the University of Canterbury):

- consistency
- accountability
- efficiency
- flexibility and
- culture and understanding.

Teaching quality is one of the hardest aspects of university activity to measure. In 2017 the independent rankings agency QS ranked the University of Canterbury 210th in the world for academic reputation<sup>18</sup>. This measure provides a 'sense of consensus of opinion amongst the international academic community'<sup>19</sup>.

<sup>18</sup> QS 2017/2018 World University Ranking.

<sup>19</sup> [www.topuniversities.com/university-rankings-articles/world-university-rankings/qs-world-university-rankings-methodology](http://www.topuniversities.com/university-rankings-articles/world-university-rankings/qs-world-university-rankings-methodology).

Quality assurance of teaching, encompasses all aspects pertaining to the delivery of teaching and course material to students; this includes what is taught, how teaching is undertaken, who teaches and how well, where teaching occurs and how effective it is, and when teaching occurs. Much of this is conducted at a school or departmental level with an expectation of annual and formal quality assurance through the five-year qualification review cycle.

Quantitative measures used in the quality assurance processes are conducted or coordinated by Academic Services and include:

- Student Evaluation of Teaching (SET) surveying — course, teaching and programme surveys.
- Student Experience Surveying — UCount and UCPEQ surveys that focus on environmental issues, infrastructural and ancillary teaching support.
- Graduate Destination Survey which is increasingly focusing on skill acquisition and development.

Overall results are provided to the Head of Department/School, the respective Pro-Vice-Chancellors as executive and academic leaders of the colleges, and the Assistant Vice-Chancellor (Academic) who has the institutional responsibility for academic quality.

The University Council has sponsored teaching awards that recognise sustained excellence in the area of teaching. The criteria for excellence are strict and as a result an award is not made every year. Associate Professor Ekant Veer, from the Management, Marketing, and Entrepreneurship department, was awarded the Teaching Medal for 2017. Associate Professor Veer is regarded as an innovative teacher who is passionate about teaching and enabling his students to apply their theoretical knowledge to real world problems to create practical, digital marketing solutions for companies. His work is also used as teaching material in many different contexts beyond his influence with UC students — locally as part of Canterbury District Health Board training about public health and health promotion, nationally by the New Zealand Red Cross and internationally through his lectures on teaching effectiveness across Australian universities. Associate Professor Veer has a track record of teaching excellence, both in New Zealand and prior to that at the University of Bath in the United Kingdom. He has previously been recognised with a UC Teaching Award and five Lecturer of the Year Awards from the UCSA since he joined the University in 2010.

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

Retention of students for further study is a key performance indicator which our students continue to rank highly when compared to other institutions by the Tertiary Education Commission.

### ***Employable, innovative and enterprising***

Under this attribute students are expected to develop skills that are transferable between workplaces. The core skills to meet this attribute are:

- working effectively and professionally with diverse communities
- communication
- analytical, critical thinking, and problem solving in diverse contexts
- digital literacy
- innovation, enterprise and creativity.

These skills can be honed in a variety of ways and will be tailored to fit different academic programmes. Opportunities include internships, placements, field trips, experiments, real world problem solving and project work. Importantly students must also be challenged to reflect on their experience and be allowed to articulate what they have learned through feedback or assessments.

To ensure that students are more employable a range of initiatives has been developed and implemented, with significant input from employers from a range of industries. From 2015, initially as part of a pilot programme, first year students have had 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 approved work experience. The initial pilot participants graduated in 2017. As part of the pilot, feedback from employers will be sought in 2018. In the interim, a number of employers have provided positive ad hoc feedback on the content and layout of the record. There is a general consensus that the linking of the activities to the graduate profile is very useful. The UC Co-curricular Record had over 1,100 students registered at the end of 2017, with 40 validated activities that students can opt into.

Following on from the 2016 win in the Formula SAE Australasia competition, an electric car, designed and built by a team of eight Engineering students, was awarded the prestigious Design Award at the Asian leg of the Shell Eco-Marathon in Singapore. The students competed with hundreds of other students to design, build and drive the most energy-efficient car. The primary goal of the competition is not to break speed records or finish first but to build a vehicle that can last the longest on as little fuel as possible. In a world first, the UC students produced an electric vehicle made entirely from thermoformed plastic sheets, including the chassis and the outer panels. Judges described its build quality as the best they had ever seen and, in winning the Shell Eco-Marathon Design Award, the team received US\$3,000 and a large trophy. The team produced a car largely made of a common thermoplastic. The material was easy to work with, light, low-cost, and easy to re-use. The team's approach to the competition transcended the challenge of minimising energy use by focusing on how the materials we consume have an impact on the environment too. The eco-car's design paid due care to driver safety and comfort, and the car itself was commendably well finished and built to the highest standard.

The University supports the development of entrepreneurial thinking through the UC Centre for Entrepreneurship in the College of Business and Law. One of the key programmes is known as Entré. In the Entré programme, students are encouraged and supported to explore business ideas. Entré is a not-for-profit University of Canterbury company, run by students for all tertiary students in the Canterbury region. Entré exists to foster an entrepreneurial spirit, to encourage innovation and creativity and to educate students on the basic elements of business development. Through competitions, educational workshops and networking events, entré seeks to provide students from all disciplines with real business-world experience. Entré is committed to providing students with hands-on opportunities and industry exposure - things that are not provided in the lecture theatre. Entré also hosts entré for lunch, a series of business seminars designed to cover the basic knowledge essential to an entrepreneur. Presented by industry experts, each seminar provides relevant and practical knowledge for students endeavouring to enter the business world. The sixth Entré \$85K Challenge was run in 2017. Entrants go through the process of developing a product or business idea, during which they receive business world experience, guidance and mentoring from industry professionals. The overall winner, selected from the 11 finalists, was Zoe Haws, founder of Talk Town Ltd, an online game designed to help deaf children improve their self-advocacy and communication skills and to engage with their hearing classmates. Second place went to Josie Milton and Isabelle Smith, founders of The Monthly Club, a social enterprise delivering organic tampons 'to your door' through an online subscription service. With every order sent, the enterprise donates a box of tampons to disadvantaged girls and women via its charitable partner Aviva. Third place went to Jacob Bignell, founder of Eden Orchard a family business producing pure, sweet cherry juice with no added sugars, colours, flavours or preservatives.

The New Zealand Transport Agency (NZTA) and the University of Canterbury Centre for Entrepreneurship (UCE) came together to deliver the NZTA Kaikōura Challenge. The challenge aimed to provide much-needed assistance to our Kaikōura neighbours after the earthquake of November 2016. Kaikōura has long been dependent on visitors for its economic well-being due to its position as a thoroughfare to and from the Nelson and Marlborough regions, as well as a destination for coastal and marine tourism. Significant road damage, confusion and uncertainty surrounding road access, and concern for safety resulted in a drastic drop in visitors to the region. Consequently, the livelihoods of Kaikōura business owners and residents were at risk. The challenge provided a unique opportunity for UC students to make a positive difference to a community in need. The solutions they developed have the potential to have a real impact on the economic and social well-being of Kaikōura residents both now and in the years to come. The Challenge also provided a platform to build key skills and knowledge that will benefit their careers including teamwork, creative thinking, strategy development, community development, networking, stakeholder engagement, and presenting. The winning solution was *Kaikōura by Night* a programme of three events over July and August including a Night Market, Coastal Sparks and Lights by the Sea. This solution aimed to utilise existing spaces available in Kaikōura and fills the gaps in existing events programmes to incentivise locals and domestic visitors to get out and about in Kaikōura over the winter months. This solution provided a much needed draw to encourage visitors during the quiet, winter season.

### ***Biculturally competent and confident in a multi-cultural society***

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. In 2012, Te Rautaki Whakawhanake Kaupapa Māori was developed in consultation with Ngāi Tahu and adopted by the University Council. One of the six areas of development is Hōtaka Kōunga (Quality Programmes). The objective is to incorporate Mātauranga Māori (an indigenous perspective) into all undergraduate programmes of study. The initial review of all undergraduate programmes has been completed. The initial implementation of changes to programmes is progressing and will be completed in 2018. It should be noted that the review process will be ongoing over the coming years and further evolution is expected.

Cultural competence and confidence comprise the ability to interact confidently and appropriately with people from a backgrounds that is different from one's own. It goes beyond an awareness of or sensitivity to another culture to include the ability to use that knowledge in cross cultural situations. At an institutional level it includes the developmental processes procedures and practices that support culturally competent and appropriate services. The objective is to allow each student to have adequate opportunities to engage with content activities and experiences to the extent that they develop bicultural competence and confidence and understand how this attribute is relevant to their chosen discipline or career by the time that they graduate.

### ***Engaged with the community***

The community engagement attribute is led by the UC Community Engagement Hub based in the College of Education, Health and Human Development. In the aftermath of the 2011 earthquake, University of Canterbury students played a significant role in meeting the needs of the community through the Student Volunteer Army (SVA). Subsequently, the staff and students collectively determined that the SVA ethos should become a formal part of the University's future direction and was incorporated into the graduate profile. Community engagement is embedded in the curriculum through service learning courses and internships where academic content relevant service and critical reflection are implemented. Professional placements in programmes such as Education and Engineering can also meet the objectives of community engagement.

An example of community engagement activities within an academic programme is the minor in the Bachelor of Arts in Professional and Community Engagement (PACE). PACE has three components: an internship with a business or community organisation, a related academic research element, and weekly group sessions where students reflect on their experience. Students have the opportunity to work with business and community organisations to provide productive and strategic outcomes on real world projects. They gain valuable work experience, academic research experience and training in critical reflection, report writing, presentation and communication skills. These are the skills that employers value and desire to see in new graduates.

### ***Globally aware***

The Globally Aware attribute is approached from a bicultural standpoint – globally aware and locally rooted. Consequently it has a similarity with the Biculturally Competent and Confident attribute. In this way the many cultural influences on an individual can be acknowledged (for example culture of country, culture of discipline, culture of institution). Students are expected to develop:

- an understanding of the global nature of one's discipline
- the ability to engage critically and effectively in global and multicultural contexts.

Learning outcomes, through which students can demonstrate their successful fulfilment of this attribute, are intended to link to these themes and relevant assessment. Fulfilling this attribute cannot be accomplished in one course. It will take time to develop and will require multiple opportunities for students to broaden and deepen their knowledge and skills.

The University exchange programme provides additional opportunities for students to have an international experience what they choose to study. 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 60 exchange partnerships is already in place with overseas universities. There is a growing trend to include short term international study tours as field trips during recess or summer breaks. Depending on the courses taken, students have the opportunity to travel to Asia, Europe, North America, Australia and Antarctica.

The portfolio of international relationships has now been expanded to include a number of opportunities with Mahidol University (Thailand). Mahidol students undertake internships in New Zealand coordinated by the University of Canterbury. Likewise, University of Canterbury students undertake internships in Thailand coordinated by Mahidol University, including a six-week internship programme with local organisations including businesses and non-government organisations, which provides an opportunity to gain valuable experience living and working in an international and intercultural environment.

Internationalisation and global awareness is so much more than drawing full-fee paying students to UC. Opportunities that create learning opportunities with academic frameworks for learning and leveraging our partnerships are important parts of delivering this attribute of the graduate profile.

# Priority Objective 2: Concentrate

Enhancing the quality and impact of research outputs

| Research Outputs   |   | Actual 2014 | Actual 2015 | Actual 2016 <sup>20</sup> | Actual 2017 <sup>21</sup> | Target 2017 |
|--|---|-------------|-------------|---------------------------|---------------------------|-------------|
| Impact   | Output commitments                      |             |             |                           |                           |             |
| Increased research degree completions and external research income | Number of research degree completions   | 415         | 425         | 436                       | 431                       | 435         |
|  | External research income excluding PBRF | \$26.7m     | \$27.4m     | \$30.9                    | \$34.4m                   | \$27.2m     |

The post-earthquake environment has provided unique opportunities for research in a number of fields which has resulted in increased numbers of students enrolling in research degrees.

| Postgraduate enrolments          |                                | Actual 2014  | Actual 2015  | Actual 2016  | Actual 2017  | Target 2017  |
|----------------------------------|--------------------------------|--------------|--------------|--------------|--------------|--------------|
| Impact                           | Input commitments              |              |              |              |              |              |
| Increased postgraduate enrolment | Postgraduate taught EFTS       | 1,109        | 1,481        | 1,636        | 1,752        | 971          |
|                                  | Postgraduate research EFTS     | 1,113        | 1,173        | 1,141        | 1,174        | 1,096        |
| EFTS.                            | <b>Total postgraduate EFTS</b> | <b>2,222</b> | <b>2,654</b> | <b>2,777</b> | <b>2,926</b> | <b>2,067</b> |

The number of taught postgraduate enrolments has been primarily driven by interest in taught Masters programmes.

| Māori and Pacific Research Students  |  | Actual 2014 | Actual 2015 | Actual 2016 | Actual 2017 | Target 2017 |
|--|--|-------------|-------------|-------------|-------------|-------------|
| 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     | 4.7%        | 4.3%        | 4.8%        | 5.9%        | 4.6%        |
|  | Pacific postgraduate research students as a proportion of total Pacific EFTS | 4.6%        | 4.2%        | 3.8%        | 4.3%        | 3.6%        |

The population of Māori and Pacific students is small so minor movements in enrolment have disproportionate impact on the performance metrics.

## Research outputs

The number of research degree completions was consistent with the highest ever reported in 2016. The research revenue excluding Performance Based Research Funding continues to grow with the total earned in 2017 being 11.3% greater than the previous year.

## Postgraduate students

Despite the growth in the total number of students enrolling, the number and proportion of postgraduate students increased at a faster rate over the past three years. Currently over 1,000 doctoral candidates are at the University. The increase in doctoral enrolments is driven in part by the University's involvement in the National Science Challenges and Centres of Research Excellence.

In addition to increasing the number of research degrees enrolments, the University has continued to develop and promote new professional masters qualifications. In 2017 a further five professional masters degrees were offered for the first time. The subject areas included Māori and Indigenous Leadership, Policy and Governance, International Relations

<sup>20</sup> Updated since 2016 Annual Report published.

<sup>21</sup> Interim result to 23 January 2018.

and Diplomacy, Financial Management and Financial Engineering. 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 5.3% from the previous year.

The proportion of postgraduate students from priority groups is also increasing beyond expectations. There was a 27% increase in the number of doctoral candidates identifying as Māori enrolled in 2017 and a 38% increase in the number of Pasifika doctoral students. Of the 10 most prestigious scholarships offered by the University, Māori students secured six.

### **Research developments**

The University of Canterbury has been pursuing a collaborative research strategy since 2012. It has become known as a great collaborator and has come to understand the need and opportunity afforded by a more collaborative model of engagement. The origins of this strategy lie in the response to the 2010–11 Canterbury earthquakes.

The reputation of the University's research staff as valued collaborators and contributors is evidenced by the record levels of research funding received in 2017, financial participation in nine of the 11 National Science Challenges, in roles from the directorate level to research support, and leadership or partnership in the 10 Centres of Research Excellence (CoRE). The University holds 68 National Science Challenge contracts worth \$23.1 million and 42 CoRE contracts worth \$27.2 million.

### **Recognition of research leaders**

The University Council continues to encourage and recognise leading researchers through the awarding of the Innovation Medal for “the active transformation of academic knowledge and ideas leading to their adoption by the wider community” and the Research Medal for “excellence in research”. The criteria for the award of the medals set a very high bar. In 2017 the nominations for the Innovation Medal did not meet the criteria and accordingly no award was made.

The Research Medal was awarded to Distinguished Professor Geoffrey Chase, (Mechanical Engineering) who specialises in dynamic systems modelling and control applied to medicine and structures. His pioneering work has real-world impact that ranges from intensive care medicine for babies to earthquake engineering. Professor Chase initiated, developed and successfully applied a novel area of bio-engineering research with a very strong clinical-applications focus called Model-Based Therapeutics (MBT) for cardiovascular diagnostics. He is a pioneer of MBT and the first to use virtual (computer-based) trials to design a therapeutic protocol that is now a regular standard of care in New Zealand, parts of the European Union, and Malaysia. His research also pursues solutions in many other areas of medicine, which include clinical practice changes in the neonatal ICU for glycaemic control and novel very low-cost methods of diagnosing type 2 diabetes before the ability to intervene and reduce long-term costs is passed, and low-cost and non-invasive means of breast cancer diagnosis.

Professor Steven Ratuva has won a prestigious Fulbright New Zealand Senior Scholar Fellowship to carry out research as a visiting professor in the United States of America. The Fulbright Senior Scholar award is the most prestigious academic fellowship offered by the United States for the world's leading academics to carry out research or teaching in United States universities. The Fulbright award followed a rigorous and highly competitive process of research assessment, review and interview and is in recognition of Professor Ratuva's international research expertise as an interdisciplinary social scientist. He was investigating affirmative action policies relating to Pacific Island minorities in the United States and New Zealand and their impact in addressing group inequality.

Professor Brendon Bradley (Civil and Natural Resources and co-Director of QuakeCore) was a major winner in the New Zealand Prime Minister's Science Prizes, being awarded the Prime Minister's MacDiarmid Emerging Scientist Prize at a gala function. The award is for his world-leading research on seismic deformation and impact on engineering structures and infrastructure. The research is already being used to set new building design codes internationally, and places emphasis on more robust designs for buildings and infrastructure of critical importance, such as hospitals, telecommunications headquarters and office blocks occupied by large numbers of workers. Several major rebuilding projects in Christchurch are being influenced by his findings, with an expected trickledown effect as these new, advanced methods of engineering become the norm.

The UC Quake Centre was established in response to the Canterbury earthquakes, to deliver advanced engineering solutions to improve the resilience and sustainability of New Zealand's buildings infrastructure. It will benefit in this year's MBIE Partnerships Scheme investment funding round to the tune of \$12 million. The project, titled “Building Innovation: Infrastructure Systems Engineered for Improved Value and Resilience”, is led by UC Quake Centre Director Dr Robert Finch with UC's Ada Rutherford Professor of Architectural Engineering Larry Bellamy as the Science Leader. The award will amount to \$5 million over seven years, plus significant co-funding of \$7 million. The project means both industry and Government can now work together to drive research outcomes that will change and improve the performance and affordability of infrastructure development in New Zealand over the long term.

# Priority Objective 3: Connect

Maintaining strong, collaborative and mutually beneficial relationships with stakeholders

| Relationship with Alumni and Supporters               |  | Actual 2014 | Actual 2015 | Actual 2016 | Actual 2017 | Target 2017 |
|---|--|-------------|-------------|-------------|-------------|-------------|
| Impact  | Input commitments  |             |             |             |             |             |
| Strengthened relationships with alumni and supporters | Income through UC Foundation to UC                                   | \$2.3m      | \$4.1m      | \$3.2m      | \$9.6m      | \$3.7m      |
|   | Proportion of alumni with current addresses (electronic or physical) | 52%         | 53%         | 61%         | 65%         | 65%         |

Increasing emphasis on philanthropic donations has resulted in the UC Foundation being able to support an increased number of activities across the University. The strategy to engage with alumni has resulted in a significant increase in the proportion.

| International Engagement          |                              | Actual 2014 | Actual 2015 | Actual 2016 | Actual 2017 | Target 2017 |
|-----------------------------------|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Impact                            | Input commitments            |             |             |             |             |             |
| Enhanced international connection | Visiting Fellowships awarded | 69          | 72          | 87          | 81          | 75          |
|                                   | Take-up of outgoing awards   | 25          | 20          | 29          | 24          | 25          |

A number of awards made in 2015 were deferred until 2016, resulting in record numbers of exchanges.

| Industry Engagement                                   |  | Actual 2014 | Actual 2015 | Actual 2016 | Actual 2017 | Target 2017 |
|---|--|-------------|-------------|-------------|-------------|-------------|
| Impact  | Input commitments                        |             |             |             |             |             |
| Increased revenue from providing services to Industry | Revenue derived from consulting activity | \$3.4m      | \$3.6m      | \$4.1m      | \$4.3m      | \$4.0m      |

## 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 and 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).

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. The implementation of this framework commenced in 2016 facilitating the development of content, pedagogy, activities and experiences 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 launched Kia Ngaringari (a pilot initiative to recruit additional Māori staff) in 2017. The long term objective is to ensure that the proportion of Māori staff members is at least comparable with that of Māori in the wider community. Use of te reo Māori at the University continues to increase. The Senior Management Team has taken the lead in championing the use of te reo by using part of their regular meeting as an opportunity to practice use of mihi and appropriate pronunciation. Weekly waiata sessions have been instigated by the Māori Students Development Team and regularly attract more than 40 participants.

## 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 continue to meet regularly and provide a forum where the community and senior University managers are able to address concerns and provide feedback. In addition, 2017 also saw the appointment of the first Kaiārahi Pasifika in the College of Education, Health and Human Development. The role is to champion and support the incorporation of Pasifika perspectives in the development curriculum in the College.

## 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 Canterbury 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 to the local economy in the period 2014-2024 and is a major source of economic activity in the city. The University returned to remediated space in the Arts Centre. The Classics and Music Departments have occupied the Chemistry Building on the former University of Canterbury site. Music students offer regular lunchtime concerts which provide public entertainment as well as experience for the students performing in front of a live audience.

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 also has a role in the SIGNAL ICT Graduate School located in the Innovation Precinct.

The University attracts thousands of students, staff and visitors to Christchurch every year. As a result its 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 2017 the average capital expenditure was almost \$3.2 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 hosts the government funded Centre of Research Excellence — QuakeCoRE.

The opportunity for further engagement with the Information and communications technology (ICT) industry has arisen as the University has a lead role in developing the SIGNAL ICT Graduate School with a range of industry and educational partners (Ara Institute of Canterbury, Otago Polytechnic, Lincoln and Otago Universities). Enrolments in 2017 were less than expected but the 2018 enrolments are expected to show an increase over the prior year. Students from a variety of academic backgrounds will have the opportunity to study a programme providing a practical learning experience that will prepare them for employment in the ICT industry. The school is overseen by an independent Board (the majority of which are from industry) led by Dr David Band, a professional director with a background in both international business and academia.

The University has a multi-faceted relationship with industry based primarily around the research activity and the graduates produced. In 2017, the University of Canterbury was ranked third in New Zealand for employer reputation<sup>22</sup>. This ranking shows that University of Canterbury graduates are readily accepted by employers. The staff of the University also offer consultancy services through the University. The value of the services provided continues to steadily increase as the University strengthens its relationship with industry.

The University continues to expand the scope of its engagement with industry. In 2017 the University, with the support of Christchurch International Airport Ltd concluded an agreement with China Southern Airlines to support the University of Canterbury Mount John Observatory in Tekapo. In parallel with this arrangement are existing commercial relationships to promote astro-tourism including Earth and Sky Ltd and Ngāi Tahu Tourism.

<sup>22</sup> QS World University Ranking 2017/2018.

### **International**

The University currently maintains active relationships with over 100 partner universities representing all continents. These relationships can include a wide range of activities such as research, intellectual property licences, teaching, and student and staff exchanges. Through the generous bequest of alumnus John (Jack) Erskine, a trust fund was established in what was then Canterbury University College. Initially income from the trust fund was to be used to pay the fares and reasonable travelling expenses of members of the teaching staff to other countries to enable them to increase their knowledge in any subject taught in the Science, Engineering or Commerce faculties and better enable them to teach those subjects. The second use of the fund was to bring international teachers to the University. In later years the programme has been widened to include all disciplines taught at the University of Canterbury.

The University of Canterbury is a member of the global AC21 consortium. The consortium members are committed to innovation in education, research and academic governance through collaborative action. 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.

### **Alumni**

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 65% 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. Regular contact is made with as many alumni as possible through face to face networking events in New Zealand and overseas, regular email and social media outreach, and the traditional printed publications. The University of Canterbury Foundation and its sister foundations in North America and the United Kingdom raised almost \$11 million in 2017, of which some \$9.6 million was transferred to the University.

The University of Canterbury Students Association (UCSA) in conjunction with the University, is running an appeal to the alumni to assist in rebuilding the UCSA building. The building was deemed not fit for purpose after the earthquakes and had been unoccupied since February 2011. Demolition was completed in December 2016. Construction of a new fit for purpose building commenced in 2017. The new building will be named Haere-roa, which translates to the longest stream or the long wanderer. It recognises the UCSA as a space that hosts and welcomes people. The name has been gifted to the UCSA by mana whenua, Te Ngāi Tūāhuriri Rūnanga, and is linked to the Ōtākaro Avon River, which flows past the UCSA building site.