

20 19

Statement
of Service
Performance |

Te Tauākī o ngā
Whāinga me ngā
Taeatanga



Statement of Service Performance | Te Tauākī o ngā Whāinga me ngā Taeatanga

Introduction – towards a new strategic vision

This year, the University has launched a change in its strategy, building on the continuing vision of the University: “People Prepared to Make a Difference – Tangata Tū, Tangata Ora”. Since the inaugural address at the founding of the Canterbury Collegiate Union in 1872, this University has stood for accessible higher education, service to the community and the encouragement of talent without barriers of distance, wealth, class, gender and ethnicity.

The main theme that threads through the new strategy is that of engagement, embracing our commitment to Te Tiriti o Waitangi | Treaty of Waitangi; our approach to locally and globally relevant education and research; our international disposition; our people; and our approach to sustainability. The primary components of this new strategy are ‘Engaged, Empowered, Making a Difference’.

Statement of Service Performance 2019

This Statement of Service Performance looks back mostly at the achievements under the previous strategy, which resonates strongly with the new strategy. The expressed mission of the University at the start of the year was:

- contribute to society through knowledge in chosen areas of endeavour;
- promote a world-class learning environment known for attracting people with the greatest potential to make a difference;
- 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 that strategy are: Challenge, Concentrate and Connect.

Please also refer to the policies and critical judgements and assumptions shown at the end of this Statement.

Framework

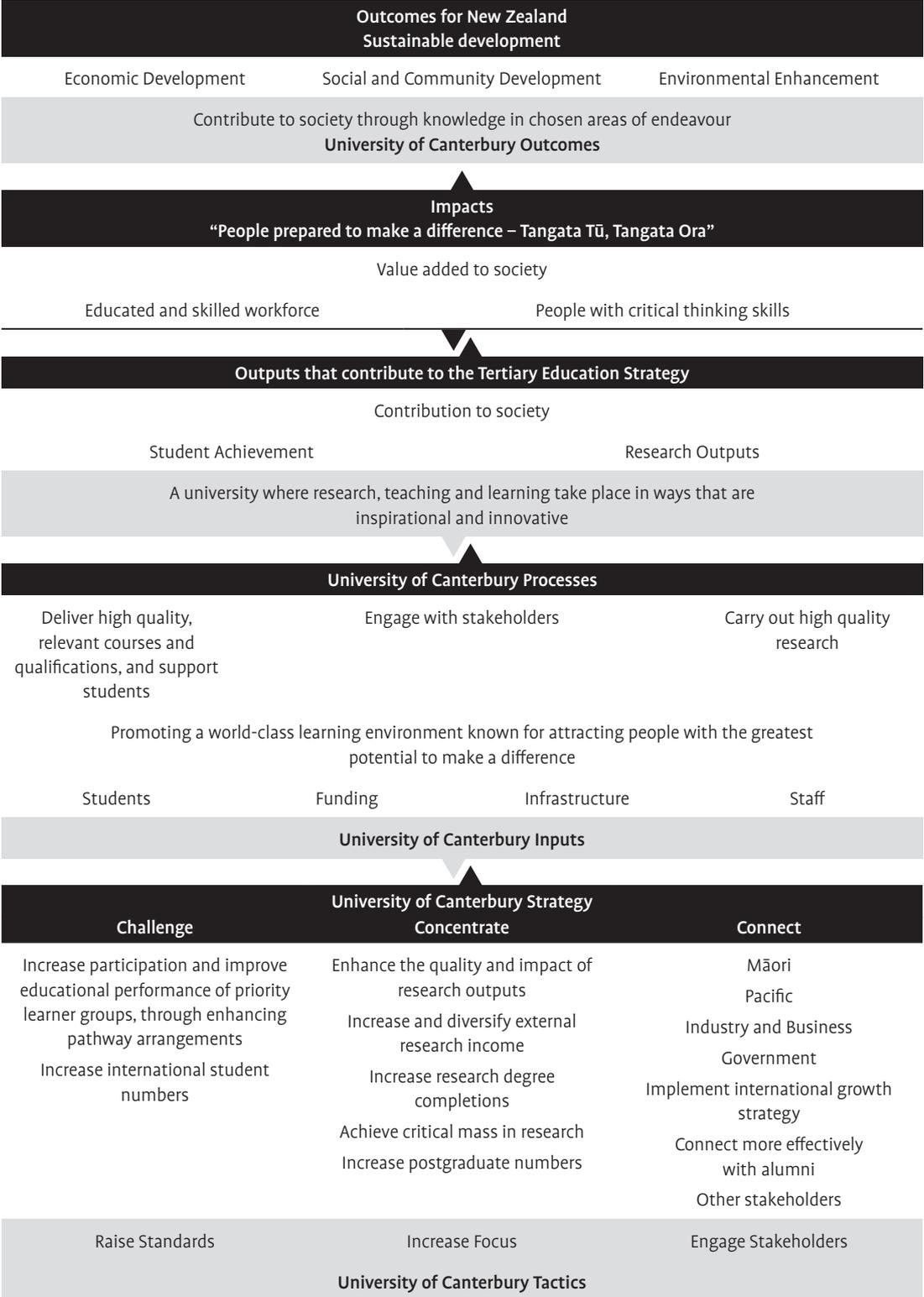
Through achieving the University’s mission, we contribute to the wider societal objectives of Economic Development, Social and Community Development and Environmental Enhancement.

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 opportunity to pursue interests and pastimes that add to the perceived quality of life¹. University graduates bring critical thinking to bear on problems and issues. They will develop innovative solutions that contribute to the social and economic development of the wider community.

Measuring progress towards these broader societal goals and in particular how much of that progress this institution contributes to is not an exact science. Accordingly, we use a variety of surrogate measures to 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 following table summarises the relationship between the University’s activities and the wider goals.

¹ D D Ionescu, A M Ionescu, E 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).



In 2019 a number of long-term projects started to bring results. The University is moving away from the trauma and disruption of the 2010 and 2011 earthquakes. Construction of the Engineering and Science facilities is now complete; the Rehua building is complete (enabling the transfer of the College of Education, Health and Human Development to the Ilam campus and providing space for the UC Centre for Entrepreneurship and UC Master of Business Administration); the Locke building is repaired and refurbished; and Haere-Roa, the jointly owned home of the University of Canterbury Students' Association (UCSA), is complete. Other physical changes include removing the temporary villages at Dovedale and Kirkwood; repairing and refurbishing the Logie building and starting construction of the Garden Hall | Tupuānuku residential accommodation facility for approximately 500 students on Homestead Lane, due for opening at the beginning of 2021. The University is also re-engaging with the central City: in the Arts Centre and in Te Papa Hauora | Health Precinct. Finally, the disruptive process of moving staff around the campus is coming to an end.

The University has capitalised buildings and infrastructure of \$758 million since 2011, funded by insurance payments and generous Crown contributions. This has underpinned the rebuilding of student numbers, which remains critical to the University's ability to return to sustainable financial health. In 2019, the University had 14,891 Equivalent Full Time Students (EFTS) enrolled. This represented an increase of 5.8% on the prior year. The University has been setting itself ambitious growth targets, particularly in international student numbers, as part of its undertakings to the Crown as part of the \$260 million post-earthquake funding agreement. The domestic student numbers were very close to budget targets, but international student numbers fell short of expectations even though the growth in numbers over the prior year was significant. It remains unclear which factors contributed most to this growth that was achieved: certainly new facilities, the Government's Fees Free initiative, the rebuild in Christchurch city, the new graduate profile, and new qualifications all played a part.

The Government requirements for tertiary institutions are laid out in the Tertiary Education Strategy 2014–2019 (TES). 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 develop the graduate profile (a package of specific competences that apply to all undergraduates).

Concentrate – strengthen research

Connect – develop relationships internationally and domestically and deliver skills to industry.

Financial statements and service performance

The University does not operate an activity based costing model, balancing the diversity and complexity of its service delivery paradigm with the cost/benefit of such an exercise. The University, along with all other universities in New Zealand, is required to submit its financial data to Tribal, a firm that specialises in the analysing of educational finance performance. This data is used to provide the University, and the Ministry of Education, with benchmark data against the performance of universities in New Zealand and United Kingdom. This analysis is provided annually, about mid-year, showing individual results only for the University compared with the average New Zealand and United Kingdom results.

The University has chosen to analyse its costs of activity using the actual prior year Tribal results and, for the current year, the methodology of Tribal. The University does not have access to the full Tribal proprietary financial model, but has worked with the firm to produce a reporting model that emulates closely their results at a high level.

The following tables show the expenditure for Teaching, Research and what we call 'Community' activities at a College level, derived in part from Tribal (Teaching and Research) and in part from the underlying accounting results for the Colleges. The central costs are allocated *pro rata* the expenditure in Colleges, as an estimate of their application. The non-direct expenditure of the UC Trust Funds are shown as part of Community engagement – these are investment vehicles and as such are not part of any category. These are the results for the University alone. After consolidation eliminations, expenditure in the UC Foundation Limited is not connected with Teaching and Research.

31 December 2019	Teaching	Research	Community	Total
\$000				
Direct expenditure	78,528	63,707	96,824	239,059
Central expenditure	45,806	37,161	56,479	139,446
Total University	124,334	100,868	153,303	378,505
UC Trust Funds			3,669	3,669
Total University	124,334	100,868	156,972	382,174
31 December 2018	Teaching	Research	Community	Total
\$000				
Direct expenditure	73,216	60,605	88,307	222,128
Central expenditure	48,861	40,445	58,933	148,240
Total University	122,077	101,050	147,240	370,368
UC Trust Funds	-	-	3,460	3,460
Total University	122,077	101,050	150,700	373,828

Please also refer to the critical reporting judgements, estimates and assumptions included at the end of this statement.

Priority Objective 1: Challenge

Improving the educational performance and participation of students

Student Enrolments (EFTS)		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
Impact	Input commitments					
Increased student enrolment	Domestic	11,358	11,671	12,366	13,022	12,869
	Full Fee	1,134	1,418	1,704	1,869	2,005
	Total	12,492	13,089	14,070	14,891	14,874
	New to UC EFTS	3,861	4,006	4,584	4,719	5,268

Assessment of actual achievement against target		
Achieved	Nearly achieved	Adverse variance

The University exceeded its target in both Domestic and Total student numbers. Full fee student numbers and 'New to UC EFTS' fell short, but mainly due to the ambitious target and changing international markets, which we are addressing.

Priority Learner Group Participation		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
Impact	Input commitments					
Increased participation by priority learner groups	Māori enrolments as a % of total domestic EFTS	8.3%	8.7%	9.0%	9.4%	8.9%
	Pacific enrolments as a % of total domestic EFTS	3.0%	3.1%	3.0%	3.2%	3.2%
	Non Māori, Non Pasifika enrolments as a % of total domestic EFTS	89.2%	88.7%	88.3%	87.8%	87.9%

The achievement is in line with target.

Māori and Pacific pathways		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
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.	9.4%	9.3%	9.7%	9.8%	6.6%
	First-year undergraduate Māori EFTS as a proportion of first year domestic undergraduate EFTS	9.8%	9.7%	9.9%	10.2%	8.4%
	First-year domestic undergraduate Māori EFTS	277	276	318	337	367
	First-year Pacific enrolments as a proportion of first-year domestic enrolments in first year of tertiary study.	3.4%	4.1%	3.3%	3.4%	2.4%
	First-year undergraduate Pacific EFTS as a proportion of first year domestic undergraduate EFTS	3.6%	4.2%	3.5%	3.7%	3.2%
	First-year domestic undergraduate Pasifika EFTS	100	118	111	121	158

The University continues to increase its absolute numbers of Māori and Pasifika undergraduate students.

Note: The population of Māori and Pasifika students at the University is so small that minor movements have a disproportionate impact on the performance targets.

International (Full Fee) Participation		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
Impact	Input commitments					
Increased and more diversified international (Full Fee) participation	Full Fee enrolments (as a percentage of total enrolments)	9.1%	10.8%	12.1%	12.6%	13.5%

Despite missing the ambitious recruitment target for International (full fee) students, the University continues to see a growth in their numbers continue to grow as a proportion of total enrolments, reflecting the University's strategic recruitment effort.

Course Completion		Actual 2016	Actual 2017	Actual 2018	Forecast 2019	Target 2019
Impact	Output commitments					
Increased successful course completions by priority learner groups	Māori completion rates	80%	81%	81%	78%	82%
	Pacific completion rates	69%	70%	71%	70%	74%
	Non Māori, Non Pasifika	87%	88%	87%	86%	87%

Rates for course completion have been consistent against targets and prior years. Note: The population of Māori and Pasifika students at the University is so small that minor movements have a disproportionate impact on the performance targets.

Qualification Completion		Actual 2016	Actual 2017	Actual 2018	Forecast 2019	Target 2019
Impact	Output commitments					
Increased qualification completions by priority learners	Māori completion rates	60%	54%	59%	58%	60%
	Pacific completion rates	46%	49%	48%	45%	48%
	Non Māori, Non Pasifika	67%	67%	69%	67%	68%

Rates for completion of qualifications have been consistent against target and prior years. Note: The population of Māori and Pasifika students at the University is so small that minor movements have a disproportionate impact on the performance targets.

First Year Retention		Actual 2016	Actual 2017	Actual 2018	Forecast 2019	Target 2019
Impact	Output commitments					
Increased retention of priority learner groups	Māori retention rates	71%	69%	71%	70%	71%
	Pacific retention rates	77%	68%	65%	77%	75%
	Non Māori, Non Pasifika	78%	77%	77%	79%	79%

Retention rates for first-year students have been consistent against targets and prior years.

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 the earthquakes, boost international student numbers, and to welcome them to an environment that supports them to achieve their potential.

Domestic students

The University has continued to invest heavily in the recruitment of domestic students to meet increasing targets. The market has experienced strong competition for recruitment amongst all universities for a similar-sized pool of school leavers.

The current offering of the University, known as UC7, identifies the five aspects of the graduate profile. It also highlights the recreational opportunities (including over 180 student clubs and societies) and the support services that are available to students through their programme of study.

The recruitment effort has included making 170 introductory presentations to over 1,500 students throughout the country. These presentations highlighted the points of difference that the University of Canterbury offers – in particular, UC7 and our fabulous, modern leafy campus.

From these and numerous other recruitment events UC has received a strong number of enquiries throughout the year. The University regularly contacted over 9,000 students in the Customer Relationship Management (CRM) system, which included a strong pipeline of over 2,500 in Year 12 at secondary schools.

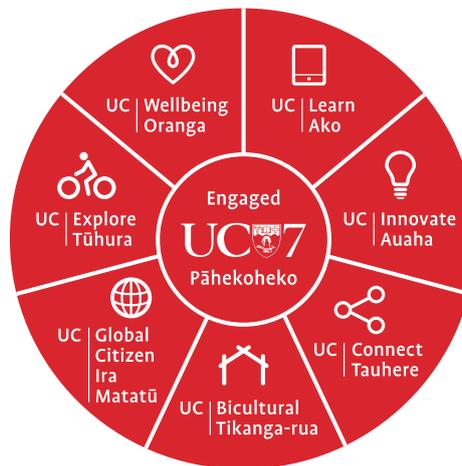
National Certificate of Educational Achievement (NCEA) excellence and merit scholarships (or equivalent) were continued as research indicated that receiving financial support encouraged a number of students to decide to study in Ōtautahi Christchurch. Targeted regional offerings, such as the Go Canterbury initiative for Auckland and Wellington students, generated significant interest.

Over 2,500 students were course planned personally, receiving an individualised course plan. Throughout the course planning stage, students are also asked to identify any clubs and societies they wish to join and if they wish to participate in the University’s mentoring system and the Student Volunteer Army’s Big Give. In making these choices, students begin their social transition to the University while still finishing their secondary school education.

Two Careers Advisors and International Directors Update Days were held. At the Update Day in Auckland 30 Careers Advisors and International Directors from Auckland came to hear updates on the University. Another 80 from around the country attended the Update Day on campus in Ōtautahi Christchurch to hear about the University’s latest offerings.

In 2019 two new events were added for Auckland and Wellington: the UC Experience days for future students and whānau followed an expo format event, showcasing all UC has to offer. Other notable initiatives were scholarship workshops earlier in the year and webinars trialled for remote schools. UC Bound parent and whānau events were reformatted and led to positive engagement. The Open Day in July was highly successful, attracting thousands of attendees from across New Zealand. The Post Graduate and Professional Development Evening at the Chamber of Commerce in August received encouraging feedback.

The University has launched the new Bachelor of Youth and Community Leadership. The degree meets a growing need for innovative leaders who can make an impact on national and global challenges that are being encountered by youth and other communities are facing. Examples of careers following n from this degree include politics, teaching,



iwi development, community services, humanitarian efforts, charities, not-for-profits, government, consultation, media and marketing, social entrepreneurship, and advocacy. The programme is accepting enrolments for 2020 and has been marketed during 2019 by the College of Education, Health and Human Development along with support in school visits and at the Careers Advisors and International Directors Update Day in Ōtautahi Christchurch.

The University's success in attracting additional students continues to put pressure on the supply of accommodation. In 2019, the University began to construct a 508 bed accommodation building in Homestead Lane, co-located with the existing residential provision. The new building is expected to be available to domestic and international from the start of the 2021 academic year. Also underway is the construction of a new Recreation Centre to complete the 'Wellness Precinct', which already encompasses the new UCSA building, Haere-roa, and the Health Centre.

Māori students

The South Island has a comparatively small population identifying as Māori (112,773 at 2018 Census, representing 9.8% of the South Island population) distributed across a number of centres. The major concentration of South Island Māori is in Waitaha Canterbury (57,090 people living in the region). With our more targeted recruitment approach the number of Māori students enrolling at the University has grown, as the 48.5% increase in first-year Māori enrolments in the period over 2016–2019 shows.

UC's work in increasing the number of Māori students enrolling and successfully completing study at UC is a key aim of Te Rautaki Whakawhanake Kaupapa Māori (UC Strategy for Māori Development). The University has continued to engage in recruitment with the community, schools and students in its recruitment efforts. The programmes in 2019 included community engagement activities, academic support and leadership development. The following represent some of these initiatives.

Ekea! is a four-year programme of engagement activities targeted at taiohi Māori beginning in Year 10 and scaffolding through to Year 13. By participating in the Ekea series of events over their secondary schooling, students become more familiar with the University and its environment, which helps to prepare them for enrolling in programmes of study of their choosing.

Ekea! Tau 10 Pathways for Māori succeeded in meeting objectives to inspire taiohi Māori by promoting tertiary study in an environment that enables them to make connections and see tertiary study as a possible and positive future pathway. More than 90 students and 16 schools participated in the programme. Taiohi particularly enjoyed connecting with Tuākana (current UC Māori student leaders) so enhancing this aspect of the event will be a focus in 2020.

Ekea! Tau 12 Pathways for Māori was held in August 2019, attracting more than 40 taiohi Māori and 11 kaiako from nine different schools. The one-day event aims to build on other Ekea activities, increase the sense of belonging on campus for taiohi and ensure they understand that the NCEA subject they choose affect their tertiary study pathways and opportunities. Feedback on the student's sense of belonging on campus was measured before and after the event and indicated a 5% increase in feeling welcome on campus. The scholarship session was a particular highlight this year and the University plans to film the 2020 session at the request of school career advisors.

Further, the University continues to invest significant resource in supporting Māori high school students to transition to the University. Year 13 Māori students who apply to enrol are contacted and provided with personalised advice and assistance with their programmes. One part of this assistance is to ensure that the students have a balance in their workload and subject choices to align with their personal goals and optimise their academic outcomes.

Te Tari o te Amokapua Māori | the Office of Assistant Vice-Chancellor (AVC) Māori continues to deliver the annual Eke Panuku Māori Orientation for new to UC Māori students. In welcoming ākonga to Te Whare Wānanga o Waitaha, this programme aims to help students develop networks and learn about all of the support services on campus before the classes begin. Orientation for new ākonga also included the opportunity to attend Tōia Mai, a Noho marae to engage in mātauranga Māori place based learning, connect with other ākonga Māori and Te Akatoki Māori Students Association. In 2019 more than 200 ākonga participated in Eke Panuku and Tōia Mai.

Another ongoing service from Te Tari o te Amokapua Māori has been the Paihere mentoring programme, with the focus on cultural, professional and community development. By connecting the students to people and place the programme aims to enhance their holistic hauora wellbeing. More than 55 Tuākana were registered in the programme in 2019 and provided mentoring, academic and outreach support for prospective and current ākonga Māori. Te Tari o te Amokapua Māori initiatives that focus on transition and success have contributed to an increase in Māori student retention, with 70% of Māori students retained in 2019. As a result of the activities, 2019 saw a 6.0% increase in the number of first-year Māori EFTS enrolling compared with 2018.

We continue to develop new innovations to achieve equity or exceed the retention rate for all UC students.

Pasifika students

The South Island has a very small Pasifika population (33,726 at 2018 census, representing 2.9% of the population) distributed across a number of centres. The major concentration of this South Island population is in Waitaha Canterbury (19,323 people living in the region). Taking a more targeted recruitment approach is expected to increase the number of Pasifika students enrolling at the University.

The UC Pasifika Strategy 2019-2023 outlines the vision and aspirations of the University and the Pasifika community for Pasifika students. The aim is for the University:

- be the tertiary provider of first choice for Pasifika students;
- develop a strong sense of belonging for Pasifika students and to support the development of their academic skills to achieve success and enrich their cultural heritage;
- be centre for Pasifika research, teaching and learning and dissemination of indigenous knowledge;
- provide the Pasifika community a voice in the University; and
- foster Pasifika values alongside University graduate attributes.

UC's Pacific Development Team is dedicated to providing Pacific and Pasifika students with a supportive community environment in which to study and grow. Its joint efforts with other UC service departments, academics and community organisations, have provided a variety of programmes, scholarships and awards, and Pasifika community spaces to support students in their studies.

Pasifika students now comprise 3.2% of a growing total domestic student population (2018: 3.0%).

The Pasifika Strategy aims to attract Pasifika students, through selected secondary schools to the UC Me XL outreach programme. Run twice a year, this two week programme has been strategically designed to effectively engage Pacific students with education. The aim of the programme is to improve the academic achievement of Pacific students sitting NCEA levels 1, 2, and 3 in turn increasing their likelihood of participating in tertiary education.

The University has developed and continues to provide Pasifika-centred support programmes. For example, the UC Pacific Mentoring Programme is a one-to-one, peer support programme for all Pacific students in their first year of study, where all mentors are senior students with a strong understanding of University life, and the Pasifika Academic Solutions and Success (PASS) programme offers individual and group tutorials for specific first-year courses.

International students

In 2019 UC enrolled 1,869 full fee paying international EFTS in academic programmes across the five Colleges, an increase of more than 141% over the past five years. Full-fee students now make up 12.6% of the total enrolments at UC. UC experienced growth of 9.7% year-on-year in full-fee international students in 2019, and further growth of approximately 15% is targeted in 2020. The University expects that the majority of the growth will continue to be in post-graduate level programmes that have a strong professional/career emphasis.

As UC begins to implement the new Strategic Framework 2020-2030, there will be a shift in priorities away from growth of full-fee EFTS towards a more holistic approach to internationalisation. UC will look to strengthen its global partnerships, develop a portfolio of Transnational Education (TNE) offerings, further diversify the international student cohort, and enhance the internationalisation of the UC curriculum and student experience. The intention is to grow the proportion of full-fee EFTS to 15% of total EFTS during the next decade.

While full fee international students are important to the financial sustainability of the University, their presence also fosters among our domestic students to glean an understanding of other cultures through engagement with classmates from other countries and cultures.

Graduate profile

The University seeks to differentiate its graduates from those who study elsewhere through the Graduate Profile initiative. This outlines a package of specific competences that apply to all undergraduates: critically competent in a core academic discipline of their degree; employable, innovative and enterprising; biculturally competent and confident in a multicultural society; engaged with the community; and globally aware.

Originally developed in conjunction with employers, key stakeholders, academic staff (both internal and external) and student representatives, the main tenets of the initiative are now embedded in curriculum changes and new compulsory courses (for example, in the disciplines of Science and Arts) to develop students' Bicultural Competence and Confidence at an early stage in the degree programme.

Work is continuing to ensure the graduate attributes are present throughout all degrees. A recent example is the University's Bachelor of Youth and Community Leadership, which builds on UC's international reputation for social action to educate graduates who are more socially, ethically and culturally aware. UC's Student Volunteer Army is the University's most visible example of student leadership, having gained international acclaim for their determined and inspiring work in the Christchurch community immediately following the Canterbury earthquakes.

Originally introduced to assist in the University's recovery after the earthquakes, the Graduate Profile initiative was variably received. It has a particular focus on the University's Tangata Tū, Tangata Ora programme of cultural awareness and Culturally Responsive Pedagogy for staff, and on students' bicultural competence in the pedagogy and community engagement.

Critically competent in a core academic discipline of their degree

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

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

Teaching quality is one of the hardest aspects of university activity to measure. In 2019 the independent rankings agency QS ranked the University of Canterbury 213th (2018: 220th) in the world for academic reputation². This measure provides a "sense of consensus of opinion amongst the international academic community".³

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

Quantitative measures used in the quality assurance processes are conducted or coordinated by Learning Evaluation and Academic Development. These measures 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
- the Graduate Destination Survey, which is increasingly focusing on skill acquisition and development, as well as programme quality.

Overall results are provided to the Head of Department or 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.

² QS 2019/20 World University Ranking.

³ www.topuniversities.com/university-rankings-articles/world-university-rankings/qs-world-university-rankings-methodology

Teaching quality and excellence

The University carries out a number of surveys of its students to inform its course development and provide feedback to Colleges and staff. Regular, end-of-course organisation and teaching satisfaction surveys are a quick way to give staff feedback on their teaching (personal organisation, communication, effectiveness) and course organisation (materials, assessments, feedback to students). Out of a maximum score of 5.00, students gave an overall simple average of 4.36 for teaching and 4.14 course organisation satisfaction (2018: 4.35 and 4.12 respectively). Response rates in 2019 for these surveys were 65% for teaching and 67% for course organisation (2018: 66% and 72% respectively).

The UCount 2019 survey was sent to undergraduate and coursework postgraduate students who had been identified as taking courses in 200 level studies or higher, and included a range of questions about the student experience focusing on both the in-classroom and wider University environments. This is a lagging indicator, and was performed in the second semester of the year. The UCount 2019 survey was sent to 8,325 undergraduate and coursework postgraduate students. In total, 1,687 students returned valid/completed surveys (this equates to a response rate of 20% and gives a margin of error of 2% at the 95% confidence interval).

The UCount surveys cover a number of themes on a cyclical or ad hoc basis. The last comparable survey was performed in 2016, but which did not address the teaching quality question directly but instead, reviewed student behaviours around engagement with learning, with 93% of those surveyed confident in their ability to succeed, and 74% with interaction with staff outside the classroom, both proxy measures for “quality”.



% of all respondents rated the **Teaching Quality** at UC positively

Teaching quality recognition

The quality of individual teachers is important, as the University acknowledged in awarding Associate Professor Ben Kennedy the prestigious Te Tohu Pākai Ako | UC Teaching Medal for 2019, in recognition of his outstanding and sustained contribution to teaching at the University.

The quality of the University’s teaching provision was also recognised beyond the University. For excellence in teaching chemistry, Professor Richard Hartshorn was granted the 2019 Denis Hogan Chemical Education Award from the New Zealand Institute of Chemistry.

Additionally, University of Canterbury mathematicians Dr Jeanette McLeod and Dr Phil Wilson were awarded the 2019 New Zealand Association of Scientists Cranwell Medal for Science Communication. The UC academics have been on a mission to rid New Zealanders of maths-phobia since co-founding their non-profit initiative Maths Craft New Zealand in 2016. Maths Craft aims to celebrate the links between mathematics and craft, showing people of all ages how fun, creative and beautiful maths can be, and to demonstrate what it means to think like a mathematician.

Finally, Dr Heather Purdie and Dr Masayoshi Ogino have received an Ako Aotearoa National Tertiary Teaching Award for sustained excellence in tertiary teaching and learning, continuing UC’s strong representation in national recognition for teaching excellence.

Dr Purdie is known for her dynamic, engaging and student-centred teaching, and her commitment to integrating te reo Māori and te ao Māori in her teaching practice, using pūrūkau or storytelling to bring the outside in. Dr Ogino has created a multi-layered learning environment that draws on traditional Māori support systems, where more experienced tuākana guide less experienced teina, and connects students internationally through the latest technology.

An important achievement in terms of quality of academic provision– and with additional relevance across many of the performance measures the University uses (domestic and international student appeal, excellence in research) - is that of the UC Business School joined an elite group of international business schools with Triple Crown accreditation, placing it in the top 1% of business schools in the world. Triple Crown accreditation follows rigorous quality assessment processes by three accreditation systems: the Association to Advance Collegiate Schools of Business (AACSB International) based in the United States, the Association of MBAs (AMBA) based in the United Kingdom, which accredits the flagship MBA programme, and EQUIS based in Europe. These systems benchmark a range of qualities, including programmes, faculty, teaching, careers and employers, students and student support, and research.

Employable, innovative and enterprising

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

On the students' own assessment, they give themselves 4.8 out of 6.0 in this category. They perform strongly in developing ideas, problem solving and digital literacy, while seeking to improve their ability to communicate ideas.

The following results of the University's Graduate Destination Survey incorporate data from both 2018 and 2019. The Graduate Destination Survey is compiled by surveying students in the July and August following graduation. In 2018 and 2019 the response rates were 34% and 40% respectively, and drawn from a sample – please also refer to the policies and critical judgements and assumptions shown at the end of this Statement.

These results show that 84% of students surveyed who were in employment at the time of the survey consider their employment is either ideal or a step in the right direction. Graduates from many individual courses are 100% employed, while others are in the process of finding the right position and assessing their opportunities.

These findings compare with 89% of students in the categories of “ideal employment” and “step in right direction” in the 2018 Survey. Of those responding to the full 2019 survey, 28% were in full or part-time study or research (2018: 29%). Note that “ideal employment” does not necessarily correlate with the course of study completed. A University education provides evidence of skill in and achievement in a particular area of study, and in academic discipline generally. However, this is only one of a number of characteristics students develop while at the University and that employers look for. The UC graduate profile is a bridge between the academic achievement and the wider education students gain through completing their study at the University of Canterbury, and this may not be directly or even remotely linked to the academic subject matter itself.

In 2019, the University of Canterbury was ranked third among New Zealand universities for employer reputation and 210th in the world (up from 269th in the prior year)⁴. This ranking shows that University of Canterbury graduates are readily accepted by employers. It is based on:

- Employer Reputation – a score based on the reputation of an institution among employers;
- Employers' Presence on Campus – the number of employers who are actively present on a university's campus;
- Graduate Employment Rate – the percentage of a university's graduates that are employed up to twelve months after graduation; and
- Alumni Outcomes – an evaluation of how successful alumni of institutions have been.

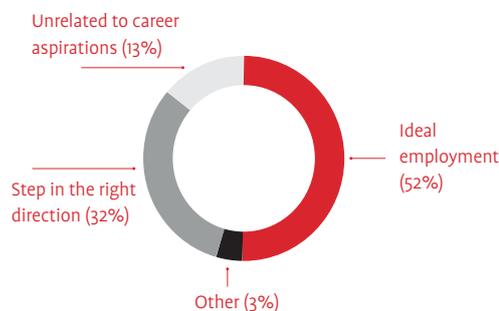
To ensure that students are more employable, a range of initiatives have been developed and implemented with significant input from employers from diverse industries. The University has established the opportunity for students to have their non-academic experience and competencies independently validated and documented in a co-curricular record that can be shared with employers. A co-curricular record includes not-for-credit activities, such as leadership roles in clubs and societies that the student has been involved in, along with volunteering experience and approved work experience. Employers have provided positive ad hoc feedback on the project as a whole, as well as on the content and layout of the record, and have made favourable comparisons with similar initiatives in other institutions. General consensus is that the linking of the activities to the graduate profile is very useful. The Co-curricular Record had 2,224 students registered at the end of the year (2018: 1,841), with 60 validated activities that students can opt in to.

The employable, innovative and enterprising attribute is supported by the UC Centre for Entrepreneurship (UCE). The centre facilitates the development of students' entrepreneurial ideas and links with industry through a variety of activities.

The UCE EY Summer Startup finals featured 12 students pitching their business ideas to a panel of judges drawn from industry and UC and an audience of over 200 guests. Attendees and judges commented on the high calibre of the presentations and the wide variety of ventures in this year's programme. Two of the pitches went on to be Entré grand final winners.

UCE also ran the annual Social Enterprise challenge where 55 students from across New Zealand came together to address a 'Climate Emergency'. The judges were looking for innovative ideas with the potential to have a real impact in reducing New Zealand's emissions and be financially viable, with the winner was 'The Seaweed Solution', which will use innovative seaweed farming techniques to sell blue carbon credits and offset emissions in Ōtautahi Christchurch.

Employment Ideal



4 QS World University Ranking 2019/20.

Another to encourage the entrepreneurial spirit is Entré, a not-for-profit entity, run by students for all tertiary students in the Waitaha Canterbury region. Entré opens up hands-on opportunities and industry exposure for students at the University, Lincoln University and Ara Institute of Canterbury to gain experience and business mentorship. Through its competitions and networking opportunities, students are inspired to become more innovative and creative. The major Entré event is the \$85k Challenge. This year saw three first-equal grand winners: a surf conditions website; a vegan plant based milk alternative; and a smart voicemail driven assistant that converts user's voicemails into text. Entré is supported by UCE and sponsored by the University, with Platinum sponsors the ANZ Bank, PricewaterhouseCoopers; and Cavell Leitch.

Biculturally competent and confident in a multicultural society

The University continues to drive the implementation of Te Rautaki Whakawhanake Kaupapa Māori (UC Strategy for Māori Development) and the Bicultural Competence and Confidence Framework. An overarching goal is that all Te Whare Wānanga o Waitaha | University of Canterbury programmes will have learning outcomes and linked assessment activities that support the development of bicultural confidence and competence (BiCC) in graduates, thus providing a unique skill set valued by employers locally and globally. Bicultural competence and confidence enables people to interact confidently and appropriately with others from backgrounds that are different from their 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 give each student adequate opportunity to engage with mātauranga Māori content, activities and experiences to the extent that they develop bicultural competence and confidence and understand how it is relevant to their chosen discipline or career by the time that they graduate.

Significant time continues to be invested in incorporating mātauranga Māori across all undergraduate courses and programmes, building on the work already completed in 2018 and 2019. Work is still needed to ensure BiCC content features in all curricula and is visible to students. For most programmes of study, the focus in 2019 was on the development of the second touchpoint level, building on previous years' undergraduate content development. This work and content draws on Te Ao Māori, the Māori world and knowledge, bringing that through into application and content that directly relates to the discipline and programme of study.

In 2019, a review of Te Tari o te Amokapua Māori | the Office of AVC Māori was undertaken in order to ensure that the Office was fit for purpose in supporting the ongoing implementation of Te Rautaki Whakawhanake Kaupapa Māori. Outcomes of the review included an increase in resources to support ongoing work in strengthening bicultural competence and confidence in programmes across the colleges and service units, and bicultural professional development with University staff, as well as more focussed efforts in Māori student recruitment, retention and success. We are working in 2020 to co-construct an action plan with each college focused on these three elements.

The University continues to champion use of te reo Māori. Te Tari o te Amokapua Māori has received and completed more than 600 te reo Māori translation requests from staff and student groups across the University. Review by Te Tari o te Amokapua Māori also allows for a greater depth of reo Māori strategic development and support for staff in the colleges and service units. A University framework for te reo Māori will be developed in 2020.

In March 2019, the University signed a partnership agreement with mana whenua, Ngāi Tūāhuriri. The agreement, which outlines the principles and mechanisms for working together into the future, is consistent with Te Tiriti o Waitangi and its principles. This includes supporting the use of te reo and tikanga Māori at UC, and supporting Ngāi Tūāhuriri and Ngāi Tahu students and aspirations for Ngāi Tahu development in the Canterbury region and beyond. The University is working cooperatively with the hapū to drive outcomes in line with the objectives of the partnership agreement.

The University encourages research through the Ngāi Tahu Research Centre, which offers a number of postgraduate scholarships annually as well as undergraduate summer research projects. A strong focus for the centre is on developing high-quality postgraduate students in order to create intellectual capital and leadership for Ngāi Tahu. Current research focus areas include indigenous and tribal economies and environmental sustainability and water.

Engaged with the community

The Mosque attacks in March 2019 brought the whole of Ōtautahi Christchurch's community together. The University recognises the immediate and positive response of its students and staff, with small and great acts of leadership in tandem with the wider community in emphasising the University's, Christchurch's and New Zealand's inclusivity, in support for those in distress, and in its re-affirmation of the strength that diversity brings.

In January, the Manawa health research and education facility located in Te Papa Hauora | the Christchurch Health Precinct was opened, where UC is a partner with Ara Institute of Canterbury and Canterbury District Health Board. Manawa is an innovative and collaborative model that brings together the education and health sectors, to share resources and knowledge with the aim of building the capacity of Canterbury's future health workforce.

The University has been in Christchurch central city for a few years now. Its the Arts Centre location hosts the UC Arts lecture series, 'An Evening With, open to the general public'. In 2019, the series included the College of Arts' research centres, with presentations

from the Ngāi Tahu Research Centre, New Zealand South Asia Centre, New Zealand Centre for Human-Animal Studies, and the National Centre for Research on Europe.

Local Canterbury students form a significant proportion of the University's cohorts, and engagement with those students from an early stage is important to the University.

- The 2019 Rā Tūhura | Discovery Day provided an opportunity Year 12 students from 30 schools across Waitaha Canterbury to explore university for the day. They attended lectures on offer across our Engineering, Arts and Central Lecture theatres and discovered the differences between school and university life while connecting with current students and staff.
- The Outreach Programme based in UC's College of Science encourages young people to study science. The programme, established in 1999, enhances science education in secondary schools. It has a range of resources and activities and employs a full-time staff member to coordinate its activities.
- The University also runs an annual NCEA workshop through the UC Arts Japanese Programme, in conjunction with Ara and Canterbury high school teachers. In 2019, the seventh year of the workshop, over 400 participants from 18 secondary schools, and 27 UC students participated as teaching assistants and student mentors.

Coming on line in 2019, the Children's University Canterbury Partnership (CUCP) pilot programme has made excellent progress. CUCP was at capacity with schools and the participating children have received their Passports to Learning. The programme was also trialled with Ngāi Te Ruahikihiki ki Taumutu, notable as the first time in Australasia that the programme has been run with a specific cultural group. One of the principles underlying Children's University is that children need to know what exists if they are to know what they can aspire to achieve. It is anticipated that at least some of the participants will subsequently enrol in tertiary education in Ōtautahi Christchurch. The inaugural CUCP graduation ceremony was on 20 November 2019.

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

Finally, it was with satisfaction that the University was able to return to using the Town Hall for its graduation ceremonies, confirming the University's long-term commitment to the City.

Globally aware

The globally aware attribute is approached from a bicultural standpoint – globally aware and locally rooted - which links it with the biculturally competent and confident attribute. From this perspective, the many cultural influences on an individual (for example, culture of country, culture of discipline, culture of institution) can be acknowledged. Students are expected to develop:

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

To enable students to demonstrate they have successfully fulfilled this attribute, learning outcomes are intended to link to these themes and be associated with relevant assessment. Fulfilling this attribute is not something that will 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 programmes provide additional opportunities for students to have an international experience of 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. A growing trend to include short-term international study tours as field trips during recess or summer breaks. Depending on the courses they take, students have the opportunity to travel to Asia, Europe, North America, Australia and Antarctica.

Each year, the UC Global Exchange programme offers UC students the opportunity to study abroad with its Global Exchange programme. Reciprocal study tours are arranged where UC students visit another institution and then host a cohort from that institution. Visits have included destinations as diverse as Switzerland, China and Colombia, enabling students to immerse themselves in another culture and get international experience before they graduate.

Internationalisation and global awareness are so much more than simply drawing full-fee paying students to UC. International and multicultural experiences that create learning opportunities with academic frameworks for learning and leveraging our partnerships are important aspects of delivering this attribute of the graduate profile. At the same time, the University celebrates its cultural diversity, with over 2,000 International students from 100 different countries. These students bring their culture and perspectives to their studies and the wider University community, many through their own clubs and societies. They are welcomed into an academic community where 50% of academic staff were born overseas.

Priority Objective 2: Concentrate

Enhancing the quality and impact of research outputs

Research Outputs		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
Impact	Output commitments					
Increased research degree completions and external research income	Number of research degree completions	445	436	394	402*	440
	External research income excluding PBRF	\$30.9m	\$34.4m	\$40.7m	\$40.1m	\$36.9m

External investment in research remains steady, but is well in excess of the target. Currently, the reported number of research degree completions is reported much lower than the target but above the prior year.

* The reported number for 2019 does not include degrees submitted prior to 31 December 2019 that are yet to complete their defence and be awarded. In previous years, once these degrees are included, the final total increased by approximately 10%; if 2019 follows the same pattern, the final total would approximate to 440 research degree completions for 2019.

Postgraduate Enrolments		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
Impact	Input commitments					
Increased postgraduate enrolment EFTS	Postgraduate taught EFTS	1,636	1,752	1,944	2,130	1,352
	Postgraduate research EFTS	1,141	1,174	1,161	1,140	1,893
	Total postgraduate EFTS	2,777	2,926	3,105	3,270	3,245

The majority of International (Full Fee) students attend the University for post-graduate studies. These targets were set with the ambitious recruitment of International postgraduate students in mind, which was achieved for the popular taught masters courses, but not for postgraduate research students. Nevertheless, the overall increase in postgraduate EFTS is significant, and in total exceeds the target.

Māori and Pacific Research Students		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
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	4.8%	5.9%	6.2%	6.4%	5.9%
	Pacific postgraduate research students as a proportion of total Pacific EFTS	3.8%	4.3%	4.9%	5.3%	4.7%

The continued increase in the ratio of Māori and Pacific postgraduate research students as a proportion of the total EFTS for these learner groups is pleasing, but much remains to be done. Note: the population of Māori and Pacific students at the University is so small that minor movements have a disproportionate impact on the performance targets.

Research outputs and quality

The University of Canterbury continues to produce a broad and extensive portfolio of research outputs from 796 academic staff across the five Colleges, and Research Centres. In 2019, over 2,159 individual research outputs were published in academic journals, conference proceedings, monographs, book chapters, and increasingly as expert commentaries in "online blogs". Of these outputs, 1,522 are fully peer-reviewed publications recognised within the international Scopus bibliometric database. The research impact of the University's publications continues to be both high and relevant with over 118 citations per academic staff member within Scopus in 2019 for the prior five years of publications.

Other external assessments confirm the University's reputation. The University draws pride in its QS 5 Star ranking⁵ 'among the top 250 Universities in the World'⁷, with its academic reputation evidenced in the QS rankings noted under Priority Objective 1. In the most recent Performance-Based Research Fund (PBRF) assessment, for which results announced in 2019⁸, the University is ranked third among New Zealand universities on the Average Quality Score scaled by Staff numbers (AQS(S)). In addition, UC has ranked in the top three in over half of the subject areas within which it submitted in the PBRF review, it ranked first in: ecology, evolution and behaviour; marketing and tourism; political science, international relations and public policy; and public health. For Māori staff, the PBRF results were a particular success, showing a significant increase in the research intensity/research quality.

Further, many of the University qualifications, including several post-graduate qualifications, are accredited by external professional bodies. During 2019, the UC Business School was awarded EFMD Quality Improvement System (EQUIS) accreditation, which includes assessment of excellence in research and academic staff, and places the UC Business School in the top 1% of universities with the 'Triple Crown' accreditation.

Postgraduate students

The number and proportion of postgraduate students across the University remains high. In 2019 there were 1,084 doctoral candidates studying, and 180 were awarded a doctoral degree. A large proportion of these doctoral enrolments are associated with the University's collaboration within ten National Science Challenges, seven Centres of Research Excellence, and numerous business partnerships, establishing a foundation from which this student cohort will form the next generation of New Zealanders with the research capability to work in collaborative networks and deliver impactful research. In 2019, a total of 159 research Master's degrees were successfully completed, mostly in engineering and science fields.

In addition to increasing research degree enrolments, the University continues to develop a portfolio of over 30 professional Masters qualifications. These offerings have attracted significant interest from both domestic and international students in 2019, leading to an overall increase of 5% of postgraduate enrolments (EFTS) above the previous year. A notable development has been a complete revision of the MBA give greater emphasis to digital marketing and big data analytics; the revised programme will commence in 2020.

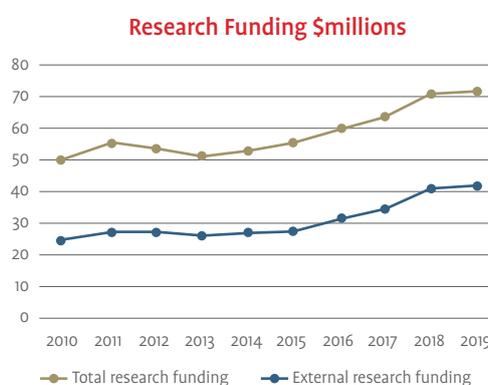
The proportion of postgraduate students from priority groups is also increasing beyond expectations. The number of doctoral candidates identifying as Māori or Pasifika increased, which was reflected in the higher proportion of these priority learners involved in postgraduate research.

Research and Innovation developments

The University's strategy for the next decade re-focuses research as a key pillar of our endeavour and resource. Central elements of the University research strategy will be to develop new research entities focussed on transdisciplinary research; expand doctoral research capacity by at least 25% over the next five years; further internationalise our research collaboration; gain further success in external competitive research funding; and invest in research e-infrastructure.

A first step in implementing this strategy, has been the significant success in securing external research funding in 2019. This year the University has competitively won and contracted over \$57.1 million of research funding, against the previous best year of \$45.9 million in 2015 – the year when the initial QuakeCORE funding was awarded. Some highlights of the new funding include securing three Marsden awards across the Colleges of Arts and Business and Law and receiving a total of 12 awards across the University, half of which were Fast Starts; securing significant ministry research funding (for example, from the Ministry of Education and Department of Conservation); providing significant and active research leadership across the rebidding process for the National Science Challenges; securing a large Endeavour Research Programme and two Smart Ideas; and participating in numerous national collaborations in which the University is a significant partner within an important New Zealand research network.

More specifically, the University's research engineers have continued their success, having been awarded research



⁵ "A typical five-star institution is generally world-class in a broad range of areas, enjoys an excellent reputation and has cutting-edge facilities and internationally renowned research and teaching faculty." <https://www.topuniversities.com/>

⁶ "Research - Indicators ... include assessments of research quality amongst academics, productivity (i.e. number of papers published), citations (i.e. how recognized and referred to those papers are by other academics) and awards (e.g. Nobel Prizes or Fields Medals)." <https://www.topuniversities.com/qs-stars/qs-stars-methodology>

⁷ QS World University Rankings 2019/20

⁸ Tertiary Education Commission PBRF results 2018, released 2019.

funding totalling \$11.8 million for the next three to five years in the 2019. Professor Conan Fee will lead a large research programme to revolutionise manufacturing processes that have only changed incrementally over the last two centuries. Using advances in 3D print technologies, the research programme will examine and develop ways to create structures of complex solid and fluid channel geometric design to deliver heat and mass exchange more efficiently. Professors Shusheng Pang and Mathieu Sellier received funding for research they are leading in the areas of renewable energy and advanced coating technologies in manufacturing.

Further, UC has been active in proposing three new Centres of research Excellence (CoREs) and re-bidding for the New Zealand Centre for Earthquake resilience (QuakeCoRE) this year. The results of these proposals are to be announced in 2020.

The University's research continues to widen its contribution to New Zealand via its economic, environmental, and societal impact. Over the last three years, the University has developed a pipeline of 48 separate commercialisation projects, which are to be progressed with a total of \$1.08 million in external pre-seed commercialisation funding to progress these. In 2019, the University has spun-out three companies, to commercialise their products from academic innovations: NPX Environmental with nitrogen and other pollutant-sensing networks (in partnership with Ravensdown); Dock Bio Holdings with bio-actives on target proteins; and Transfection Holdings with drug transfection technology. Finally, the University was also the first in New Zealand to be recognised by the Inland Revenue as an approved research and development provider for the Government's new Research & Development tax rebate policy.

Recognition of research leaders

The University Council continues to encourage and recognise leading research and innovation academics. The 2019 Research Medal was jointly awarded to Professors Steven Ratuva and Jason Tylianakis.

Professor Ratuva is a prolific researcher, working at the nexus of sociology, anthropology, politics, history, cultural studies, and post-colonial and development studies, and the geopolitical setting and tension in the Pacific. He is the intellectual leader of a number of important international programmes, and he has provided significant direction to the Political Science World Congress, and has edited and published two seminal volumes of work for the International Political Science Association.

Professor Tylianakis is a pre-eminent international ecologist in terms of innovative thinking, creative approaches to timely questions, quality of publication, and the extraordinary citation impact of his work. His work has bridged different sub-disciplines by relating ecological networks to ecosystem function. In addition, he has been recognised with a number of research awards, including in becoming an inaugural Rutherford Discovery Fellow and being elected as a Fellow of the Royal Society Te Apārangi.

The University's 2019 Innovation Medal was awarded jointly to Professor Geoff Rodgers and Distinguished Professor Geoff Chase. It recognised their achievements in the field of earthquake mitigation technology, which involved developing a suite of innovative energy dissipation and seismic damping devices now in use Ōtautahi Christchurch and internationally. These devices enable major changes in how structures are designed and built to create economically resilient cities and communities.

Associate Professor Justin Morgenroth from the School of Forestry was the winner of the University's 2019 Early and Emerging Career Researcher Award. The award recognises outstanding contributions to research made by a University academic in the first decade of their career. Associate Professor Morgenroth has a growing reputation, nationally and internationally, as a researcher in urban forestry as well as for his work in forest measurement and monitoring using remote sensing.

The University's Canterbury Distinguished Professor Roy Kerr became a Fellow of the Royal Society, London, for his exceptional contribution and eminence as a mathematician and known internationally for discovering the Kerr solution – an exact solution to the Einstein field equation of general relativity. The Royal Society has described his work as of particular importance to general relativity astrophysics, and all subsequent detailed work on black holes has depended fundamentally on it.

Professor Anne-Marie Brady was elected the first female political scientist Fellow of the Royal Society Te Apārangi in 2019 for her contributions detailing Asian foreign and domestic politics, Antarctic and Arctic politics, Pacific politics and New Zealand foreign policy. Professor Brady is a prolific researcher and communicator, and was also the recipient of the 2019 New Zealand Women of Influence Global Influence Award.

The national 2019 Marsden Medal was awarded to Professor Emerita Paula Jameson, for a lifetime of outstanding service to the profession of science. As a leading plant scientist, Professor Jameson has long been noted for her research expertise in physiological and molecular plant biology, her extensive research productivity, her mentoring and supervision of postgraduate students, and her services to the scientific community.

Additionally, Professor Bruce Manley (School of Forestry) won a Forestry Science Award for his dedication to and leadership of forestry research, and his innovative work on carbon forestry. He has led research groups responsible for early research on carbon capture by planted forests and analysis of commercial forest resource quality, and the wider adoption of estate-modelling techniques for forest planning. Professor Wendy Lawson, Assistant Vice-Chancellor Strategic Projects, won the New Zealand Spatial Excellence Awards (NZSEA) Outstanding Contribution in 2019 for her career contribution to furthering the spatial sector, particularly by providing leadership in driving its capabilities for future growth.

Priority Objective 3: Connect

Maintaining strong, collaborative and mutually beneficial relationships with stakeholders

Relationship with Alumni and Supporters		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
Impact	Input commitments					
Strengthened relationships with alumni and supporters	Income through UC Foundation to UC	\$3.2m	\$9.6m	\$8.8m	\$5.6m	\$8.4m
	Proportion of alumni with current addresses (electronic or physical)	61%	65%	65%	78%	66%

The University's Alumni programme continues to improve its database to increase its efficacy in leveraging alumni support. Income has fallen in comparison with prior years. Both 2017 and 2018 saw the additional drawdown of funding from earlier years.

International Engagement		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
Impact	Input commitments					
Enhanced international connection	Visiting Fellowships awarded	87	81	86	80	75
	Take-up of Outgoing awards	29	24	25	22	25

This year's achievement in International Engagement corresponds with the University's intentions in 2019, and the Internationalisation – locally engaged, globally connected strategy introduced in late 2019.

Industry Engagement		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Target 2019
Impact	Input commitments					
Increased revenue from providing services to Industry	Revenue derived from consulting activity	\$4.1m	\$4.3m	\$5.4m	\$5.2m	\$3.8m

Industrial Engagement is a variable activity. The University's performance is dependent on external demand for its specialist services, making the budget difficult to predict.

Māori

Te Whare Wānanga o Waitaha 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 and a multicultural society and world. The University continues to build on the relationship with Ngāi Tahu. The partnership agreement with mana whenua, Ngāi Tūāhuriri, formalises and extends the longstanding relationships between the University and Ngāi Tūāhuriri, and Te Rūnanga o Ngāi Tahu.

In 2019, Assistant Vice-Chancellor Māori, Dr Darryn Russell and Director Ngāi Tahu Research Centre, Te Maire Tau, travelled to Stanford University to support facilitation of the First Nations' Futures Programme (FNFP). FNFP is an international alliance between Ngāi Tahu, Kamehameha Schools in Hawaii, Alaskan First Nations Institute and Stanford University. The programme is designed for aspiring Ngāi Tahu and indigenous leaders with established long-term community relationships and a solid cultural background. UC has been involved in developing and delivering of the programme since its inception.

As Chairperson of Te Kāhui Amokura and New Zealand Vice Chancellors Committee, Dr Darryn Russell led an Aotearoa New Zealand delegation to Brasilia, on indigenous internationalisation. The New Zealand Summit formed part of an international conference on revitalisation of indigenous and minoritised languages at the University of Brasilia and was funded by the United Nations Education, Scientific and Cultural Organisation (UNESCO), as part of the international year of indigenous languages. A New Zealand representation cohort of 10 attended and some 300 participants shared the day hearing about experiences on indigenous language revitalisation and development in Aotearoa. The aim is to build inbound and outbound

exchanges for student, academic staff and research collaboration on areas of commonality, including teaching methodology and pedagogy, issues with land and territory, teaching resources and legislation and policy for indigenous rights and language revitalisation.

Throughout 2019, many Māori and non-Māori staff from across the institution provided significant contribution to community engagement and in many and varied ways.

Pasifika

The 2019-2023 UC Pasifika Strategy and its accompanying Implementation Plan were developed in conjunction with the Pacific communities and founded on the previous strategy. The Pacific Peoples' Advisory Committee and the Pasifika Strategy Advisory Group, which were formed as part of this process continue to meet regularly and provide a forum where the community and senior University managers address concerns and provide feedback.

In response to A Better Start National Science Challenge, new University of Canterbury research directly addresses the Challenge's objective of reducing the current inequalities in education and healthy wellbeing and the need to reduce inequalities in educational and mental health outcomes for Māori, Pasifika and those from low-income families. This research is led by Associate Professor Brigid McNeill and Professor Gail Gillon at the University's Child Well-being Research Institute, and supported by Professor of Māori research Professor Angus Macfarlane.

The University offers professional development for all staff to improve services and approaches to learning for Pasifika students through the Pasifika Talanoa Development Day.

Canterbury

The year 2019 marks the end of an era and the start of a new direction for UC. The earthquakes of 2010 and 2011 set UC on an unexpected path, which has been intensely challenging at times with many of its buildings significantly damaged. UC Futures has now concluded and together with numerous local suppliers, we have come through a programme of building work that delivered four new building projects for the Colleges of Engineering, Science and Education, Health and Human Development that involved an investment of \$466 million for construction alone. The outcome is that the University is now well prepared for future disasters with a depth of experience in response and recovery, strong networks with key stakeholders and well tested business continuity. University research has provided the region with practical solutions to the challenges around earthquake recovery and rebuild.

In 2019 a new strategic framework and vision was developed through an extensive process of consultation, discussion and debate. It included participation from the wider University community and our local community, industry and Ngāi Tūāhuriri. An overarching driver of this strategy is an institutional commitment to engagement. A university that commits itself to engagement undertakes to deploy its expertise and knowledge to advance civic purpose and to foster public good.

UC will purposefully support the development, growth and success of our city and region. Universities like UC, whose town and academic gown grew on an interconnected trajectory, over time come to function as anchors or nodes within their towns or cities and regions. They attract talent (staff and students), produce high-level skills, generate knowledge and function as a micro economy through providing employment and related practices, real estate holdings, training and technical capacity, employment practices, and procuring goods and services. The operations of the University are city-based and are integrally connected to the wealth and wellbeing of Ōtautahi Christchurch and Waitaha Canterbury. A thriving city will support a thriving University and vice versa.

The University is committed to direct, two-way interaction with our communities by developing, exchanging, and applying knowledge, information, and expertise for mutual benefit.

Industry

The University is also one of the largest employers in the city. University of Canterbury knowledge has always fuelled Canterbury's economic engine, and its undergraduates and graduates provide a powerful workforce in the city, across the region, and globally.

The University has been involved in the recovery from the earthquakes since the beginning, helping provide an intelligent and innovative response. The earthquake-related work is ongoing and has expanded as the University hosts QuakeCORE, the government-funded centre of research excellence in this field.

As another venture, funded separately by the Ministry of Business, Innovation and Employment (MBIE) and industry, the UC Quake Centre is a dynamic partnership between the New Zealand Government, the University of Canterbury, and several leading industry groups, all working together in the engineering sector to provide world-class knowledge, research and solutions related to seismic issues. This was an initiative of the University of Canterbury during the 2010-2012 Canterbury earthquake period in response to upheaval unparalleled in New Zealand history. The Centre focuses on training and fostering expertise, supporting and encouraging only the best professional practices, keeping individuals and groups informed about ongoing work and research within the sector, identifying the levels of risk facing communities, and looking at ways to provide new and innovative solutions in response to those risks.

A similarly organised initiative is the MBIE Building Innovative Partnership programme, hosted by UC and financed through MBIE and matched financial or in-kind funding from industry partnership sponsors. Its objective is to improve the productivity and efficiency of the building and construction industry, and to improve the performance of buildings and other built infrastructure.

The University has a multifaceted relationship with industry based primarily around the research activity and the graduates produced. 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.

A notable development in this relationship has been the appointment of the University's Research and Innovation Commercial Director Elizabeth Hopkins to the MBIE Science Board, as announced in July 2019. The Science Board is responsible for making independent investment decisions for research.

The University's connections with business and industry have been reflected in a number of Masters programmes in areas such as Bicultural Co-governance of Natural Resources, Disaster, Risk and Resilience, Urban Resilience and Renewal, and Geospatial Science and Technology, which have been launched as a response to both student and industry demands. The continued development of close links to local and national industry and education partners is a key part of the engagement and efficacy objectives of the new Strategic Vision 2020 to 2030.

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. The Erskine Fund, established in the 1960s, facilitates these relationships by providing grants for travel and subsistence for visiting academics, and for University academics travelling overseas. The Fund includes all disciplines taught at the University of Canterbury.

The Erskine fund does more than enhance the University's international connections. By bringing a substantial number of international academics to the University, it enriches both the research and teaching environments, through the visitors' lectures and input into research programmes and their sharing of different ideas and perspectives. Under the QS rating system, the University is ranked 54th in the world⁹ for its international faculty composition¹⁰.

New avenues of research collaboration are sought continually, and the University was pleased to welcome Dr Molapo Qhobela (Chief Executive Officer of the South Africa National Science Foundation) to discuss possible research collaborations between South African universities and New Zealand.

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. This opportunity to draw 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 engagement

The alumni are increasingly engaged in adding value to the University community. Their support ranges from speaking in the classroom, mentoring students, providing internship opportunities and student projects to providing financial support for scholarships, teaching, research and community projects. In the last 12 months we have found over 12,000 lost alumni, welcomed over 3,000 graduates and increased engagement from 24% to 30% of our alumni (updating their details, attending events, supporting our students and making a donation).

The University has a current relationship with over 78% of its living alumni. 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 Students Association (UCSA) has been active in recent years, in conjunction with the University, to raise money through an appeal to the alumni to assist in rebuilding the UCSA building. The original building was demolished after the earthquakes as unsafe. The replacement, Haere-roa, was opened in July 2019. The construction was fully funded by the University but the UCSA will be paying for its 51% share of costs under the original construction agreement using money donated from Alumni, which is gratefully received.

⁹ QS World University Ranking 2019/20.

¹⁰ <https://www.topuniversities.com/qs-stars/qs-stars/rating-universities-internationalization-qs-stars>

Statement Of Service Performance Policies And Critical Judgements And Assumptions

Reporting entity

This Statement of Service Performance is prepared for the University of Canterbury and group, as per the accounting policies. The relevant legislation governing the requirement of the reporting of the University's service performance is the Education Act 1989 (s.220(2B)) and the Crown Entities Act 2004 (s.156).

The University is a Tertiary Education Institution. The primary objective of the University is to provide education services for the benefit of the community, rather than make a financial return. The University has designated itself as a public benefit entity (PBE) for financial reporting purposes.

The Statement of Service Performance of the University is for the year ended 31 December 2019. The Statement was authorised for issue by Council on 26 February 2020.

Basis of preparation

Statement of compliance

The Statement of Service Performance of the University has been prepared in accordance with the requirements of the Education Act 1989 and the Crown Entities Act 2004, which include the requirement to comply with New Zealand generally accepted accounting practice (NZ GAAP).

The Statement of Service Performance has been prepared in accordance with Tier 1 PBE financial reporting standards, which have been applied consistently throughout the period, and complies with PBE financial reporting standards.

Standards issued and not yet effective or early adopted

PBE FRS 48 Service performance reporting, effective for periods beginning on or after 1 January 2021 has been early adopted. The main impact has been to introduce a link between the reported annual financial statements and the performance reporting.

Performance measures

The performance measures were driven by discussions with TEC as part of the investment plan process. This year there were changes to some of these measures. In addition, the University and group has reported more information in order to give a fuller, more rounded picture of performance.

Reporting components

In this Statement of Service Performance, the following descriptions apply:

Research

Revenue – this includes both external research funding and Performance-Based Research Funding (PBRF).

Expenditure - this generally includes all research, including (as appropriate) external funding of research activity, research activity sub-contracted from other institutions, research funding from the University's access to the UC Foundation and the UC Trust Funds, and PBRF; and research expenditure on staff time, consumables, sub-contracts and post-graduate fees.

Teaching

Revenue – this includes student achievement component (SAC) government funding, tuition fees, and course activity costs.

Expenditure – this includes staff and paid post-graduate time spent on lectures, seminars, exam and assignment preparation and marking, and invigilating.

Community

This includes time spent on academic development, conferences and internal and external committees, scholarship assessments and awards, and student recruitment activities.

Central

This is the cost of running the University: depreciation, maintenance, utilities, library services, student services, security, information technology, governance and finance.

Critical reporting judgements, estimates and assumptions

In preparing the Statement of Service Performance, the University has made judgements on the application of reporting standards and has made estimates and assumptions concerning the future. The estimates and assumptions may differ from the subsequent actual results.

The main estimates and assumptions are discussed below:

EFTS-related reporting

Certain reported results for the year are based on raw data that has yet to be refined by and reconciled with the Tertiary Education Commission, and which will not be finalised until after the statutory deadline for the preparation and audit of the Statement of Service Performance.

These results are in relation to:

- Successful course completion
- Qualification completion
- Retention

The reporting of these measures for the current year uses the latest information available to the University. The comparatives for the prior year are adjusted from the numbers previously reported to take into account any final adjustment, which has been minimal in prior years.

All comparatives have been updated for the final reconciled results, including research degree completions.

The University is confident that, based on its reporting systems and procedures, no material error will arise in relation to the reporting for the current year.

The targets included in the data tables are those agreed with the Tertiary Education Commission in the Investment Plan 2019–2021. All other data are actual or forecast as reported by the University.

Surveys

The use of survey results is inherently at risk of low response rates, unintentionally unrepresentative sampling or inappropriate question setting. The surveys used in this Statement of Service Performance have been developed over a number of years by experienced data analysis experts and academics. They are independently run. The questions are regularly reviewed and updated and the responses fed back into the University's operations to improve processes, marketing and teaching.

The SET survey is only performed on courses where the academic elects to have it completed, and also excludes teaching assistants and tutor evaluation. Additionally, not all courses are evaluated every year. However, the results are derived from a significant population of student responses.

The Statement also refers significantly to the independent QS World University Rankings in individual categories. The University has referenced both academic reputation, employer reputation, and international faculty ratio, each carrying a weighting of 40%, 10% and 5% respectively in the overall ranking of the University. All responses and information is gathered independently by QS, working with individual universities to build a representative database, and provides an annual update. It is worldwide in coverage with over 1,000 universities represented.

The University has not set targets for the survey results.

Subjective and forward-looking statements

Because of its discursive nature, the Statement of Service Performance includes statements about the performance of the University that can be viewed as subjective, or reference expectations about the future where the outcome cannot be known with certainty. The University continually evaluates underlying estimates and assumptions, which are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Many factors affect the University's business and service performance results and they may cause the actual results to differ from those currently expected or anticipated. These factors include, but are not limited to: changes in government policy in New Zealand or in countries that are the target of international student recruitment efforts; domestic and international economic conditions, including foreign currency exchange rates; domestic demographics and recruitment; operational delivery and technology advances; force majeure; and the ability of the University to attract and retain staff to meet its commitments to students and to research.

Notes on presentation of tables

In certain circumstances, tables containing percentages do not add to 100%. This is because a Māori or Pasifika student can identify as both. As a result, these students appear in both statistics. However, the impact is minimal.