Statement of Service Performance

1   The University identity

Goal

A distinctive University identity and spirit

The University's central goals are:

- internationally recognised excellence in research which will contribute to knowledge and learning;

- excellence in curriculum, teaching and learning to a standard befitting an international research university;

- maintenance of the principles of academic freedom and vigorous defence of institutional autonomy;

- maintenance of the University as a critical and participatory community with high levels of democracy, consultation, representation and transparency in its organisational processes, its governance and its management;

- contribution to the better of society and responsiveness to its needs;

- partnership with local Māori communities.

Publications serve to reinforce the University's distinctive identity and spirit, including:

- *The Canterbury Way Forward* – printed May 1999
- *The University Plan 2000*
- *University Charter 2000*
- *UC Alumni* – 2 issues in 2001
- *UC Research* – published February 2001
- *UC Teaching* – published September 2001
- *Chronicle* – 20 issues in 2001
- *Diary Plus* – produced in electronic form, weekly.
- *Annual Report 2000*
- *Guide to Campus*

The University continues to foster and promote its distinctive identity and spirit manifested in its traditional roles of maintaining and enhancing internationally benchmarked research and teaching, developing international alliances and networks with other universities and research centres, and committing to information and technology transfer with the community and business sectors. The University encourages all staff - academic, technical and general – to carry out their duties to the best of their abilities, and exercise their professional judgements and undertake their professional responsibilities in a climate of trust and support.

This Canterbury approach – as with any approach – has risks. The University has a statutory obligation to preserve the right of its staff and students to academic and intellectual freedom, but such freedom is not without attendant responsibilities. The processes and practices necessary to achieve the University's central goals and to fulfil the University's vision are various, reflecting the diversity of academic disciplines and the resources available. In pursuing the University's goals, staff are entrusted with the responsibility of developing and implementing good practice of international standard.

Objective 1.1

To foster a distinctive University identity and spirit.

Objective 1.2

To promote a distinctive identity and spirit.

2 Research and scholarship

Research in the University establishes an environment which fosters critical inquiry and discovery in all of its activities. Research in the University includes scholarly activity which assesses the theory and practice of disciplines, and the integration of knowledge, and which leads to the promulgation of the results of that enquiry through publication, original creative work or performance.

Goal

Internationally recognised excellence in research which contributes to knowledge and learning

	1997	1998	1999	2000	2001 planned	2001 actual
Staff research publications (see Appendix 2 "Staff statistics")	1 169	1 258	1 283	1 481		**1 491**
Creative works and exhibitions	29	34	25	20		55
Completed Ph.D. theses	56	58	64	64		83
Completed masters' theses	155	153	177	234		223
Patents			5	7		9
Total	**1 409**	**1 503**	**1 554**	**1 806**	**1 650**	**1 861**

Objective 2.1

Research performance and quality

To enhance the University's research performance and reputation.

- The seventh issue of UC Research, published in February 2001, provides a sample of research being carried out across all faculties by summarising 38 different research projects. UC Research was first produced in 1994 and provides an important vehicle for informing the community of research activities within the University.

- During 2001 the Research Committee formed working parties to address the recommendations of the Audit 2000 report by the New Zealand Universities Academic Audit Unit. The committee circulated an external benchmarking questionnaire to all academic departments and research centres in December 2001. Results will be analysed as a basis for policy development during 2002.

- Distinguished Fellows of the Institute of Professional Engineers of New Zealand: Emeritus Professors David Elms (Civil Engineering) and Miles Kennedy (Chemical and Process Engineering).

- Awards for excellence to staff and research students during 2001 included:

James Cook Fellowship: Emeritus Professor Jos Arrillaga (Electrical and Electronic Engineering).

Todd Foundation Awards for Excellence: Robert Ewers (Zoology), Kate Orwin (Plant and Microbial Sciences) and Matthew Galbraith (Plant and Microbial Sciences).

United States National Science Fund Scholarship: Dr Jennifer Brown (Mathematics and Statistics).

Technology for Industry Fellowship: Matthew Savage (Chemical and Process Engineering).

Tuapapa Putaiao Maori Fellowship: Maxine Bryant (Zoology).

Bright Futures Scholarship: Derek Martin (Chemistry).

Nordic Award for Excellence in Drying Research: Emeritus Professor Roger Keey (Chemical and Process Engineering).

Bright Futures Top Achiever Doctoral Scholarship: Michael Dimov (Speech and Language Therapy).

New Zealand Fulbright Fellowship: Dr Richard Blaikie (Electrical and Electronic Engineering).

Ciriacy-Wantrup Fellowship (Berkeley): Dr Valerie Kuletz (American Studies).

Zonta International Amelia Earhart Fellowship: Jennifer McSaveney (Physics and Astronomy).

University of Canterbury Research Medal 2001: Professor Geoff Stedman (Physics and Astronomy).

Royal Society of New Zealand Science and Technology Medal: Professor Graham Nuthall (Education).

Royal Society of New Zealand Hatherton Medal: Dr Paul Shorten (Mathematics and Statistics).

Royal Society of New Zealand T K Sidey Medal: Dr Richard Blaikie (Electrical and Electronic Engineering).

Royal Society of New Zealand Hamilton Memorial Prize: Dr Ralph Bungard (Plant and Microbial Sciences).

Objective 2.2

Postgraduate research students

To ensure high numbers of high standard postgraduate students carrying out research at international levels.

	1997	1998	1999	2000	2001 planned	2001 actual
EFT Wholly Research Students (including international full fee-paying students) Unfunded PhD figures have now been included from 1997 on (see Appendix 1 "Student statistics")	789	860	924	948	915	**881**
National scholarship winners (indicator since 2000)				14		**28**

A Working Party on Issues in Postgraduate Degrees was established in February 2001 to examine issues arising from the Report by the Joel Hayward Working Party (December 2000), the UCSA postgraduate survey report Just OK (2000) and the NZ Universities Academic Audit Report on the University of Canterbury (March 2001). The working party was made up of representatives of the Research Committee and the Teaching and Learning Committee, and of postgraduate students, the Dean of Postgraduate Studies and the Education Co-ordinator of UCSA. It was chaired by Assoc. Prof. David Shelley.

Two reports from the working party were widely distributed and discussed, and a complete revision was undertaken of the General Course and Examination Regulations concerning thesis work. Because some of the working party's recommendations were not finally dealt with by Academic Board until the end of 2001, substantial work still needs to be done in 2002 on rewriting postgraduate regulations, policies and guidelines.

Key decisions resulting from the working party's reports are:

• A requirement that all master's thesis students submit a research proposal which will be registered formally and centrally by the University (this is already a requirement for PhD students).

• That there be a formal written agreement between every thesis student and his or her senior supervisor about how the thesis work will be conducted and that this agreement be registered as part of the research proposal.

• A requirement that each master's student writes a formal progress report every six months and that the student's report, plus comments on it by the senior supervisor, be sent to the Dean of Postgraduate Studies for approval (the progress of PhD students is already monitored in this way, but annually).

• A requirement that every thesis student be supported by a supervisory team of at least two persons.

• Changes concerning the number of examiners of master's and PhD thesis work, and new guidelines and policies on the processes and procedures to be followed during the examination process.

• That the University monitors the provision of resources necessary for PhD and master's thesis work (it already does this for PhD students), including the provision of certain basic resources.

• That all newly appointed academics be required to attend a training session on supervising research students.

• That existing academic staff be strongly encouraged to participate regularly in workshops on supervision.

• That a representative of postgraduate students for every department attend the regular University-wide postgraduate forums, where current issues relating to postgraduate studies are debated.

Objective 2.3

Research funding

To increase research funding and provide a high standard of research administration support.

Research Grants - number and value awarded	1998	1999	2000	2001 planned	2001 actual
Foundation for Research Science and Technology grants (including NERF and FRST tenders)	8	0	1	-	**20**
Value of PGSF grants awarded ($ 000) (PGSF grants ceased after 1999)	1 381	1 034	600	-	**2 178**
Marsden grants:					
Awarded	9	12	7	16	**8**
Value ($ 000)	1 490	1 646	2288	-	**2 329**
Other external grants:					
Awarded	65	64	41	67	**70**
Value ($ 000)	2 554	2 862	1 068	-	**2 567**
Total external research income ($ 000)	**5 425**	**5 542**	**3 356**	9 248	***7 074**
Value of University grants ($ 000)					
Department equipment grants awarded	546	2 613	1 897	-	**1 238**
University research grants awarded	1 263	1 270	1 133	-	**762**
Total internal grants	**1 810**	**3 883**	**3 030**	3 000	**2 000**
Postdoctoral Fellows:					
2000 Awards	-	-	12	-	**12**
Total	-	-	44	-	**-**
Summer Scholarships Scheme for Bachelor Honours students	-	9	10	-	**9**

* This is the total of new, multi-year awards made in 2001. Expenditure will occur over multiple reporting years.

The table above records grants awarded during the year. The external research income actually received relevant to the 2001 year totalled $9,938,740, as:

Research Centres	292,668
External Grants	5,094,263
Marsden	2,958,038
PGSF	1,846,866
Prior period adjustment	(253,095)
	$9,938,740

- In 2001, FRST began what is anticipated to be a three-year portfolio negotiation process. As at December 2001, two FRST proposals were progressing through these negotiations.

- In 2001, six new FRST Science and Technology Post-Doctoral Fellowships were awarded.

- Significant external grants included:

Lottery Health Research	-	Dr Lianne Woodward (Education), two grants
Lottery Health Research	-	Dr Mark Flynn (Speech and Language Therapy)
Neurological Foundation	-	Professor Larry Kokkinidis (Psychology)
NZ Fulbright Fellowship	-	Dr Richard Blaikie (Electrical and Electronic Engineering)
European Union	-	Associate Professor Martin Holland (Centre for Research on Europe)
Health Research Council	-	Dr Victoria Grace, Dr Annie Potts (Gender Studies)
The Community Trust	-	Dr Marie Connolly (Violence Research Centre)

The Brian Mason Scientific and Technical Trust -

Dr Jack Heinemann (Plant and Microbial Sciences),

Dr David Aitchison (Mechanical Engineering),

Dr Jon Harding (Zoology),

Dr Angus McIntosh (Zoology),

Dr Richard Hartshorn (Science Outreach Programme),

Dr Andrew Kliskey (Geography),

Dr James Briskie (Zoology),

Professor Steve Weaver (Geological Sciences)

Contestable funding for other non-research activities – including numerous small travel grant schemes: $56,055.

Research Expenditure - ($ 000)	1999	2000	2001 planned	2001 actual
Foundation for Research Science and Technology	902	1 015		2 825
(Inc. NERF, TIF, PGSF)	1 368	1 510		
Marsden grants	2 665	3 040		2 755
Other external grants	4935	5 565		3 233
Total external research expenditure				8 813
Department equipment grants	259	447		967
University research grants	599	1 211		1 933
Total internal expenditure	858	1 658		2 900
Research centres	185	347		361
Total expenditure	5 978	7 570		12 074

Research assistance

To improve the infrastructure and increase the quantity and quality of support for research.

A new Director of the Research Office took up appointment in December 2000. The office continues to circulate a fortnightly electronic newsletter. In 2001, a new website was launched that allows staff to directly download information and application forms for research grants. A strategic planning exercise is planned by the Research Office for February 2002.

Research networks and collaborative alliances

To reinforce the University's research networks and alliances.

	1998	1999	2000	2001 planned	2001 actual
International linkages between individuals and departments (see objective 14.4 for details)	-	386	-860		900
Research Centres and Portfolio Groups	8	11	12	17	15
Visiting research scholars and fellows:					
Erskine	58	67	58	69	59
Canterbury	6	2	4	4	4
Centennial	0	0	1	1	-
Total	**64**	**69**	**63**	**74**	**63**
Adjunct appointments		20	54	40	**75**

- Research centres are subject to review after three years of operation. In 2001, two centres were reviewed – the Joint Centre of Excellence in Aquaculture and Marine Ecology, and the Curriculum Evaluation and Management Centre.

- In 2001, four new research centres were approved:

  The Social Science Research Centre, the Centre for Innovative Productive Research and Development, the Violence Research Centre and the New Zealand Institute for Gene Ecology

3 Academic programmes

Academic programmes:

- will provide students with a deep knowledge and understanding of the subject;
- are characterised by intellectual rigour;
- encourage students to think critically and independently;
- provide an appreciation of the ethical, social and cross-cultural issues relevant to the discipline;
- foster in students the skills appropriate to the discipline;
- encourage an understanding of any broader context in which the subject is located;
- develop in students respect for the notion of academic freedom and its attendant responsibilities;
- foster information, literacy and research skills as a foundation for life-long learning;
- include core skills which are valued in the workplace.

Goal

Academic programmes which are informed by research, are of international standard, and which are developed, administered and reviewed in accordance with nationally-recognised quality assurance standards.

	1997	1998	1999	2000	2001 planned	2001 actual
EFT Students taught (see Appendix 1 "Student statistics")	11 405	11 749	11 761	11 204	12 071	**11 479**
Offering of undergraduate courses:						
First semester				300	335*	**322**
Second semester				303	349*	**317**
Whole year courses				494	347*	**351**
Summer programme 2001-2002 (new measure)				3	33*	**29**
Total number of courses offered				**1 100**	**1 084***	**990**
University of Canterbury funded scholarships:						
Masters' scholarships offered (number taken up in brackets)				46 (34)		**63 (45)**
Doctoral scholarships offered (taken up)				65 (41)	65*	**85 (62)**
Other scholarships offered				358		**298**
Total number of scholarships offered within the University				**469**	**445**	**446**
Expenditure ($000's) on scholarships within the University						
via Scholarships Office				3 096.9	3 942.66	**3 090.22**
via Academic Departments						**1 868.0**
Externally funded awards –						
Scholarships				857.34		**1 102.0**
Prizes				0.3		**.65**
NZ Official Development Assistance						**2 259**
Trust awards –						
Postgraduate				202.35		**373.0**
Undergraduate				43.32		**141.0**
Prizes and awards (categories have changed for 2001)				353.97		**224.0**
Total expenditure				4 554.2		**9 061**
Expenditure as a percentage of University income						**6.07**
Provisional Entrance (new measure)				110		**116**

* From Academic Services' internal planning data.

Objective 3.1

Access to programmes and courses

To ensure access to all courses for appropriately qualified students.

- One of the factors affecting access to courses is the need to place limitation of entry on courses where there are insufficient staff or facilities and/or equipment available, or where the nature of the subject demands small-class teaching. In 1996, limitation of entry was in place for the Bachelor of Engineering with Honours first professional year, the Bachelor of Fine Arts studio courses, the Diploma in Journalism and the Certificate in Social Work, as well as 61 other undergraduate and postgraduate courses. In 2001, limitation of entry was still applied to Engineering, Fine Arts, Journalism and Social Work as above, and in addition was applied to the Master of Engineering in Fire Engineering, the Graduate Certificate in Antarctic Studies and the Bachelor of Speech and Language Therapy. The number of individual undergraduate and postgraduate courses with limitation of entry had been reduced to 48 in 2001 (from 58 in 2000).

- The University is always seeking ways of increasing scholarship support to enable high-calibre students to continue postgraduate study and to attract high-calibre graduates from other universities. There is a notable difference between the number of doctoral and masters' scholarships offered and the number taken up. Reasons for not taking up scholarships include taking up national scholarships, overseas scholarships or deciding not to return to study because of employment opportunities. In addition, the timing of the initial uptake of doctoral scholarships is dependent on registration of the thesis topic. It may take several months to reach the stage of readiness to present a topic for registration. At the other end of the scale, both masters' and doctoral theses are submitted when completed and this could be at any time of the year. Consequently, budgeting for scholarship payments

must take into account variable and unpredictable starting and finishing times and varying lengths of tenure.

- The University is concerned to minimise all kinds of barriers to access and has begun to monitor the decile ranking of the schools from which new students are recruited, to enable it to trace one aspect of success at removing perceived socio-economic barriers to access. See Appendix 1.5 "First-year enrolment from schools": the decile rankings of schools are on a nationwide basis and it should be noted that the Canterbury area has no decile one schools.

- Provisional Entrance: 117 (132 in 2000) applications for admission were received. One hundred and sixteen (116) of the applicants were successful. One hundred and six (106) enrolled – 41 directly from school and 65 after having left school. The overall success rate was 72% (75% in 2000) credit points passed / credit points attempted. The success rate for those directly from school was 85% and for those admitted having left school, 64%.

- Access to courses fully taught by distance learning is limited to Antarctic Studies, but a large number of courses now offer the options of accessing some or all of the teaching material by distance learning techniques. Developments in this area are centred largely on a support group of up to 70 teaching staff who are using WebCT as an authoring and delivery tool for their courses.

- Summer schools have been greatly expanded in the 2001-2002 summer period to facilitate access to credit and non-credit courses. There are 33 degree credit courses offered over the 2001-2002 summer period with more than 800 enrolments. The credit courses are integrated this year with the non-credit courses and a range of other activities into the "Summer Programme," run in conjunction with the Centre for Continuing Education.

- There has been further movement in semesterisation with a continued reduction in the number of full-year courses and an increase in the number of courses offered in semester form. This allows students more flexibility as to when they start and finish their degrees and improved choice from the options available.

Objective 3.2

Curriculum profile

To enhance the University's disciplinary and interdisciplinary course profile consistent with its mission.

- CUAP course approval: In 2001, the following new programmes and majors approved by the New Zealand Vice-Chancellors' Committee's Committee on University Academic Programmes (CUAP) during 2000 were introduced:

* Anthropology major (Bachelor of Arts)

* Mass Communication major (Bachelor of Arts)

* Graduate Diploma in Arts

* Diplomacy and International Relations major (Bachelor of Arts with Honours)

* Mathematics and Philosophy major (Bachelor of Science with Honours)

* Master of Education in Child and Family Psychology (endorsed)/Postgraduate Diploma in Child and Family Psychology.

- The University forwarded 13 proposals for approval to CUAP in 2001 for implementation in 2002 and beyond:

* Cultural Studies major (Bachelor of Arts)

* Information and Communication Technology major (Bachelor of Education)

* Performing Arts major (Bachelor of Education)

* History and Philosophy of Science major (Bachelor of Arts with Honours, Master of Arts, Postgraduate Diploma in Science and Master of Science)

* Art Theory major (Master of Arts)

* New degree - Master of Social Work

* New degrees - Master of Engineering in Transportation/Postgraduate Diploma in Engineering in Transportation

* Part-time Honours - Bachelor of Arts

* Introduction of Honours (Bachelor of Social Work)

* Amendment to Master of Engineering in Fire Engineering

* Revision of Bachelor of Science with Honours

* Change of name - Drama to Theatre and Film Studies

* Change of name - Feminist Studies to Gender Studies

- Internal Course Approval: 48 new courses were introduced at undergraduate level and, of these 35, were semesterised courses. Nine new courses were introduced at graduate level in 2001. (Note that these figures do not include renaming of existing courses or existing courses that have been double-coded). Eighteen courses were discontinued in 2001.

	1997	1998	1999	2000	2001 planned	2001 actual
Mean score on course surveys (scale 1-5, where 5=strong satisfaction)	3.8	3.8	3.8	3.9	3.8	3.9
Exchange agreements with international universities	16	18	21	24		32
Students on academic exchanges	17	47	40	42		58

Objective 3.3

Programme and course quality

To ensure courses and programmes are of international standard and relevance and that curriculum is based on sound principles of course design and which integrate research into teaching and learning.

- Academic Programmes Committee: Profiling initiatives begun in 2000 and continued in 2001. In July, a draft University of Canterbury Curriculum Interim Internal Profile was received by the Academic Board, as an interim document for internal use. The committee fulfilled its objective of developing a profile which would then form the basis of the curriculum component of the Tertiary Education Advisory Committee (TEAC) document. New courses and programmes and existing courses requiring resources were ranked to ensure the University's obligation to properly resource existing and new programmes was met.

- Graduating year reviews were completed in 2001 on the following:

* Bachelor of Arts with Honours, Chinese

* Graduate Certificate in Antarctic Studies

   The reviews reported on the satisfactory operation of both programmes. The programme evaluation of the Certificate in Antarctic Studies presented high scores by all faculty standards at Canterbury.

- Student exchanges: Ten new exchanges were agreed in 2001 at: Nova Scotia College of Art and Design (Canada); Grenoble University, University of Lyon II, Robert Schuman University, Institute of Political Studies of Lyon (France); Technical University of Darmstadt (Germany); Yonsei University (Korea); Singapore Management University (Singapore); University of Warwick (United Kingdom); Waseda University (Japan). Negotiations are underway for three other international exchanges.

- The committee supported the document Accreditation and Quality Assurance of Programmes or Part-Programmes offered by International Providers prepared by the New Zealand Vice-Chancellors' Committee on University Academic Programmes (CUAP). The assurance of quality assurance was viewed by the committee as a key issue, particularly where an overseas provider is teaching a part of a New Zealand programme.

- New Zealand Qualifications Authority: The recommended entrance model for the National Certificate of Educational Achievement (NCEA) was supported because the literacy and numeracy requirements sought by the University had been met.

- The recommendations of the Working Party on English Language Entrance Standards were approved by the Committee. The recommendations reaffirmed the existing standards as stated in the regulations, with the addition of the APIEL, Advanced Placement Internal Language Examination (the APIEL test is available throughout much of Europe and is growing internationally); asked the Deans of Postgraduate and Undergraduate Studies on behalf of the Academic Board to continue to use their discretion regarding other evidence while still ensuring that difficulty or failure will not result from an inadequate entry standard; and asked that the University did not proceed with restricted or conditional entry, except for students enrolled in the Foundation Studies programme.

- A Working Party on Issues Arising in Postgraduate Degrees was formed early in 2001. The working party presented two reports. Revised General Course and Examinations Regulations – Examiners and Assessors, and Theses - arising from recommendations in report one were adopted by the Academic Board in August 2001. In total, 31 recommendations were made by the working party and all were adopted by Academic Board, with the exception of three recommendations in the second report, which were referred back to the committee for further work.

- Boards of studies: Fifty percent of boards of studies have two to four representatives from stakeholder communities outside of the University of Canterbury, 66% have representatives from the University of Canterbury Students' Association (UCSA) and 58% have either co-opted members or the power to co-opt member/s.

- Reviews of academic departments: The review panel is required to invite submissions from graduates, the UCSA, secondary schools, professional bodies and industry representatives. Any person making a submission may request to be heard by the review panel.

- New programmes: The Committee on University Academic Programmes (CUAP) (a sub-committee of the New Zealand Vice Chancellors' Committee) and the University's own processes require evidence of the acceptability of the programme to relevant academic, industrial, professional and other communities. Evidence of consultation is required in the form of letters and/or reports before approval is granted.

- Working Party on Issues Arising in Postgraduate Degrees: See 3.3.

- Working Party on English Language Entrance Standards: See 3.3.

- Informal Working Party on Professional Development of School Principals with representatives across the education sector.

Objective 3.4

Community needs

To ensure courses and programmes reflect and satisfy the needs of the appropriate communities of interest.

Objective 3.5

Assessment standards

To ensure that assessment is appropriate to promote high-quality learning, and provides a fair and reliable indication of the standards achieved by students.

	1997	1998	1999	2000	2001 planned	2001 actual
Academic awards:						
Awards conferred (see Appendix 3 "Academic awards")	2 920	2 718	2 747	2 987	3 079	**2 939**
Proportion of honours and distinction grades	30.4	37.8	36.9	34.2		**37.6**
Proportion of final grade reconsiderations and appeals upheld (%)				20.1		**19.3**

- Regular reports: The Academic Administration Committee commissions reports on several aspects of assessment each year in order to monitor assessment standards, including recounts and reconsideration applications at mid-year and end-of-year examinations, reports from the chief supervisor of examinations and reports on examination scripts from the examinations administrator. In 2001, a number of issues arose out of these reports that required action from the committee.

* General Course and Examination Regulation G3 on Course Work was amended to ensure that test scripts and other items of year's work are normally returned within four weeks of the date of the test or within four weeks of the date on which they were submitted, and that they must be accompanied by sufficient oral or written information to allow students to form an accurate appraisal of their performance.

* A report on special arrangements for examinations was requested and received by the committee. The committee was concerned at the increasing number of special requests in respect of examinations for writers, extra time, rooms and special equipment, but was satisfied that standards of fairness were being maintained. The Disabilities Co-ordinator has been asked to provide statistics to the committee annually.

* In response to the Report on Examinations, the committee wrote to departments requesting an explanation as to why errors in an examination paper had occurred. All departments have responded and advised of what action will be taken to prevent a re-occurrence. There has been no further occurrence with those departments contacted in 2000.

* The committee wrote to heads of departments expressing its support for the use of identification numbers on test scripts and other in-course assessment.

* Following consultation with faculties, provision was made for a special assessment to be implemented, if appropriate, where a student has missed a final examination, or has substantially impaired performance, in circumstances where an aegrotat application is justified but there is insufficient assessment information available for a judgement to be made.

* The committee considered the ERAU report Comparison of Departmental Grade Distributions Levels 100-400/600, 1996-2000. In 2002, the committee will be addressing the issue of outliers with some departments.

Objective 3.6

Communication of regulations and procedures

To ensure academic procedures and regulations, including course regulations, are fair and equitable and, in content and operation, are known and understood by staff and students.

- The University Calendar is the official publication of the University containing all regulations and students are assisted in their understanding of qualification requirements by a range of other publications which base their material on the content of the Calendar. These include:

* the Student Guide which aims to give a broad introduction of the requirements for the various degrees;

* the departmental handbooks, brochures and web pages, which take up particular issues related to the degrees offered by each department; and

* the Enrolment Handbook, which emphasises the requirements and regulations for enrolment and the detailed structure of degrees to enable students to make suitable decisions when enrolling.

The majority of these publications can be accessed on the web in addition to their book or brochure form. The Joint Academic Grievance Committee and the University of Canterbury Students Association have, in recent years, produced a summary of regulations and policies in a leaflet which also contains suggestions as to where the students can obtain assistance with understanding regulations and their obligations.

- All policy development in the academic area is subject to consultation – often through the formation of working parties. All constituencies of the University have opportunity to be involved in the consultation at some stage of a process which normally includes requesting input or responses from departments and faculties as one of the key mechanisms. The broad membership of faculties brings the full range of constituencies into discussion of the issue. With University of Canterbury Students Association representation on key committees, students have a clear route for involvement in policy development. Policies are finally approved by the Academic Board or University Council as appropriate. This provides a further forum for discussion and for integration of new policies or regulations into a broad overview.

- One test of how well regulations are understood and/or operated is the number of appeals that are heard by the Academic Administration Committee. The concerns raised in these appeals are monitored and can lead to changes and improvements in regulations.

	2000	2001 planned	2001 actual
Proportion of appeals upheld by the Executive of the Academic Administration Committee (%)	64		**50**
Proportion of appeals heard by the full Academic Administration Committee (%)	33.3		**51**

4 Teaching and learning

The distinctive nature of teaching in a university is its interdependence with research in the development and communication of disciplinary knowledge.

Goal

Excellence in teaching and learning to a standard befitting an international research University

- UC Teaching is published every two years and brings together accounts of, and commentary on, teaching. Articles are designed to bring out the link between teaching and research and to display the wide range of teaching practices in the University. The publication is widely distributed, including into high schools. By being made available to teachers in the University, it serves to publicise excellent and creative teaching practices.

Objective 4.1

Promoting teaching

To enhance learning through the identification and promotion of excellent teaching practices within a curriculum informed by research in the discipline.

	1997	1998	1999	2000	2001 planned	2001 actual
Mean score on teaching surveys (scale 1-5, where 5=strong satisfaction)	3.9	3.9	3.9	4.0	3.9	4.0
Teaching Development Grants (from 2000)	-	-	-	11	12	12
Teaching Conference Grants (from 2001)	-	-	2	-	6	6
Teaching Awards (from 2001)	-	-	-	-	12	10
Teaching Excellence Award (1999)	-	-	1	-	-	-
Teaching Medal (from 2001)	-	-	-	-	1	1

Objective 4.2

Facilitating teaching

To facilitate and endorse high quality teaching and learning.

- The Teaching Development Grants allow staff to develop teaching initiatives and experiment with new methods. These awards are an effective way of encouraging innovation by teachers. These grants are in the form of seeding money that is typically matched by resources from departments. Reports from recipients allow these initiatives to be brought to the attention of a wider audience. The Teaching Conference Grants have provided staff with opportunities to test out teaching ideas by giving a conference paper and to gather ideas on teaching. The Teaching Awards (in place of the now defunct Teaching Excellence Award) were given for the first time in 2001. They, like the Teaching Medal, acknowledge outstanding teaching achievement in a public fashion.

- Thus far the Teaching and Learning Committee has concentrated on the substance of teaching and the teaching process. The committee has made representations from time to time about the provision of adequate resource provision for teaching (e.g., the Science lecture theatres).

Objective 4.3

Monitoring teaching resources

To monitor and advise on the adequacy of the provision and integration of resources and infrastructure in support of teaching and learning.

5 Staff

Goal

Maximum effectiveness of staff

Staff quality and profile

To have effective strategies so as to recruit and retain adequate numbers of staff of the highest calibre.

	1997	1998	1999	2000	2001 planned	2001 actual
Percentage of academic staff with a doctoral degree	77	78	78	80	83	74
Percentage of new academic staff with a doctoral degree (new indicator)						94
Mean of applications for positions: (new indicator)						
Lecturer						30
Senior lecturer						32
Associate professor						7
Professor						12
Percentage of continuing general staff with degrees (new indicator)*						35
Percentage of continuing general staff with professional qualifications (new indicator)						12
EFTStudents (Ministry report)**	11 372	11 678	11 761	11 204		11 479
EFTAcademic Staff***	556	583	599	595	611	617
Ratio EFTStudents: EFTAcademic Staff	20.4	20.0	19.6	18.8		18.6
EFT General and Technical Staff (See Appendix 2 "Staff statistics")	715	794	813	871		916

*   As reported by staff

**   From 2001, includes all students, not just those in the Ministry return.

***   Does not include postdoctoral fellows

- The percentage of academic staff with a doctoral degree shows an unpredicted drop. Part of this is accounted for by placing long-term serving staff, who had been on fixed-term agreements, on continuing agreements. The percentage of new staff with a doctoral degree is a more sensitive measure and this level will be difficult to maintain during the next five years as all universities in New Zealand experience a recruitment crisis.

- The mean numbers of applications for associate professorial and professorial positions are low and reflect the salary and recruitment problems. No senior lecturer positions, per se, were advertised; the figure stated refers to those advertised as lecturer/senior lecturer.

- The increase in general staff numbers reflects a move to regularise employment agreements as a consequence of the passage of the Employment Relations Act (2000).

- Late in 2001, a voluntary severance exercise was carried out. The net effects were that 113 general staff and 16 academic staff took the offer of severance.

- Qualification levels of general staff will become a useful measure of recruitment and development effectiveness.

- Recruitment levels for academic and general staff were managed very conservatively in 2001 through a controlled staffing policy which required applications for the retention of positions and the establishment of new positions to be subject to rigorous examination. Salary savings of more than $1 million resulted.

	1998	1999	2000	2001 planned	2001 actual
Educational Research and Advisory Unit:					
Courses	46	38	52		39
Enrolments	632	734	466		246
Organisational Development Section, Human Resources:					
Courses	124	151	144		131
Enrolments	1 336	1 303	1 135		1 198
Academic staff commencing study leave	52	55	47	55	60
Outward Erskine Fellowships	16	17	21		30
Expenditure for training and development (new indicator)					597 986
Study Leave					299 012
Academic staff promotions:					
Number successful	49	38	50	50	47
Technical staff promotions					
Number successful (new measure)				50	18
General staff promotions:					
Number successful (new measure)				150	27
(See Appendix 2 "Staff statistics")					

- The two major units responsible for staff development, the Educational Research and Advisory Unit and the Organisational Development section of the Human Resources Department, continued to perform the same roles in 2001 as in previous years. In spite of staffing losses, the OD section continued to offer a similar number of courses and enrolments held steady. Responsibilities for staff training in information technology will be reviewed in 2002.

- Promotions and/or salary reviews by way of application, rather than by automatic increase, remain competitive, with 36% of technical staff applications and 18% of general staff applications being successful.

- The two major units responsible for staff development, the Educational Research and Advisory Unit and the Organisational Development section of the Human Resources Department, continued to perform the same roles in 2001 as in previous years. In spite of staffing losses, the OD section continued to offer a similar number of courses and enrolments held steady. Responsibilities for staff training in information technology will be reviewed in 2002.

- Promotions and/or salary reviews by way of application, rather than by automatic increase, remain competitive, with 36% of technical staff applications and 18% of general staff applications being successful.

	2000	2001 planned	2001 actual
Health and safety training courses	56		25

- Frequent updates to the web and hard-copy versions of the Human Resources Manual, including a major section on recruitment took place in 2001.
- Activity in health and safety training was at a high level in 2001 and included courses in OOS prevention, health and safety induction, standard and refresher first aid, fire safety, ACC audit reports, as well as special courses such as first aid for electrical workers.
- Following an audit, the University has joined the ACC Partnership Programme. The audit examines health and safety systems and leads to a reduction in ACC premiums.
- Policy development and, where appropriate, HR systems designed and informed by the 2000 working parties on equal employment opportunities, remuneration, professional development and retirement have been progressed.
- Attention has been given to moving more staff from fixed-term positions to continuing established positions to meet the requirements of the Employment Relations Act (2000).
- At the end of 2001, the Human Resources Management Information Systems, "UCPeople," will move to operational status, with payroll in Finance and HR modules in Human Resources. The Peoplesoft software has proved robust and meets compliance standards. Further HR modules will be added as finance becomes available, with a web-based version to follow.

Objective 5.2

Staff career development

To enable staff to reach their potential in relation to the goals of the University.

Objective 5.3

Working environment

To foster a collegial and inclusive working environment which encourages the participation and commitment of all staff.

Objective 5.4

Human resources policy

To develop, document and disseminate clear human resources policies which take into account legislation, conditions of employment, and the future needs of the organisation.

Staff with disabilities

To provide adequate facilities and support for staff with disabilities.

	1998	1999	2000	2001 planned	2001 actual
Staff with disabilities	2.0	2.5	2.6		6.8*
Expenditure on Employee Assistance Programme (new measure)	18 500	18 500	18 500		18 500
Expenditure on specialist ergonomic furniture for staff with Occupational Overuse Syndrome (OOS)					28 410

* This increase may be due to the increasing accuracy in data collection and also to a wider definition of "disability".

• The University has continued to fund support for staff facing personal or work difficulties through the Employee Assistance Programme. The number of staff taking advantage of this programme has risen in recent years, although the average number of sessions per client has dropped. Proportionately far more general than academic staff approach the EAP counsellors. Seventy-five percent of the issues raised are primarily personal rather than of work origin.

• A designated sum for remedial OOS cases has been established. The spending on preventative ergonomic furniture is very much higher.

• The University-wide Committee on Equity and Diversity, to be established in 2002, will look at improved awareness of responsibilities to the Tangata Whenua and gender issues, and also focus on disability issues and the needs of aging staff.

6 Students

Goal

A community that attracts and values students, encourages and supports them in their progress through University and fosters in them a sense of the University community

Student profile

To maintain a broad profile of students at undergraduate and postgraduate levels and to increase the number of students at the University from New Zealand and overseas as appropriate and where resources permit.

	1997	1998	1999	2000	2001 planned	2001 actual
EFTStudents:						
(Sub-categories are new indicators)						
Undergraduate – sub-degree			170	174		223
Undergraduate – degree			10 032	9 560		9 576
Postgraduate – taught courses			844	801		798
Postgraduate – research			924	947		880
Total number of students taught			11 972	11 483		11 479
Less contract teaching and old PhDs			211	279		225
Total as returned to the Ministry of Education (See Appendix 1 "Student statistics")	11 372	11 678	11 761	11 204	11 183	11 254
Number of students	12 169	12 528	12 191	11 632		11 648
EFTS per student	0.935	0.932	0.965	0.963		0.966
Students from outside New Zealand:						
Undergraduate		1 670	1 719	1 721		1 853
Postgraduate		347	374	427		469
Total		**2 017**	**2 094**	**2 148**		**2 322**
Full international students enrolled in degree courses	469	437	477	574		799
International student exchanges		18	21	24		40
Students participating in preparatory programmes (See Objective 15.3)	574	607	683	770		821

	1997	1998	1999	2000	2001 planned	2001 actual
Subsidies to student support services ($ 000):						
Grant to University of Canterbury Students' Association		227	790	727		658
Student Health subsidy		245	389	473	620	572
Recreation Centre		56	125	165		175
Students enrolled in the Writing and Study Skills programme (WASS)	651	776	765	1 180		1 233
Accommodation (number of beds available) (See Appendix 1 "Student statistics")	834	974	974	1 259		1 259
Student Health Centre consultations (new indicator):						
Doctor and nurse consultations						23 255
Counsellor consultations						1 952
Physiotherapist consultations						1 536
Service consultations						115
Podiatry service consultations (new service in 2001)						154
Occupational health staff consultations						601
Total						27 613

Objective 6.2

Student services

To provide excellent student services of internationally recognized quality, which will ensure the well being of students and enhance their learning and research.

Student Services

- The Student Services portfolio was restructured at the beginning of 2001 making Ilam Flats, University Hall, Student Health and Sports Science and Recreation into separate reporting units to the Pro-Vice Chancellor (Services).

- No further work has been done on developing a new facility to house Student Services, due to financial pressure on the University.

  The International Student Centre will require further consideration because of the strong growth in the numbers of students supported and to enable closer contact between the International Office and other student services.

- A predicted growth in international students prompted the development of an extended accommodation database to enable students to search for flats, houses and flatmates from the website. This initiative has been offered to the other Canterbury institutions (Lincoln University, Christchurch Polytechnic Institute of Technology and the Christchurch College of Education) as a joint co-operative venture. It will be launched in 2002.

- A campus services card incorporating all services available to students at Canterbury was published and received very favourable comment.

- Two postgraduate forums were hosted during the year to enable students to network with staff and their peers while also receiving updates on thesis regulations and supervisor – research relationships.

- The Writing and Study Skills programme (WASS) and English Language Support Programme (ELSP) have been combined as the Academic Skills Centre, sharing teaching and administrative resources. The new structure has allowed the centre to offer further services with a corresponding rise in enrolments, notably the thesis writers' programme used by 117 MA and PhD students.

- An online student satisfaction survey was conducted in August. The results will be published in 2002.

- The Golden Key International Honorary Society had another active year with its school mentoring programme, tree planting and establishing a sister city relationship with Ottawa University. Vice-Chancellor Professor Daryl Le Grew (a strong advocate for the society) was invited to address the 2002 Golden Key Conference.

Student Health Centre

- The counselling service was reviewed. Following the review, access to counselling was improved, waiting times for counselling appointments were kept to a few days and there was an expansion in the variety of counselling offered and in counsellors' qualifications.

- The Occupational Health Nurse was incorporated into the health service to offer health checks to University staff and to assist with the 'flu vaccine programme.

- A new podiatry service was introduced for staff and students.

- The teaching role of the clinic is maintained by providing placements for University of Canterbury clinical psychology students, final-year Christchurch Polytechnic Institute of Technology nurses and final-year University of Otago dietitian students.

- "High quality" professional staff standards are maintained by:

* staff membership of relevant professional bodies;

* counsellor supervision and training;

* medical staff participation in Maintenance of Professional Standards (MOPS) programme, all medical staff are Fellows of the Royal New Zealand College of General practitioners (FRNZCGP);

* medical staff quality assurance benchmarking via IMS prescription analysis, BPAC prescription analysis, ACC management analyses and Cervical Screening Programme quality analyses;

* office staff skills training;

* counsellor survey of University needs;

* medical staff-patient satisfaction surveys.

Objective 6.3

Extra-curricular activities

To increase the availability and diversity of extra-curricular activities on campus.

	1998	1999	2000	2001 planned	2001 actual
Recreation activities:					
Aerobic and recreation classes	212	288	349	290	360
Student members of the Recreation Centre	3 800	4 700	4 989	4 800	5 215

- Actual enrolments: The 5 215 represents approximately an 8.75% increase in students choosing to pay a recreation fee. Most New Zealand universities attract about a 40% response from students wishing to "pay a voluntary fee / levy" (the 2001 budget was predicated on a response of 4 800 student members).

- Examples of new programmes include: Halls of Residence recreation courses on site; recreation trips; NZ Academy of Sport South special option for carded athletes; delivery of team-building activities to campus disabled students group; Christchurch Secondary Schools climbing programme.

- Mid-year survey results. Focus was on user expectation (survey number 490) as a result of various publicity initiatives. Ninety-six per cent of users indicated that services either met or were above expectation.

Objective 6.4

Students with disabilities

To increase the number of students with disabilities who enrol at the University, and to improve the academic performance of students with disabilities.

	1998	1999	2000	2001 planned	2001 actual
Students who self-identify at enrolment as having a disability	466	501	459	600	499
Students registered with the Disability Support Services (the co-ordinator was appointed mid-1998)		152	224		263
Students receiving individual support	14	24	112		108
Students with special arrangements for examinations	137	139	130		133
Examinations for which special arrangements were required	361	445	442		484
Course enrolments:					
Enrolments		2 208	2 334		2 581
Completions		1 837	1 953		2 044
Withdrawals		371	381		537
Success rate (percentage)		83	84		79
Disability support staff employed (including the Student with Disabilities Co-ordinator)	14	86	105		121
Support hours provided	753	3 665	5 526		7 526

- A new transport service for students with permanent, severe mobility difficulties was introduced.
- Two new quality assurance strategies were introduced: a discontinuation questionnaire and a student satisfaction survey.
- A disability awareness programme was held during the second half of the year.
- Two training courses for notetakers were held.
- A third resource room with specialist equipment was set up.
- A programme of accessibility projects was completed.

7 Graduates and other alumni

Goal

A community that encourages and supports graduates as they progress beyond University, and fosters in them a sense of the University community

	1998	1999	2000	2001 planned	2001 actual
Evaluation by students*	97	99	98	90	97
Evaluation by employers*	93	99	100	90	100

*   The figures represent the percentage of users who rated Careers Advisory Services from 3-5 on a 5-point scale where 5=excellent)

• The appointment of a second careers adviser – a newly created position - has resulted in students receiving a better service and has enabled the section to increase both the number and range of seminars, including a series for arts students in which alumni have returned to talk about their careers. We have also introduced a drop-in service for three hours each day, where students can be seen briefly and more quickly than in the past. An appointment system has also been continued for those needing individual career counselling.

• The position of receptionist has been made a continuing position, enabling the section to provide an excellent service to students and employers.

Objective 7.1

Transition to work

To support students and recent graduates in their transition from University to working life.

	1998	1999	2000	2001 planned	2001 actual
Alumni members	19 300	22 000	23 977	27 400	27 000
Alumni branches	2	5	5	9	5
Memorabilia sales ($)	39 892	40 000	46 800	45 000	47 845

Objective 7.2

Alumni Association

To encourage graduates to develop and retain links with the University, and to cultivate a strong University of Canterbury Alumni Association.

•   The Alumni Association enjoyed a colourful and varied event programme in 2001. It comprised:

*   a garden party at Ngaio Marsh House, featuring a tour of the house and readings by well-known Christchurch personalities;

*   the Canterbury Challenge quiz night;

*   the annual general meeting accompanied by a presentation on the University's Rare Book Collection and a performance by the School of Music's gamelan group;

*   a function at the Aotea Centre (Auckland) and the Museum of New Zealand Te Papa Tongarewa (Wellington) in conjunction with the touring Ernest Rutherford exhibition;

*   the Champers and Jazz Garden Party at the University Staff Club featuring the Barock Band.

    The Hon. Pete Hodgson, Minister of Research, Science and Technology, was keynote speaker at the Wellington event.

•   Internationally, a very successful high tea was held in Kuching, Malaysia, with an attendance of 100 people. The Alumni Office looks forward to the launch of UCAM (University of Canterbury Alumni in Malaysia) early in 2002.

8 Academic freedom and social responsibility

Academic freedom and institutional autonomy

To maintain the following principles of academic freedom and institutional autonomy.

i the freedom of academic staff and students to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions;

ii the freedom of academic staff to engage in research on such subjects as they think fit;

iii the freedom of the institution and its staff to determine and regulate the subject-matter of courses taught in the institution;

iv the freedom of the institution and its staff to teach and assess students in the manner the institution and staff think proper;

v the freedom of the institution through its Vice-Chancellor to appoint its own staff.

Goal

A community that maintains the principles of academic freedom and maintains and vigorously defends institutional autonomy, and that contributes to the betterment of society and is responsive to its needs

- The University Council adheres strongly to the principles of academic freedom and institutional autonomy, and supports the right and duty of staff to question received wisdom in the course of their teaching and research.

- The passing at the end of the year of Associate Professor David Novitz, Department of Philosophy and Religious Studies, a former Council member and staff member of 30 years, robbed the University of a strong defender of the principles of academic freedom and university autonomy. As an endowment within the University Foundation, a David Novitz Prize in Philosophy is to be established to commemorate his contributions to the University and philosophy, nationally and internationally, his tireless endeavours for the betterment of society and his vigorous defence of academic freedom and social responsibility.

- The Council worked through the aftermath of issues raised by the working party established in 2000 to investigate the circumstances in which the degree of Master of Arts came to be awarded by the University in 1993 to Dr Joel Hayward. Further to the adoption of the working party's report by the Council at the end of 2000, the issues raised have been considered and revised assessment and examination procedures were adopted for masters' and other postgraduate candidates.

Application of research

To aid, through basic research and the advancement of theoretical understanding, the practical application of knowledge to the progress of society, government, industry, technology and commerce.

	1999	2000	2001 planned	2001 actual
Technology transfer agreements	5	6	12	**10**
GRIF students in industry scholarships	10	14	25	**10**
Technology for Business Growth awards	2	0	2	**2**

Canterprise has had an excellent year and good progress has been made in developing the company as the commercial arm of the University of Canterbury. A number of new technologies have been patented that have the potential to generate very significant income in the longer term and commercial partners have already been identified for the development of many of these technologies. There has also been a substantial increase in the revenue from research contracts and in the number of strategically important collaborative agreements with other research providers.

Community partnerships

To develop enduring community partnerships.

- The Council, Vice-Chancellor and staff developed strong working partnerships with community leaders, the city and local, national and international institutions and associations in ways that bring mutual benefits. Partnerships within the local community provide opportunities for research interaction, co-operative education involving field placements and work experience, and access to the experience of experts in the community in roles as teachers and adjunct appointments. All these activities enhance the learning environment for students.

- The Canterbury Tertiary Alliance was created in 2001 with the formal signing of a deed of co-operation between the University of Canterbury, Christchurch Polytechnic Institute of Technology and the Christchurch College of Education. The new alliance cements the constructive working relationships that exist among the public tertiary institutions in Christchurch city. Prior to the creation of the alliance, both the Christchurch Polytechnic Institute of Technology and the College of Education had concluded formal memoranda of understanding with the University of Canterbury. The new deed of co-operation now provides a clear and agreed framework for enhanced collaboration and co-operation involving all three institutions.

  The creation of the alliance is a local Christchurch initiative which fits well with the desire of the current government to see greater collaboration among tertiary institutions. The members of the alliance meet regularly and are currently working on various projects including shared library memberships, e-learning, credit transfer and articulation, and marketing. In the development of future institutional profiles, the partner institutions have agreed to co-operate and to share strategic planning information. While each member of the alliance will retain autonomy, there is a joint commitment to openness and collegiality that will benefit both staff and students.

- The Canterbury Education Millennial Trust awarded its first round of fees scholarships to able but financially pressed first-year students, with 13 scholarships being received by students at the University of Canterbury.

9 Equality of opportunity

Goal

An ongoing commitment to the policy that all persons should have equality of opportunity in employment and education

	1998	1999	2000	2001 planned	2001 actual
Percentage of staff who are:					
European	94.7	94.5	94.8	93.0	**85.5**
Māori	1.8	1.8	1.6	2.5	**2.0**
Pacific island	0.4	0.4	0.4	0.5	**0.6**
Other	3.1	3.3	3.2	3.5	**11.9**
Percentage of all staff who are:					
Male	54.8	54.4	53.6	52.0	**51.1**
Female	45.2	45.6	46.4	48.0	**48.9**
Percentage of students who are:					
European	80.0	79.3	78.5	78.4	**76.7**
Māori	5.0	5.0	5.1	5.1	**5.1**
Pacific Island	1.6	1.7	1.7	1.7	**1.6**
Other	17.6	18.5	18.7	18.9	**20.3**
Adjustment for multiple counting	-4.2	-4.0	-4.0		**-3.7**
Percentage of students who are:					
Male	51.9	52.1	50.0	51.7	**50.6**
Female	48.1	47.9	50.0	48.3	**49.4**
Percentage of staff with disabilities	2.0	2.4	2.6		**6.8**
Percentage of students with disabilities	3.7	4.1	3.9		**4.3**

<div>

Objective 9.1

Equality of opportunity

To implement policies which ensure equality of opportunity for all persons irrespective of age, gender, sexual orientation, ethnic background, religious or philosophical belief, physical condition or economic condition, and which encourage participation by any under-represented groups.

</div>

• The data show changes, in some cases, from those of previous years. To a considerable extent, these changes are a consequence of the more accurate database in UCPeople.

• Staff of "other" origin have increased, including many from Asian countries.

• Male and female staff percentages have shown little variation.

• Student data in the table show quite remarkable levels of consistency over the four-year period.

• The sharp increase in the percentage of staff with disabilities is a function of more accurate recording in the UC People database, as well as some increase associated with the aging profile of staff.

	1998	1999	2000	2001 planned	2001 actual
Percentage of staff who are women:					
Academic	21.2	22.1	23.1	24.0	**29.2**
Technical	17.6	16.7	17.2	17.0	**16.8**
General	69.4	69.3	69.8	69.0	**69.5**
Percentage of students who are women:					
Undergraduate	48.6	48.1	48.8	48.2	**49.4**
Postgraduate	44.8	46.3	46.5		**50.6**
Percentage of women on key committees:					
Council	30.0	30.0	30.0	35.0	**30.0**
Academic Board	17.8	17.8	20.0	25.0	**20.0**
Committees	26.8	33.3	35.0	37.5	**32.0**
Faculties and Boards of Studies	22.0	22.0	25.0	30.0	**25.5**

<div>

Objective 9.2

Participation by women

To achieve a more balanced participation by women in all employment and educational activities, including decision-making and leadership within the University.

</div>

- There has been a very substantial increase in the percentage of academic staff who are women, in spite of the reduced number of retention and new positions approved in 2001.
- The percentages of women in general and technical staff positions remain stable.
- The percentages of students who are women continue to show the slow increases of recent years.
- The percentages of women on key committees shows little change for actual data. Many committee places are filled through election, and senior staff, who are predominantly male, tend to be over-represented.

Objective 9.3

Removal of barriers to participation

To identify and eliminate institutional barriers, including all aspects of policies and procedures that cause or perpetuate gender inequalities with respect to employment and education at this University.

- Expressions of interest from staff who had interests in equity and diversity issues were solicited in 2001. The establishment of a University-wide committee which will advise the Vice-Chancellor will consider barriers to participation by gender groups and others and recommend changes.
- Action on the implementation of the report of the 2000 working party on EEO has been delayed due to financial and staffing constraints. Thus HR advisers continue to exercise EEO responsibilities within their roles.

Objective 9.4

Gender equity issues

To incorporate gender equity principles at all levels of decision-making and resource allocation at the University.

	2000	2001 planned	2001 actual
Expenditure ($) on support for:			
Early Childhood Learning Centre	11 325	30 000	**25 000**
After School Programme	20 380	15 390	**15 000**

- Although the actual and budgeted expenditure on the Early Childhood Learning Centre show a marked difference, the figures refer only to the direct subsidy. The total level of support is very much higher, due to indirect resourcing, such as the substantial interior remodelling which occurred in the main building.

Objective 9.5

Women in the consultation processes

To encourage women staff and students to be involved in consultation processes, to express their views and to question inequities.

	2000	2001 planned	2001 actual
Number of women on related committees and working parties (new indicator)	58		**54**

- The numbers and percentages of women on working parties is dependent upon working party foci and activity. 2001 saw the continuation of some working parties established in 2000 but no newly established ones.

10 The Treaty of Waitangi

Goal

The reflection of the principles of the Treaty of Waitangi and the implementation of equal partnership between Māori and non-Māori

Objective 10.1

Partnership between Māori and non-Māori

To implement equal partnership between Māori and non-Māori within the University.

	1998	1999	2000	2001 planned	2001 actual
Māori as percentage of enrolments:					
Undergraduate	5.5	5.4	5.3	6.0	**5.3**
Postgraduate	3.8	4.0	3.9	4.0	**4.1**
Māori as percentage of staff	1.8	1.8	1.6	2.5	**2.0**

- The University signed a memorandum of understanding with Te Tapuae o Rehua, representing Te Runanga o Ngai Tahu on May 31, 2001.
- Regular quarterly meetings were held during the year between the Vice-Chancellor and Nga Maata Waka, representative of tribes other than Ngai Tahu resident in the Canterbury area.
- In the course of 2001, the University sought to appoint a Kaiarahi (Bicultural Director).
- The Māori Liaison Officer, Jeanne Kerr, resigned after three years of valuable service and a replacement is being sought early in 2002.
- Te Whare Akonga o Te Akatoki (Māori Student Centre) has been used extensively by students, the external Māori community and iwi groups, and school students studying Māori.
- Discussions regarding the establishment of a kohanga reo on campus for pre-school families of staff and students are continuing.
- The Equal Educational Opportunities Committee was established in 2000 to look at the minority groups on campus. Future initiatives aimed at mentoring, achievement, recruitment and retention continued to be explored during 2001, involving internal and external research.
- The annual Celebration for Māori Graduates/Graduands Ceremony continues to be a major event and, in 2001, more than 300 people attended the ceremony, including 28 graduates with their whanau.
- Māori Language Week was again honoured on campus, with an extensive programme of events providing an excellent opportunity to emphasise Te Reo.

Objective 10.2

Partnership between the University and Māori communities

To express the Treaty partnership through positive interaction between the University and Māori communities and support.

Objective 10.3

Relationships between University Māori and other Māori communities

To recognise and value the relationships between the University Māori community and other Māori.

Objective 10.4

Research into Treaty issues

To enhance the quality of New Zealand citizenship by advancing knowledge which gives insight into and promotes a rigorous and informed analysis of New Zealand history, cultures and society. This should include consideration of the principles of the Treaty of Waitangi.

11 Quality assurance

Goal

Effective quality assurance processes that assure the University of its international standing and of the implementation of values to which the University subscribes

- As a part of Audit 2000, University policies on research were reviewed and updated. It was hoped that, as part of Audit 2001 (see Objective 11.2), there would be a comprehensive review and update of existing policies and procedures, as well as regulations, relating to academic matters. The pressure on Academic Services meant that this was not possible. The Manual of Documents, last updated in June 1997, is now very out of date as new policies and procedures tend either to be posted on the web (usually on websites administered by the committee or service department responsible) or in hard-copy manuals dedicated to one committee or service department. As is appropriate for a University, the largest number of policies and procedures are on academic matters, and it was intended that a new web-based Academic Services manual would, together with the Research Office website, provide the nucleus of a web-based manual of documents. This was not to be and, as a short-term measure, A listing of current regulations, policies and guidelines has been produced, which identifies where all such items can be accessed. It is proposed that the listing itself be placed on the web.

- In 2000, the University was audited by the New Zealand Universities Academic Audit Unit in the areas of research, support for postgraduate research students, the research-teaching link, the Library, and information technology. The Audit Unit review panel's report was released in March 2001. The committees responsible for research, teaching and learning, library, and information technology addressed the recommendations of the Audit 2000 report during 2001. As well, a special working party, representing appropriate interest groups, addressed issues raised not only by the Academic Audit Unit report, but also by the report of the working party established to investigate the circumstances surrounding Joel Hayward's thesis on The fate of Jews in German hands, and the University of Canterbury Students' Association report Just OK on support for postgraduate students. The special working party provided extensive reports, with recommended regulation and procedural changes considered by faculties and the Academic Board and, after discussion and amendment, adopted by the University. A report on proposed and completed action on the Audit 2000 recommendations was forwarded to the Academic Audit Unit in August.

- Because of lack of resources, an internal Audit 2001 exercise - in the areas of academic programmes, course approvals and review, teaching and learning, assessment, and student services - was more limited than intended, being reduced to an analysis of departmental responses to a questionnaire as part of the academic department annual report for the year 2000. Nevertheless, the exercise resulted in the identification of a number of proposed actions, such as identifying and sharing good practice in

Objective 11.1

Quality assurance
To enhance the University's quality assurance processes.

Objective 11.2

Quality audit
To manage internal and external quality audits with greatest effect and minimal disruption.

departments, fine tuning processes associated with the approval of new programmes and courses, the revision of the University's graduate profile statement, the desirability of developing a benchmarking strategy for the University and the need to review the University's assessment guidelines adopted in 1996.

• Reviews of five departments were undertaken during 2001:

* All four departments in the School of Engineering – Chemical and Process Engineering, Civil Engineering, Electrical and Electronic Engineering and Mechanical Engineering – in co-ordination with the five-yearly review of the undergraduate programme conducted by the Institute of Professional Engineers of New Zealand.

* American Studies.

These reviews consider the quality of all aspects of departmental operations - including research, academic programmes, teaching, staff support and development, facilities and equipment for staff and students, community outreach – and are designed to assist departmental planning and future operations. Each panel includes academics from outside Canterbury and New Zealand.

• Follow-up reports from the departments of Chemistry, Māori, Economics, and Philosophy and Religious Studies on the substantial progress achieved in addressing recommendations of reviews in 2000 have been considered by the University.

12   Organisation and management

Goal

Effective and accountable organisation and management structures that are supportive of a critical and participatory academic community

Objective 12.1

Organisational structure

To ensure the organisational structure has clearly understood lines of responsibility, decision making and reporting.

• The implementation of the new Vice-Chancellor's Office management team – comprising Vice-Chancellor, Deputy Vice-Chancellor, three Pro-Vice-Chancellors (Academic, International, Services), two Directors (Business and Finance, Human Resources) and Registrar – has improved operations and reporting by having clearer responsibilities. Improvements have been made to the lines of reporting between the Vice-Chancellor's Office, service departments and committees.

• The University's academic organisational structure has been the subject of substantial discussion by the Committee for the Review of University Structures (CRUST) which has sought, and received, comment and opinion from the University academic community. No structural change was agreed to during 2001, but discussions are continuing.

• Discussions on the establishment of a School of Biological Sciences – arising from recommendations resulting from the review of the departments of Plant and Microbial Sciences and Zoology - have taken place during the year under the watchful eye of CRUST. Operational matters are still to be finalised.

Objective 12.2

Management style

To engage in sound management practices which emphasise consultative leadership and an adaptive and supportive environment for research, teaching and learning.

• University forums are used as a means of facilitating discussion on issues of importance to the University community. The Vice-Chancellor held a forum on academic matters in March; a forum on internationalisation was held in April; forums on staffing issues were held in July and October, and the Library Committee held a forum on the development of the University Library in October.

Objective 12.3

Quality advice to management

To ensure that the University Council, the Academic Board and the Vice-Chancellor are provided with strong professional support in the fulfilment of their roles in the governance and management of the University.

• An improved monthly schedule of reporting to Council on key aspects of the University's operations and core activities was introduced at the beginning of the year so Council is better informed on the University's performance.

• There are nearly 40 committees and boards – many with their own sub-committees – operating throughout the University, at which matters relating to all aspects of the University's operations are considered. More attention was paid in 2001 to committees and boards focusing their annual reports on performance against their own objectives and/or terms of reference; for those committees and boards which are identified in the University Plan 2000, their reports addressed the extent to which their work has progressed the University towards its objectives.

Objective 12.4

Risk management

To implement an effective University risk management programme.

• The Council-established Audit and Risk Committee has begun a strategic overview of risks and risk management. Assisted by KPMG, a workshop was held at the end of the year, at which many of the issues were canvassed and a strategic approach developed.

13 Infrastructure support for research, scholarship, teaching and learning

Goal

High-quality, responsive and cost-effective support services for research, learning and teaching

- An external operational review of Facilities Management was completed during the year and recommendations which are being implemented are:
* the restructuring of the Facilities Management administrative team;
* operational savings, achieved through attrition and the voluntary severance process;
* continued implementation of the Syllabus Plus computerised room booking program.
- An internal customer survey was undertaken with the following results:

  perceived level of service – excellent/fine - 84%, average - 9%, poor - 5%, no comment - 2%

Objective 13.1

Support services

To provide the University community – all staff and students - with support services that are cost-effective, simple to access, delivered knowledgeably, efficiently and equitably, and flexible to change.

- The Facilities Advisory Committee reviewed and recommended revision of the 3-5 year Capital Plan (Facilities).
- Ongoing project work related to new facilities and refurbishment of existing buildings included:
* Psychology   -   additions and upgrade
* Chemistry   -   refurbishment (continued)
* Plant and Microbial Sciences   -   cooling
* Zoology Laboratory   -   upgrades
* Theatre and Film Studies   -   screen room
* Foundation Studies   -   additional classrooms, refurbished additional space
* English Language Centre   -   additional classrooms, refurbished additional space
* Landscaping   -   enhancement
* Geography level 1   -   refurbishment
* Lift upgrade   -   Registry, Chemistry/Physics
* Commerce   -   computer suite
* Fine Arts   -   provision of gallery

Objective 13.2

Enhancement

To enhance the facilities and equipment for teaching, learning, research and administration.

- Work proceeded on the maintenance programme.
- The development of the planned preventative maintenance programme continued with Works and Services.
- New contracts for external building maintenance included the University Halls of Residence.

Objective 13.3

Maintenance

To ensure that a maintenance programme that protects the University's existing facilities is in operation.

- Contracts for operational maintenance during 2001 included:
* All lift maintenance
* Fire protection/detection systems
* Air conditioning/chillers
* Boiler inspection and certification
* Automatic doors certification
* Water treatment
* Fume cupboards certification

Objective 13.4

Operational

To manage the campuses, field stations, buildings, facilities and land of the University effectively.

Objective 13.5

Library resources

To maintain the Library as an important central resource for achieving excellence in research, scholarship, teaching and learning.

	1997	1998	1999	2000	2001 planned	2001 actual
Library holdings:						
Central	639 604	659 100	679 100	700 230	719 100	**716 568**
Law	57 190	59 146	61 600	63 349	66 600	**64 497**
Physical Sciences	72 276	71 210	73 200	74 203	77 200	**75 222**
Engineering	114 845	116 495	118 500	120 728	122 500	**121 617**
Macmillan Brown	84 111	89 201	94 000	104 443	104 000	**108 614**
Warehouse	116 915	114 030	117 000	119 048	123 000	**118 172**
Audio visual materials	334 660	342 729	352 729	357 499	372 729	**357 723**
Total	**1 419 830**	**1 453 741**	**1 498 741**	**1 539 500**	**1 588 229**	**1 562 413**
Total holdings:EFTStudent	124.8	124.5	127.4	137.4	141.5*	**138.8**
Volumes added per annum: EFTStudent	2.1	2.9	3.8	3.6	3.6*	**2.0**
Total expenditure on collections ($ 000)	5 424	6 416	5 655	6907	7 278	**6 188**
Total expenditure as a percentage of the Universitys expenditure						**3.5**
Information technology expenditure as a percentage of Library expenditure	3.1	4.5	2.5	3.3	4.1*	**4.5**
Collection expenditure as a percentage of Library expenditure	49.3	61.9	53.1	59.3	61.9*	**52.7**
Collection expenditure: EFTStudent ($)	447	549	480	616	554*	**549**
Collection expenditure: EFTAcademic Staff ($)	9 741	11 005	9 437	11 593	12 790*	**10 991**
Total Library seats	2 045	2 361	2 026	1 996	1 996*	**1 996**
Library seats:EFTStudent	0.18	0.20	0.17	0.18	0.17*	**0.18**
Computer workstations for students	182	182	185	172	172*	**172**
EFTStudents:Computer workstations	62.5	64.2	63.6	65.1	64.9*	**65.4**
Hours of opening per week	87.5	83.5	79.5	79.5	79.5*	**79.5**
Total issues	648 568	644 679	656 596	625 469	659 000	**601 083**
Issues:EFTStudent	57.0	55.2	55.2	55.8	58	**53**
Document supply requests (in)	16 706	17 366	8 621	9 511	9 500	**9 118**
Document supply as percentage of total loans	2.58	2.7	1.3	1.5	14*	**1.5**
Searches on electronic databases**	-	111 599	125 000	263 200		**962 725**
Interloan requests for other libraries	13 013	12 458	11 606	10 043	10 043*	**9 448**
Information literacy tutorials (March to June)	-	759	937	911	915*	**749**
Attendance at information literacy tutorials	-	12 379	9 173	9 263	9 401*	**8 401**
Help Desk enquiries	-	-	-	51 103	51 869	**55 086**

*   From the Library's internal planning data.

** Data for 1997-2000 show logins only.

• The Warehouse and audio visual materials collections were weeded during 2001, with significant de-accessioning.

• The decrease in total expenditure on collections was necessary because of the budget cut, which required a serials cancellation exercise across all areas.

• The significant decrease in the number of issues may reflect a move to the use of electronic collections.

• The increase in the information technology expenditure was required to cover the purchase of a new server.

	1997	1998	1999	2000	2001 planned	2001 actual
Public computer workstations	196	373	452	452	425	**444**
Ratio EFTStudents:public computer workstations	58.0	31.3	26.0	24.8	24.9	**25.3**
Student workstations (including public) implementing the standard desktop	1 156	1 266	1 413	1 473	1 620	**1 703**
Ratio EFTStudents:student computer workstations	9.8	9.2	8.3	7.6	7.0	**6.6**
Undergraduate student workstations (public and departmental)	806	1 079	1 239	1 277	1 400	**1 489**

Objective 13.6

Information technology

To develop an integrated approach to information technology and information services throughout the University, involving a partnership between all information service providers and users.

- Expansion of public workstations was constrained in 2001 by financial and space pressures. The slight reduction in their number was due to a change in the balance between PCs and Macintoshs. Further expansion is limited and the focus now moves to their refurbishment.

- The increase in departmental workstation numbers reflects the increased dependency on access to computers for both teaching and research. The use of web-based teaching tools saw a dramatic increase in 2001.

- During 2001, the rollout of a new finance system and the human resources/payroll system was essentially completed. The success of these projects (and the integration into the University infrastructure) is a result of partnership between the dedicated project teams and their broadly based steering committees. Further work is continuing on the student administration systems and the minor projects (research and facilities).

- The new Information Technology Department continues to develop plans for a more integrated campus information technology infrastructure. With this in mind, in late 2001 a centralised e-mail and calendaring platform was installed and progress is being made to move service departments to this platform with academic departments planned for 2002.

- Plans are underway to develop improved digital printing facilities in the Design and Print section, coupled with an electronic document submission system that will enable direct downloading of teaching material from staff desktops to the "Document Factory".

14 International

Goal

A high reputation internationally through the quality of its international activities in teaching and research, and the recruitment of and support for international students

General comment

- The University has continued to grow its international student population strongly during 2001, with an increase of 39% in enrolled numbers. Growth is expected to continue at a similar pace and efforts are now being made to develop internal services to better manage the large number of overseas students on the campus.

- During 2001, the following general developments took place:

* an additional student adviser in the International Student Centre;

* finalisation of policy on enrolments of international students in fractional EFT situations from Australia, France and Germany;

* further development of the International Plan, including an updated marketing strategy, in consultation with interested parties;

* development of relationships with overseas universities, especially in France, Germany and the United Kingdom, and other institutions such as polytechnics, whose graduates will articulate into our degrees;

* establishment of a key relationship with the University of Washington, which will include the creation of an annex of the University of Washington Human Interface Technology Laboratory at the University of Canterbury;

* generation of a portfolio of outlines of research projects available for international collaboration.

- There were no new staff appointed to the International Office during 2001, but additional staff to support marketing, admissions, study abroad and exchanges are planned for 2002.

Objective 14.1

International dimension

To develop an international dimension in the curriculum, teaching, research and campus culture at the University, underpinned by sound international policy and an efficient and responsive International office.

- Increasing international dimension in curricula

  In 2001, no further progress was made on the joint master's degree initiative with the universities of Adelaide, Waseda and Putra Malaysia in the subject areas of environmental sustainability and international communication and negotiation, although a co-operation agreement has now been signed with both Adelaide and Waseda. Positive developments are under way in the area of Asian and Pacific studies. The University is encouraging more Canterbury students to participate in exchange programmes that will enable them to study for a semester of a year overseas.

- International events held on campus

  The following events were held during 2001:

  April 27 - International Forum for University staff

  May 7-11 International Festival, including international dress day and a programme of food, cultural and musical events.

  May 12 Ilam Flats Residents' Cultural Night

- Policy development

  Policy has been developed in relation to short-term enrolment of students eligible for postgraduate studies from Australia, France and Germany, normally under fractional EFT situations.

Objective 14.2

International marketing and recruitment

To develop marketing strategy and activity, and thereby enhance the recruitment of international students and the international character of the University.

	1998	1999	2000	2001 planned	2001 actual
International full fee-paying enrolments in degree courses	437	477	574	689*	**799**

* From the International Office internal planning data – a planned 20% increase on 2000.

Note:

In past years, the University has reported all students "from outside New Zealand", which has included students who are permanent residents and who are, in effect, domestic students. The reporting of international students is now restricted to those who are full fee-paying international students.

- Number of international students enrolled

  International full fee-paying enrolments in 2001 were 799 from 57 countries, compared with 574 in 2000, a growth of 39%. This trend should continue strongly.

- Marketing plan

  The marketing plan is being updated for 2002. The major focus will remain on the Pacific Rim countries but with an increasing level of activity in selected European countries, notably France, Germany, Norway, Russia, Sweden and the United Kingdom.

- Marketing publications

  The 2002 International Student Prospectus was issued in February 2001, providing early fees information to intending students. An international version of the University Postgraduate Handbook will also be produced in 2002.

- International student advisers - now two full-time and one half-time - are used extensively. The pressure on staff in the International Student Centre led to a decision to appoint the additional adviser in 2001 to cope with the increasing numbers.

- The English Language Centre continues to provide an essential service and the first running of Foundation Studies programmes attracted 104 enrolments (see Objective 15.3 for details).

Objective 14.3

International student services

To provide international student support services and accommodation that will enhance the University's reputation as an international university.

	1997	1998	1999	2000	2001 planned	2001 actual
International linkages between individuals and departments (statistics kept from, 1999)			386*	860		**900** approx
International student exchanges	16	18	21	37		**54**
Incoming students	11	28	27	26	30	**33**
Outgoing students	6	19	13	16		**21**

Objective 14.4

International alliances

To investigate and implement as determined external alliances and partnerships which will enhance the reputation of the University in research and teaching, foster scholarship, research and technology transfer locally, nationally and internationally, and enhance the University's financial performance.

- The University is always looking for ways to increase the number of outgoing students to balance those coming in. An increased marketing effort has been made in 2001 and students outgoing in 2002 have been assisted by the payment of their airfares. Efforts to increase the number of outgoing students will be continued in 2002.

- There has been strong development in links with European universities and in the growth in numbers of students enrolling for postgraduate research project work from French and German universities.

- During 2001 a joint venture was initiated in the establishment of a Human Interface Technology Research Centre as an annex of the Human Interface Technology Laboratory at the University of Washington, Seattle.

- New formal agreements setting up international strategic alliances, underpinned by teaching and research collaboration, were concluded with 22 overseas universities during the year, and existing relationships were extended, or are in the progress of being extended, to cover a wider range of disciplines. New or changed agreements have been concluded with the following institutions during 2001:

Universities:

Canada	Nova Scotia College of Art and Design
China	Beijing University
	Beijing Forestry University
	Central University for Nationalities, Beijing
France	University of Lyon II
	Robert Schumann University
	Sciences Po
	Universite Aix-Marseille III
Germany	Technical University of Berlin
	University of Göttingen
	Technical University of Darmstadt
	Technical University of Munich
Italy	Universita degli Studi de Pavia
	Instituto Universitario de Studi Superiori de Pavia
Japan	Kyoto University
	University of Waseda

Singapore	Singapore Management University
Taiwan	Academia Sinica
United Kingdom	Warwick University
United States of America	University of Washington, Seattle
	Rhode Island School of Design
	Oregon State University

Relationship extension

France	INPG, Grenoble
Singapore	National University of Singapopre
United States of America	Montana State University

In process

Canada	Queens University, Kingston, Ontario
China	Shanghai Jiao Tong University
Germany	University of Teubingen
United Kingdom	University of Cambridge
	University of Oxford
	University of Bath
	University of Sheffield
	UMIST, Manchester

Polytechnic in progress

Malaysia	INTI College Malaysia

15 Community outreach

Goal

A high reputation for its good relations with the community, its liaison with schools, and its educational outreach and professional links with industry and commerce

Objective 15.1

External relations

To take an integrated approach to relations with the University's external audiences in order to:

i raise the University's profile, using publications, publicity, marketing and events;

ii enhance the recruitment of students;

iii maintain and diversify its income sources.

	1998	1999	2000	2001 planned	2001 actual
EFTStudents	11 678	11 761	11 204		**11 254**
Donations: Value ($)	290 778	178 692	179 281		**219 204**
Newsroom website hits			190 000	230 000	**269 000**
Media log entries			470	700	**753**
News releases			70	70	**73**
Media pick-ups of releases (percentage)			80	82	**84**
EFT Students (domestic)			10 600	10 323	**10 271**
Publication circulation:					
Chronicle			2 600	2 800	**2 750**
UC Research			2 000	2 000	**2 000**
UC Alumni			24 000	24 000	**26 000**
UC Diary			620	673	**691**

• The mid-year advertising campaign increased enrolments by 46%.

• UC Headway: Short Summer Courses marketing was launched with 837 enrolments from 622 students, exceeding the targets.

• The first information kiosk was stationed in the central city during December, resulting in more than 200 pre-enrolments, new enquiries and public awareness being generated.

- The key recruitment publications have been given a consistent and vibrant visual identity, including the UC subject and degree brochures, the Accommodation Guide and the Student Guide, Enrolment Handbook and pack.
- A new postgraduate prospectus was commissioned and PhD posters produced.
- New degree display stands were designed.
- The Dark Plain exhibition at the Christchurch Festival of the Arts was sponsored, raising awareness of the University's contribution to fine arts.
- Advertising excellence was acknowledged through awards: Best Campaign at the New Zealand Radio Awards; Supreme Award for Multi-Media campaign, one gold and three highly commended awards at the Advertising Institute of New Zealand Southern Awards.
- National quantitative research was commissioned for 2002 into students' decision-making processes, as well as qualitative work to compare perceptions of Canterbury University and the effectiveness of recruitment initiatives.
- A professional fundraiser was appointed as Development Manager in June 2001.
- The University of Canterbury Foundation was formally incorporated on September 21, 2001 as a charitable trust. A board of trustees was appointed.
- A legacy brochure for the University was developed and launched at a function for emeritus professors in November 2001. The brochure will be a vehicle for the stewardship of bequests to the University.
- Implementation and development of the alumni and fundraising database, The Raisers Edge, continued.
- The inaugural six-monthly newsletter to Erskine and Canterbury Fellows, UC Fellowship News, was distributed via e-mail to the visiting fellows of the past three years, initiating an Erskine Society.

	1997	1998	1999	2000	2001 planned	2001 actual
Visits to schools	200	210	234	261	250	**285**
Campus tours	20	22	25	29	25	**27**
Participation in Careers Expos throughout New Zealand	19	19	19	23	23	**23**
Prospective and advancing student interviews on campus	1 050	1 100	1 000	1 060	1 000	**1 080**
Replies to requests for information from degree-brochure tear-offs	1 660	1 666	1 365	1 200	1 200	**1 150**

Objective 15.2

Liaison

To serve students, staff and our community by assisting prospective students with their transition from outside the University into the University.

- Canterbury has 71 secondary schools in its "area" and these are each visited at least twice a year. A further 120 schools are visited throughout New Zealand, from Kaitaia to Invercargill.
- Campus tours are made by formal school groups; the numbers above do not include families and special groups who are shown around the campus during school vacations and at various other times.
- Student interviews on campus, noted above, are formal interviews, and do not include communication and advice by telephone, drop in, mail, fax and e-mail.
- University information and course materials are sent to all New Zealand secondary schools (approximately 400) each year. There are at least nine full mailouts – poster/calendar, four newsletters, Thinking of University? booklet, Student Guide and Accommodation Guide, degree brochures, Information Days promotional material and programme brochures.
- Liaison was involved in the New Start Programme, which assists adults to enter University.
- Liaison was involved with the Equal Educational Opportunities Committee, which aims to increase the number of students entering University from lower decile schools and to retain students from under-represented groups at University.
- Liaison organised events for teachers and prospective students – e.g., careers teachers update, the University's display at the Christchurch Careers Expo and the two-day Information Days.
- The Māori Liaison Officer gives scholarship advice to students, policy advice to the Vice-Chancellor's Office and organises events such as the Māori Student Orientation and the Celebration for Māori Graduates/Graduands.

Continuing education

To contribute to the social, intellectual and economic life of the wider community, and to be a leader locally and internationally in the provision of high quality programmes, research and services in the field of adult and continuing education.

	1997	1998	1999	2000	2001 planned	2001 actual
Community education – General Studies, Photography, Summer Schools, Educational Travel:						
Courses run	205	202	264	302		386
Enrolments	4 232	4 654	5 581	5 713		5 874
Professional – Professional Short Courses:						
Courses and conferences run	42	32	49	71	70	97
Enrolments	1 485	1 523	1 368	2 745	2 800	3 285
Preparatory programmes – Enrolments:						
New Start	449	450	382	348	400	292
English Language Centre	125	157	301	422	250	425
Foundation Studies:	-	-	-	-	72	104
Courses run	11	32	36	62		75
Total courses and events run	**258**	**266**	**349**	**435**	**380**	558
Total enrolments	**6 291**	**6 384**	**7 632**	**9 228**	**8 000**	9 980

- 2001 has been a positive year for the Centre for Continuing Education, as growth has continued in most programme portfolios, new programmes have been introduced, collaborative partnerships with other providers negotiated and the role of the University in lifelong learning and its contribution to the adult and community education sector has been examined.

- The English Language Centre was capped at 200 students per week with strong demand for 2002. The new Certificate in Foundation Studies programme has attracted 104 students over two intakes. Both programmes are academically focused on preparing students for tertiary study and are an important conduit into undergraduate and postgraduate programmes

- Alongside traditional study abroad programmes, the centre has developed a niche activity in running customised study abroad programmes for a number of overseas universities.

- There has been a growth in the number of in-company professional programmes and contracts.

- The centre took on the responsibility for project managing the development of the University's Summer Programme.

- Policy research on "Lifelong learning and the University in the 21st century" culminated in a very successful symposium on that theme.

- Centres for continuing education around the world are playing an important role in the knowledge economy in facilitating universities' engagements with their communities and industry. Consistent with this trend, the year 2002 will see the Centre for Continuing Education increase its engagement in a number of significant areas.

Consulting services

To maximise the value of the intellectual property of the University, and to commercialise successfully University research and intellectual property.

	1999	2000	2001 planned	20001 actual
Confidentiality agreements	22	28	30	32
Licences	2	3	2	0
Patent applications	2	6	6	10
FRST scholarships (TIF, TBG and others)	12	17	27	12
FRST sub-contracts	15	17	16	16

There has been considerable growth in Canterprise consulting and research income during the year, with the total consulting and research income for 2001 having increased by 54% over the previous year and the gross profit having increased by 161%. This has resulted in the company achieving a net profit in only its second full-year of operation, as compared with the business plan target that Canterprise would become self-funding by the end of 2002.

A major achievement during the year was the successful recruitment of two new business managers with extensive commercial experience in sales, marketing and business start-ups. This has already boosted the level of business activity and negotiations are now underway with a number of investors interested in investing in University of Canterbury technologies. The appointment of a second accounts person and the implementation of improved accounting systems have also helped to increase revenue by enabling Canterprise to provide better customer service.

	1999	2000	2001 planned	20001 actual
Confidentiality agreements	22	28	30	**32**
Licences	2	3	2	**0**
Patent applications	2	6	6	**10**
FRST scholarships (TIF, TBG and others)	12	17	27	**12**
FRST sub-contracts	15	17	16	**16**

	1997	1998	1999	2000	2001 planned	2001 actual
New titles	9	7	10	5		**6**
Number of pages	1 445	1 503	1 697	1 644		**1 446**
Reprints of books published in previous years arising from continued demand	0	1	1	2		**1**
Copies sold (to nearest hundred)	15 600	22 000	19 800	11 000		**14 500**
Award finalists – including Montana New Zealand Book Awards and the New Zealand Post Children's Book Award	0	1	0	0		**1** winner

Objective 15.5

Publication

To encourage the dissemination of information and ideas through an independent University Press.

- The Canterbury University Press publishes a wide range of mostly non-fiction books, in particular New Zealand history, Maori ānd Polynesian and natural history, with marine science as a speciality.

- A number of titles have been award finalists and since 1991 have won major awards.

16 Environment

Goal

A suitable and sustainable environment for teaching, research and scholarship and for the community and social life of the University

- A number of environmental initiatives have been initiated and implemented in 2001:
* the retention and new appointment of an environmental projects co-ordinator;
* the establishment of an energy website that informs departments on their energy consumption building by building;
* the continued implementation of paper recycling;
* the establishment of a recycling scheme for Ilam Flats;
* passive solar controls fitted to Forestry and the Geography/Psychology laboratory block;
* additional parks added to the car-pooling programme.

Objective 16.1

Environment for research, teaching and learning

To develop and manage an environment for research, teaching and learning and for related social, cultural and community use that is informed and guided by the values and principles of environmental conservation and sustainability.

* North Arts Lecture Theatre landscaping;
* Ernest Rutherford Building (west face);
* Registry (north end);
* Landscaping work associated with the additions to the Psychology building;
* Assisting the Christchurch City Council in the consultation process concerning the enhancement of Creyke Road as a "living street";
* Restoration of Okeover Stream (engineering pond) – a joint project with the Christchurch City Council.

Objective 16.2

Quality of campus environment

To enhance the quality of campus environment for staff and students.

17 Financial

Goal

The management and development of financial resources for the University which ensure long-term strength and viability in the achievement of the vision, goals and objectives outlined in this Plan

(See the Statement of Financial Performance and Statement of Cashflows for more details on these objectives)

Objective 17.1

Financial support for activities

To provide financial management support for the activities of the University.

University budgets presented on time to Academic Board, Vice-Chancellor's Office, Council

Objective 17.2

Management of resources

To manage resources efficiently and effectively and transparently.

	1997	1998	1999	2000	2001
Comparison of budgeted surplus with actual ($ 000)					
Budgeted surplus/(deficit)	6 655	4 087	2 314	1 508	**-6 352**
Actual surplus/(deficit)	3 493	-4 328	6 440	2 227	**-4 294**

These figures relate to the University only (i.e., not including Trust Funds)

Objective 17.3

Financial strength

To be an independent and financially strong University.

	1997	1998	1999	2000	2001 planned	2001 actual
Current assets to current liabilities (ratios)	0.31	0.35	0.86	0.44	0.18	**0.40**
Public equity to total assets (percentage)	95.0	93.0	90.37	91.26	0.87	**0.84**
Debt to equity (percentage)	0.00	1.50	1.44	1.38		**8.13**
Return on equity (percentage)	0.8	-1.10	1.41	0.51	-1.49	**-1.32**
Operating surplus ($ 000)	3 493	- 4 328	6 440	2 227	- 6 352	**-4 294**
Government funding as a percentage of total income	67.82	61.25	55.41	49.62	51.90	**49.70**
Cost per EFTStudent ($) (exclusive of GST)	10 200	11 196	11 416	13 143		**13 600**

These figures relate to the University only (i.e., not including Trust Funds)