

Statement of Service Performance



1 Strategic Priorities 2002-2004

Goal

To be the region's leader in tertiary education, well organised and managed, financially viable, with a strong academic profile and excellent support services and systems for students, and in the best possible position to realise its vision and long-term goals effectively.

Objective 1.1

Leadership

To be the leader of a consortium of Canterbury Tertiary Education Institutions.

- The Canterbury Tertiary Alliance (CTA) continued to develop during 2002. Lincoln University joined the Alliance at the end of the year. Lincoln University continues to explore further options, including working with the three Canterbury public tertiary education institutions through the CTA.
- A number of CTA working parties have been set up to work with the collaborative arrangements between the four partners. As a 2-year pilot scheme, staff are now able to study for awards and qualifications at partner institutions with a remission of 50% of the tuition fee involved. Students can apply for reciprocal library membership at the partner institutions. The institutions are investigating programme development, combined insurance provisions, co-ordinated marketing, joint purchasing, and the provision of other services. There are e-learning and other initiatives underway. The efficiencies gained will benefit staff and students.
- During 2002 the UC Council established a policy on entering into Memoranda of Understanding.
- A Memorandum of Understanding was signed with the Nelson Marlborough Institute of Technology (NMIT) and 15 overseas Universities – see Objective 1.8.
- The Joint Consultative Group with the Christchurch College of Education (CCE) has continued to co-ordinate activities between the College and the University. There has been good progress on joint programmes and strategic directions. During the year the two print services were consolidated, and now deliver Design and Print services from the one site.
- A Mus.B. Jazz qualification has been developed in consultation with the Christchurch Polytechnic Institute of Technology (CPIT).
- The Canterbury Tertiary Education Millennial Trust has awarded its first annual set of scholarships and funding is assured for further scholarship rounds in each of the next two years. During 2002 13 scholarships were awarded to University of Canterbury students.

Objective 1.2

Partnership with Ngai Tahu

To have established an effective partnership and positive interaction with Ngai Tahu working within this region.

- Te Runanga o Ngai Tahu and the University have used as a basis for their relationship the Memorandum of Understanding established in 2001. Through Te Tapuae o Rehua, the educational arm of Ngai Tahu, the University continues to explore scholarship and other programmes.
- Eight students were supported by Ngai Tahu Scholarships during 2002.
- The University has been unable to appoint a Kaiarahi, but through the Kaunihera Tikanga Rua and other fora bicultural issues relating to the University have continued to be addressed. The development of Foundation Courses to meet the needs of Māori is currently under discussion.
- During 2002 the University officially adopted a Maori name: Te Whare Wananga o Waitaha.

Objective 1.3

Organisational structure

To have an effective and responsive academic organisational structure that supports the University in achieving its strategic goal and objectives, with clearly understood delegation, lines of responsibility, decision making and report, and with excellent professional support.

- In September, after an extended period of consultation within the University, the UC Council resolved to implement a new organisational structure. A Project Steering Group has been set up to make recommendations to the Vice-Chancellor and the Vice-Chancellor's Office for approval by Council. It is intended that the new organisational structure will be implemented in the course of 2003, to take effect from the beginning of 2004.
- The University Council has formalised the Delegations Schedule. The ongoing process of formal delegation through to Heads of Departments and other managers continues.

- In 2002 the University opened several new research centres that further consolidate the University’s research profile and areas of interdisciplinary collaboration. New centres included the MacDiarmid Institute for Advanced Materials and Nanotechnology, the Human Interface Technology Laboratory of New Zealand, the Social Science Research Centre, the Violence Research Centre, the Electrical Power Engineering Centre, and the Centre for Gene Ecology.
- The Electric Power Engineering Centre (EPEC) promotes and supports the education of electric power engineers, and the study of power engineering at the University as a field of excellence in New Zealand. Members of New Zealand’s power industry have invested in a charitable trust, the Power Engineering Excellence Trust, to fund scholarships for students studying in the field.
- The Human Interface Technology Laboratory of New Zealand (HITLabNZ) is a partner of the HITLab of the University of Washington (USA), and undertakes research to realise the opportunities to develop more effective and intuitive interfaces that link humans with computers and computer-based systems.
- The University commenced a major research data collection exercise in 2002 to augment the development of its Charter and Profile, and to inform both the development of a research management information system and the development of a University Research Strategy. Research activities are being mapped to activity codes which, once coded and checked for quality, will enable analysis to determine research concentrations and strengths. This work is continuing into 2003.
- A consultation process with the University community to develop a University Research Strategy is in its initial stages and is due to commence in 2003.
- Moves are well advanced to create a new School of Biological Sciences through amalgamation of the existing departments of Plant and Microbial Sciences and Zoology.

Objective 1.4

Research and academic profile

To have strengthened the profile of subjects – disciplinary and interdisciplinary - in which research and research-led teaching is undertaken, and to have a broader range of professional programmes.

	1999	2000	2001	2002 planned	2002 actual
Current assets to current liabilities (ratio)	0.86:1	0.44:1	0.40:1	0.25:1	0.49:1
Public equity to total assets (percentage)	90	91	84	89	87
Depreciation to capital expenditure (ratio)	0.72:1	0.53:1	0.47:1	1.28:1	1.08:1
Bank Debt to equity (percentage)	2.6	1.0	6.3	1.5	3.4
Operating Cashflow to Interest Paid (ratio)	1059:1	393:1	30:1	12:1	23:1
Return on equity (percentage)	1.41	0.51	-1.32	0.52	0.24
Operating surplus (\$ 000)	6 440	2 227	(4 294)	2 056	1 301
Operating cashflow surplus	30 715	18 081	14 884	20 389	19 502
Government funding as a percentage of total income	55	50	50	53	48
Cost per EFTStudent (\$) (exclusive of GST)	11 416	13 143	13 600	13 557	12 403

Objective 1.5

Financial viability

To have the University financially viable in accordance with national guidelines and best practice for the sector.

- 2002 was the second year of a five year financial recovery plan for the University.
- The major financial targets were met, with a significant turn-round in operating surplus and closing cash position, both of which were ahead of the targets set for the year.
- Government grant income was below budget but ahead of that for the 2001 year, mainly because the proportion of domestic to international students was lower than anticipated. The return on equity and on assets was positive for the year, again a change from 2001. Capital expenditure was all able to be financed from operations, so no borrowing was required during the year.

Objective 1.6**Risk management**

To have a proactive University risk management programme.

- During 2002, the Vice-Chancellor's Office and Council completed work begun with the Internal Auditors (KPMG) on developing a Risk Profile for the University. This involved identifying key risks, identifying the controls that are in place, identifying the level of residual risk, and ranking these in order of importance and likelihood of occurrence. A strategy was then developed to address the risk profile.
- Responsibilities associated with compliance have been formally delegated through the Delegation Schedule from the Council to the Vice-Chancellor, and from the Vice-Chancellor to the next level of management.
- An Audit and Risk Committee has been formed that includes external members. Work has begun on developing a regular meeting pattern aimed at monitoring and addressing risk. The Audit and Risk Committee reports regularly to the University Council.
- Compliance with Legislation is to be a regular reporting requirement from management to the Council, and will be developed in 2003.

Objective 1.7**Staff policies**

To have in operation robust staffing policies which take into account legislation, in particular the Good Employer requirements of the State Sector Act (1988), and which encourage flexible approaches in order to meet the University's strategic need for staff of high calibre.

- Policies on remuneration and professional development and review have been developed and will be implemented in 2003. A flexible employment policy has been prepared and will now be subject to negotiation with the employee unions.
- Compliance with ACC Audit criteria is an on-going activity. During 2002 two major departments (Civil Engineering and PAMS) had independent reviews of Health and Safety systems evaluated against ACC criteria.
- Through its Staffing Establishment Committee, the University has operated a Controlled Staffing Policy which entails rigorous examination of cases for new positions and the retention of vacated positions. One major criterion in this regard is the department's Student to Staff ratio.

Objective 1.8**Local, national and international alliances**

To have active external local, national and international alliances and partnerships enhancing the reputation of the University in research and teaching, and fostering scholarship, research and technology transfer locally, nationally and internationally.

- The University now has formal exchange agreements with tertiary institutions in 52 overseas countries, and a further 1,114 notified international teaching and/or research links between academic staff at departmental level.
- The University has formalised its partnership in the Greater Mekong Sub-region Tertiary Education Consortium.
- 15 new Memoranda of Understanding, student exchange agreements or expanded exchange agreements were finalised with overseas universities during 2002 (see overleaf).
- 2002 saw the establishment of an Exchange Fellowship between the University of Canterbury and the University of Oxford, U.K.
- The University entered a joint venture in 2002 with the University of Washington in Seattle relating to the establishment of the Human Interface Technology Laboratory of New Zealand.
- The Department of Continuing Education in partnership with Victoria University and several Crown Research Institutes has brokered a China Export Network funded by Trade New Zealand. This will deliver training programmes to Chinese administrators over a variety of subject areas.

Institution	Country	Type of Agreement	Date
Queens University, Kingston	Canada	MOU and Exchange	4/12/02
University of Manchester Institute of Science and Technology	United Kingdom	MOU	10/02
University of Tromso	Norway	MOU and Exchange	12/02
University of Oxford	United Kingdom	MOU	2002
University of Sheffield	United Kingdom	Exchange	2002
Carleton University	Canada	MOU	2002
University of Tabingen	Germany	MOU	6/08/2002
Kangnung National University	South Korea	MOU	12/08/2002
National University of Singapore	Singapore	MOU and Exchange	8/08/2002
University of Washington	USA	Exchange	16/08/2002
Rhode Island School of Design	USA	MOU	20/09/2002
University of Cincinnati	USA	MOU	30/10/2002
University of Bath	United Kingdom	MOU and Exchange	11/11/2002
L'Ecole Nationale Ingenieurs Travaux Agricoles	France	MOU and Exchange	14/10/2002
Utrecht School of the Arts	The Netherlands	Exchange	2002

- International collaborations over technology transfer and funding for new business developments:
 - △ The relationship with the University of Washington opened up research contract links with USA companies such as Eastman Kodak.
 - △ During 2002 agreement was reached on the commercialisation of UC soft-edge trampoline technology with investment from a North American business.
 - △ Further developments were pursued with the Singapore Economic Development Board in relation to showcasing new technologies from the University to prospective investors in Singapore.
- Focused development of strategic international links led by the Pro-Vice-Chancellor (International) with participation by academic staff:
 - △ The relationships with the University of Washington in Seattle, the National University of Singapore and the University of Oxford, UK, are proving to be strategic international linkages for both student and staff exchange. More widely we now have a strong network of partner universities in the USA, UK, France, Germany, Japan and Malaysia. Individual departments link to universities in 59 countries worldwide and we have formal partnerships with universities in 16 countries.
- Monitor linkages to determine which ones are active, and in what areas they are active:
 - △ In 2002 a survey was done of our international exchange linkages and some that were inactive have been considered for termination. Departmental “champions” have been appointed for new exchange agreements in 2002.
- Develop active international relationship “managers” at departmental level through the international liaison staff member in each department:
 - △ Most academic departments now have international coordinators.

- Co-operative work with partners in business, industry and the local community to develop potential technology commercialisation partnerships outside of New Zealand:

△ The University has developed a close working relationship with the Canterbury Development Corporation and has signed a Strategic Partnership Agreement with Industry New Zealand. Both of these relationships have been important in facilitating new research centre developments and in building partnerships with universities, research organisations and industries in Australia and the USA.

△ During 2002 Canterprise Ltd developed international funding sources for technology commercialisation.

Objective 1.9

Flexible delivery programmes

To be providing flexible delivery of academic programmes and courses in terms of location, mode of delivery and time.

	1999	2000	2001	2002 planned	2002 actual
Offering of undergraduate courses:					
First semester	212	300	322	393	343
Second semester	209	303	317	381	341
Whole year courses	574	494	351	349	344
Summer programme	-	3	29	35	50
Total number of courses offered	995	1 100	990	1 158	1 078
Limited entry courses					
Programmes		6	5	5	6
Courses		58	55	53	62
Web-based or partly web-based courses	unknown	unknown	70	90	112
Courses taught off-campus		4	4	8	10

- Semesterization of courses has continued to expand with a corresponding reduction in the number of whole of year courses. Summer courses offered in 2002 exceeded expectations and perhaps reflect a growing trend towards a tri-semester academic year. Summer school is also an attractive option for students who may require only a further 6 or 12 points to complete their degree. Web-based or partly web-based courses continue to grow. The total number of courses offered in 2002 has increased but not at the rate anticipated. As new courses are developed some rationalisation of existing courses also takes place - it is important the University does not offer new courses without reviewing existing courses. The total figure of 1 078 could be viewed as a result of consideration having been given to the most appropriate use of scarce resources.
- Limitation of entry for programmes or courses is always applied with some reluctance and reflects limited resources and the need to maintain a quality teaching programme. In 2002 it was necessary to introduce limitation of entry on Computer Science courses because of difficulties with obtaining qualified academic staff in competition with an industry which offers lucrative job opportunities.

Objective 1.10

Student numbers

To have an increased student enrolment.

	1999	2000	2001	2002 planned	2002 actual
EFTStudents as returned to the Ministry of Education	11 761	11 204	11 254	11 325	11 519
Number of students	12 191	11 632	11 648		12 084
EFTS per student	0.965	0.963	0.966		0.953
EFTWholly Research Students	924	948	881	860	861
Students participating in preparatory programmes	683	770	821	872	1 597

- In July 2002 the Director of Business and Finance brought together the Liaison and Marketing functions of the University into a new Liaison and Recruitment Unit.
- Part of the new Liaison and Recruitment Unit's goals for 2003 is to coordinate recruitment functions within the University. Initial discussions have taken place with the many groups involved around the issue of coordinating activities and increasing communication between parties in 2003.
- A University group had been looking at coordinating recruitment activities, but it has been superseded by the formation of the Liaison and Recruitment Unit. OLAP cubes are being used as a device to assist with strategy and planning of recruitment initiatives.
- In conjunction with the University's involvement in the pilot Charter and Profile exercise, research was conducted into perceptions held of the University by key external stakeholders. From this a "brand strategy" research exercise has been commissioned to be completed by March 2003. As part of this exercise, perceptions of the University held by teachers, University of Canterbury staff and prospective and current students from all communities, particularly Pacific Island and Māori, will be gathered and analysed. After consultation and discussion a brand architecture document will be developed to inform future brand (visual identity) marketing and creative directions for the University.

	1999	2000	2001	2002 planned	2002 actual
EFTStudents:					
Undergraduate – sub-degree	170	174	223		324
Undergraduate – degree	10 032	9 560	9 576		9 730
Total undergraduate	10 202	9 734	9 799	9 525	10 054
Postgraduate – taught courses	844	801	798	940	800
Postgraduate – research	924	947	880	860	861
Total postgraduate	1 772	1 749	1 679	1 800	1 661
Total number of students taught	11 972	11 483	11 479		11 715
Less contract teaching and old PhDs	211	279	225		196
Total as returned to the Ministry of Education	11 761	11 204	11 254	11 325	11 519
Full international students enrolled in degree courses	477	574	799	1 000	1 115
International student exchanges – incoming students	21	24	40	30	42

Objective 1.11

Student profile

To have a student profile which includes increased proportions of postgraduate and international students.

- A working party has been formed between the Recruitment and International teams to coordinate marketing, academic, and communications and development activities relating to strategic scholarships. Further discussions will be held on key recruitment strategies drawing on staff from appropriate sections as required.

Objective 1.12**Improved access by under-represented groups**

To have improved access, participation and integration by suitably qualified students from traditionally under-represented groups.

	1999	2000	2001	2002 planned	2002 actual
Percentage of students who self-identify at enrolment as having a disability	4.1	3.9	4.3	4.6	3.7
Percentage of students registered with the Disability Support Services	1.3	1.9	2.3	2.6	2.6
Percentage of students who are Māori	5.0	5.1	5.1	6.0	5.2
Percentage of students who are Pacific	1.7	1.7	1.6	1.5	1.1

- During 2002 the Equal Educational Opportunities Committee continued its work of developing policy on questions of access, as well as collating data on access. The work of the Committee is carried out in conjunction with the Māori and Pacific Liaison Officers, Student Services and Academic Administration. See Objectives 7.2 and 7.3 for additional relevant commentary.

Objective 1.13**Student integration and retention**

To have a focussed programme and services which ensure the integration of students into the University, increasing the retention level especially during the first year of enrolment.

- Over the past three years the Budget Advisor has supported mature students and students with families through the Student Support Network. This group has grown from an initial group of 27 students to around 65 on a database. Support meetings and newsletters have been the main avenues of contact and feedback. This support has helped to retain these students by providing a base whereby some students have formed themselves into groups. One of the biggest problems for these students is isolation.
- The Headstart (Skills NZ Programme) enabled 13 students to enrol into first year papers and receive additional academic services support. Seven of the thirteen students completed the year. This program will continue with a new group of students for 2003. It is proposed that these students have a mentor to support them throughout the years.
- A pilot mentoring program was undertaken by Student Services in the second semester this year. Twenty four students, twelve mentors and twelve mentees, took part in this programme. It is proposed that a program be offered for 2003.
- A meeting was held this year to discuss the number of students who are failing. Some of these students have been failing for a number of years. The university has a responsibility to support these students and in some cases direct them into other areas of study more suited to their current academic ability. It was clear that compulsory preparatory courses should be available.
- A successful extensive Academic Orientation programme was coordinated and delivered at the start of the year with a smaller more focused orientation mainly for International Students held mid year.
- A successful "First Year In Higher Education" conference was co-hosted in July.
- Study groups were set up in Commerce as a starting point and resulted in considerable success for participants and positive feedback from lecturing staff.

Objective 1.14**Management Information System**

To have a comprehensive Management Information System which provides efficient and up-to-date tools for the management and administration of the University in all its strategic areas of activity.

- Systems in operation:
 - △ UC Finance – Oracle Financials has been fully operational since Q1/01 and has had a major upgrade in Q4/02. The next major additional module that is being considered is the asset management module.
 - △ UC People - The core PeopleSoft HR system has been operational since Q4/2000. Additional modules such as employee self-service, competency management, Health and Safety, etc. are being deferred until the web-enabled Version 8 upgrade takes place. This is planned for some time after Q2/2003.
 - △ UC Student – The University continues to rely on its in-house system which has had to be augmented to reflect additional Government demands such as NSI. Significant progress has been made in the associated student administration business processes project.

- △ UC Facilities – The core system is in place as reported below, with timetabling to be implemented in 2003.
 - △ UC Alumni – This system is now fully operational.
- During 2002 three initiatives were undertaken in the areas of reporting and data processing which will assist the University's management and administration.
 - △ During 2002 efficiency and effectiveness reviews of several areas of the UC Finance system took place. There are three main sub-systems of UC Finance – Accounts Payable, Accounts Receivable, and Purchasing. In the area of Accounts Payable, following the review, there have been several changes made resulting in a more streamlined system that allows more prompt entry of data into the system, and more consistent application of policy. In the area of Accounts Receivable, again following a review, a new receipting system has been successfully installed, extensions to electronic banking facilities made, and significant reductions in cash transactions achieved. The Purchasing systems are yet to be reviewed. In addition to these reviews, a reporting group has been established to assist in improving reports and reporting systems back to managers. So far the work of the group has resulted in improvements to existing reports, the development of a new report, and the establishment of new reporting systems. The work is ongoing and will continue into 2003.
 - △ The implementation of UC People in November 2000 introduced a system which provides international best practice in human resources and payroll management. This in-built best practice has provided a mechanism for improving human resources and payroll procedures. The operation of the system was reviewed by IRD in August 2001 and the HR and payroll processes were the subject of an internal audit during 2002. Improvements have been made to operational procedures as a result of these two audits.
 - △ The Information Technology Department has created data warehouses for student administration, finance and human resources/payroll. These data warehouses are available via the web and utilise the Excel pivot table functionality. Standard reports are available, or users can generate ad hoc queries.
- In 2003 the university will continue to operate its current student administration system while undertaking work in preparation for a system upgrade or system replacement. This preparatory work includes:
 - △ A comprehensive review and updating of the student administration business processes.
 - △ A proposal to simplify the degree regulations.
 - △ An internal audit on the risks associated with the current system.
 - △ Development of a functional and technical requirements specification.
 - △ A proposal for redeveloping the in-house system. This is being prepared for Q1/2003 and will form the baseline for comparisons with any possible commercial alternatives that may be considered.
- In 2002 the Research Office appointed a Research Development Co-ordinator to manage the selection and implementation of a research system to meet the University's strategic research plans and the reporting and research management requirements proposed by the Tertiary Education Commission through Performance Based Research Fund (PBRF). The first stage of the project has involved:
 - △ Analysis of the external and internal research reporting requirements.
 - △ Identification of research data sources, data format, and data integrity.
 - △ Analysis of research data collection processes.
 - △ Development of data specifications to meet the new reporting and management requirements.
 - △ Development of interim data collection and reporting tools and processes.
- The requirements of a research system are expected to be finalised by April 2003, and a decision on system selection and implementation made later that year.
- The implementation of Syllabus Plus (UC Facilities) has enabled the University to gather, analyse and report on centrally-managed lecture, seminar and tutorial rooms. A number of venues managed by departments have also been added to Syllabus Plus over the past year. The system also supports a web-based room booking system, a schedule of audio visual equipment available in each room, and lecture theatre timetables for 2003.
- In 2003 the University plans to enhance the on-line booking system and to implement the timetabling function in Syllabus Plus.
- The Alumni system implementation was completed in 2002 with the transfer of all requested machine-readable student information into Raiser's Edge and a system upgrade carried out.

2 Research and scholarship

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

Goal

To have internationally recognised excellence in research which contributes to knowledge and learning, to the welfare of all, and to the sustainability of the environment.

Objective 2.1

Research performance and reputation

To have an increased output of research recognised internationally for its excellent quality.

	1999	2000	2001	2002 planned	2002 actual
Staff research publications	1 283	1 481	1 491		1 761
Creative works and exhibitions	25	20	55		46
Completed PhD theses	64	64	83		77
Completed Masters theses	177	234	223		213
Patents	5	7	9		5
Total	1 554	1 806	1 861	1 820	2 102

Note: The source for the data in this table is the University Calendar. This means that the time frame for each data set is July to July. The actual number of University-related patents issued in 2002 was 20 (Source: Canterprise Ltd).

- The eighth issue of UC Research, published in February 2002, provides a sample of research being carried out across all faculties by summarizing 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.
- Three Canterbury academics were made Fellows of the Royal Society of New Zealand in 2002: Associate Professor John Abrahamson (Chemical and Process Engineering), Professor Robert Davis (Civil Engineering) and Associate Professor David Kelly (Plant and Microbial Sciences).
- Members of the Vice Chancellor's Executive and senior academics gave a number of illustrated presentations on University research capability and specific research projects to New Zealand companies or government officials, and to groups of overseas visitors from China, Germany, Korea, Malaysia, Singapore, including a group of ASEAN ambassadors.
- The University's Research Committee in 2002 awarded funds for research, new equipment and postdoctoral fellowships as summarised in Table 2.3. These internal awards are made through peer review of the quality of the applications received and to support strategic research initiatives.
- The University's research community recognises excellence each year through the award of the University's Research Medal. In 2002 the Research Medal was awarded to Professor David Thorns of the Department of Sociology and Anthropology.
- The Research Office and Canterprise provide extensive services to academic staff in the acquisition and management of external contestable research grants and contracts.
- In addition to publicity given to the University's research through UC Research and presentations to visiting groups, the University presents its research through the regular publication of the Chronicle, through press articles and through news media features. In 2002 the University also sponsored and promoted its research and entrepreneurial business development activities through the "Innovation Story" Road Show, and displays at the annual A & P Show.

	1999	2000	2001	2002	
				planned	actual
EFTWholly Research Students	924	948	881	860	861
EFTWholly Research Students as a percentage of total EFTStudents	7.8	8.5	7.8	7.6	7.5
EFTWholly Research Students:EFT Academic Staff	1.5	1.6	1.4		1.3
Winners of scholarships administered by the New Zealand Vice-Chancellors' Committee		14	28	15	41

Objective 2.2**Postgraduate research students**

To have an increased number of well-prepared postgraduate students carrying out research at international levels across all discipline areas.

- Most key decisions of the 2001 Working Party on Issues in Postgraduate Degrees (reported on in the 2001 Annual Report) have been successfully implemented in 2002, as follows:
 - △ Substantially revised PhD regulations and guidelines. The revised regulations were introduced early in 2002, superseded those printed in the 2002 Calendar, and were made available on the web.
 - △ Substantially revised General Course and Examination Regulations concerning "Theses".
 - △ Revised Master's thesis work guidelines, policies, and procedures.
 - △ Revised Code of Practice with respect to postgraduate research students.
 - △ A centralised system of reporting on research proposals and progress of Master's thesis students (such a system has long been in place for PhD students). The system includes reporting on resource provision for postgraduate students, and provides a mechanism for monitoring compliance with the university-agreed minimal resource requirements.
 - △ More than one supervisor for every thesis student.
- Other important new developments in 2002 included:
 - △ New degree of Master of Social Work offered for the first time in 2002.
 - △ New degree of Master of Social Work (Applied) to be offered in 2003.
 - △ New degree of Master in Engineering Transportation offered for the first time in 2002.
 - △ Introduction of the possibility of extramural enrolment for thesis students.
 - △ Introduction of shorter time limits of 4 years full-time and 7 years part-time for PhD students. These bring Canterbury more into line with government funding and the time limits in other New Zealand universities.
 - △ Provision for concurrent enrolment in MSc thesis and course-work.
 - △ Clarification of the regulations for the Postgraduate Diploma in Clinical Psychology, the addition of the PhD as a qualifying entry degree, and provision for concurrent enrolment in PhD (after two years equivalent full-time study) and the Diploma.
 - △ A new "Guide for Research Students and Their Supervisors on Intellectual Property" that encapsulates the university's more detailed policies and procedures. The Guide was placed on the web late in 2002, and a brochure will be distributed in 2003.
 - △ The introduction of two rounds per year (instead of one) for offering doctoral scholarships.
 - △ Development of procedures for targeting some doctoral scholarships, with targeting to be introduced in 2003.
 - △ The trial introduction of Jointly Awarded Doctorates, with co-supervisory arrangements between Canterbury and Paris 8 University.
- One policy recommended by the 2001 Working Party, not yet implemented, is monitoring the requirement that all newly appointed academics attend a training session on supervising research students. Hopefully this will be attended to in 2003.

Objective 2.3**Research funding**

To have effectively applied funding in support of research which contributes to the University's research goal.

Research Grants - number and value awarded	1999	2000	2001	2002 planned	2002 actual
RESEARCH GRANTS – NUMBER AND VALUE AWARDED*					
Foundation for Research Science and Technology (FRST) grants (incl NERF and FRST tenders)					
Number	0	1	20		10
Value (\$ 000)	\$1 034	\$600	\$2 178		\$6 648
FRST sub-contracts					
Number					17
Value (\$ 000)					\$1 254
FRST TechNZ grants					
Number					58
Value (\$ 000)					\$1 554
RSNZ Marsden grants:					
Number	12	7	8		9
Value (\$ 000)	\$1 646	\$2 288	\$2 329		\$3 031
RSNZ CoRE grants:					
Number					1
Value (\$ 000)					6 900
Other external grants: **					
Number	64	41	70		58
Value (\$ 000)	\$2 862	\$1 068	\$2 567		\$2 560
Total external research income awarded (\$ 000)	\$5 542	\$3 356	\$7074	\$3 350	\$21 947
UNIVERSITY GRANTS NUMBER AND VALUE AWARDED					
Department equipment grants					
Number					16
Value (\$000)	\$2 613	\$1 897	\$1 238	\$1 200	\$1 050
University research grants					
Number					27
Value (\$000)	\$1 270	\$1 133	\$762	\$800	\$750
Total internal grants					
Number					43
Value (\$000)	\$3 883	\$3 030	\$2 000	\$2 000	\$1 800
University-funded Postdoctoral Fellows - annual awards	12	12	12	12	10
Summer Scholarships Scheme for Bachelor Honours students	9	10	9	9	9

Notes:

* The format of this table has been altered from that used in the 2002-2004 Statement of Objectives in order to better reflect the range of external research awards coming into the University.

** These figures do not include minor grants that have been obtained directly by academic departments. This total is approximately \$1.2m.

- In part, the increase in external research income for 2002 reflects more comprehensive procedures implemented during the year to account for research income.
- The University is developing its research strategy to ensure that in addition to supporting core activities, its areas of excellence and unique research capability are enhanced, and opportunities are taken to collaborate profitably with other universities and industry partners both within New Zealand and internationally. These developments are reflected in the strong growth in research income in 2002. The high level of research activity is also reflected in staff publication figures and the level of patent applications in 2002 (see Table 2.1)
- The Internal Research Budget was reduced in 2002 in line with the University's Financial Recovery Plan. This will be increased in due course. To aid the University's financial recovery, the Research Committee agreed to the reduction of two postdoctoral fellowship awards from those planned for 2002.
- The following table shows research income per the financial statements analysed by major funding source. This is different from the above table, which shows research grants awarded in the 2002 year. Awarded grants will relate to future years not just the 2002 year.

Research Income per Financial Statements by source

External research income received relevant to the 2002 year was as follows:

External Grants	\$4,532,017
Marsden	\$2,668,106
FRST	\$3,308,454
	<u>\$10,508,577</u>

Canterprise Research Income 2002

PGS&T Sub contracts	28	\$1,253,150
TechNZ TIFs	18	\$ 638,000
TechNZ TBGs	6	\$ 864,643
TechNZ TechNet	33	\$ 50,276
TechNZ Tech Link	1	\$ 2,813
Total FRST		\$2,808,882
Total External Research		\$1,132,718
Total Research Income		\$3,941,600

	1999	2000	2001	2002 planned	2002 actual
International linkages between individuals and departments (total)	386	860	900	1 000	1 154
Research Centres and Portfolio Groups	11	12	15	13	15
Visiting research scholars and fellows:					
Erskine	67	58	59	71	72
Canterbury	2	4	4	4	2
Centennial	0	1	0	-	-
Total	69	63	63	75	74
Adjunct appointments	20	54	75	56	90

Objective 2.4

Research networks and collaborative alliances

To have strong and active research networks and alliances facilitating disciplinary and interdisciplinary research.

- The following significant research projects and programmes arose from networks and alliances during 2002:
 - △ The University secured a commitment of \$6.9 million funding as a key partner in the MacDiarmid Institute for Advanced Materials and Nanotechnology, led by Victoria University. This is a Centre of Research Excellence.
 - △ The University is a partner in the Allan Wilson Centre for Molecular Ecology and Evolution hosted by Massey University. Funded for this will commence in 2003.
 - △ The National Centre for Research on Europe received over \$600,000 funding this year from the European Union and has developed active student exchange partnerships in France and Germany.
 - △ The HIT Lab NZ MagicBook project (in partnership with the University of Washington) received a \$2.5 million NERF grant this year.
 - △ The University is a co-investor in the Wood Quality Consortium funded by FRST.
 - △ 2002 saw the launch of the Electric Power Engineering Centre, with \$240,000 support pledged by electrical industry partners.
 - △ The University secured \$100,000 in feasibility study grants from Industry New Zealand for the proposed e-Security Laboratory of New Zealand, and BioCaNZ a proposed bioactives research institute.
 - △ The Canterbury Museum joined the University's summer scholarship programme in 2002, an initiative developing out of the MoU that the University has with the Museum. The Museum directly funded 2 scholarships, in addition to the 9 that were funded by the University.
 - △ The University is encouraging networking of staff internally and externally with other institutions, significantly through the growth in interdisciplinary research centres, and through the formation of collaborative research groups such as the research consortia being formed under FRST funding in 2002.
- The Research Office instituted a Grant Clinic service in 2002. Clinics are a forum for individual staff to discuss research career planning, grant writing, and provide a means for Research Office staff to develop a greater understanding of individual research interests, thus enabling them to search for additional collaborative and funding opportunities using "targeted" information.
- As part of the University's research data collection exercise, significant information was collected from Departments concerning collaborative links relevant to research. These are being coded as part of the Research MIS project and will form part of the specification for a more rigorous information system. The Research Office, as part of its Strategic Plan 2002-2004, intends to analyse this information and assess it for opportunities to exploit collaborative links and funding opportunities.

Objective 2.5**Application of research and consulting services**

To have the outputs of research applied in commercial and non-commercial ways to the progress of society, government, industry, technology and commerce in ways that are consistent with the University's vision.

	1999	2000	2001	2002 planned	2002 actual
Technology transfer agreements		6	10	8	48
Confidentiality agreements (Canterprise Ltd)		28	32	40	48
Licences		3	0	6	4
Projects in the Canterbury Industry Incubator		-	-	2	0
Patent applications		6	10	16	20
Company start-ups		-	1	3	3
Commercial income estimate (\$ 000)		1 902.8	2 918.1	4 808.3	4 290
FRST scholarships (TIF, TBG and others)	12	17	12	22	19
FRST sub-contracts	15	17	16	14	17
Investment in seed funding for commercialisation activities (\$ 000)		24	30	60	80

Note: Includes Canterprise activities

- Work has been done with local industry in 2002 to establish a framework for more responsive hosting of industry-linked research and development projects. Canterprise Ltd will work in close collaboration with the Centre for Innovative Product Research and Development to facilitate this goal.

- New investment channels have been identified in 2002 to increase the resources available to Canterprise for technology commercialisation, and further business development staff capacity will be added early in 2003.
- Canterprise will continue to expand its portfolio of patented technologies and to seek investment in these technologies from the business community for the benefit of the University.
- During the year Canterprise became the major shareholder in Ennotech Holdings Ltd and acquired a minority shareholding in SYFT Ltd and CO2 Out Ltd in return for its contribution of Canterprise-owned intellectual property rights to the companies. Each of these companies has the potential to generate significant returns for the University in the long term.
- Canterprise will also increase its collaboration with other research providers and industry through its participation in FRST Research Consortia such as the Wood Quality Initiative WQI Ltd.
- The University continues as a shareholder in the Canterbury Innovation Incubator Ltd and is developing its working relationship with this unit through the Vice Chancellor's Office and Canterprise Ltd.
- During 2002 consultancy activity handled by Canterprise amounted to approximately \$1 million revenue.

3 Academic programmes

The aim of the University's academic programmes is to provide opportunities for graduates and students to develop:

- conceptual understanding where they have:
 - * expert knowledge within disciplines and fields,
 - * the ability to think critically and independently,
 - * the ability to recognise the broader context in which disciplinary knowledge is located;
- ethical behaviour exhibited by:
 - * a respect for academic freedom and its attendant responsibilities,
 - * a striving for the betterment of the human condition;
- a sound skill base comprising:
 - * those skills which are discipline-specific,
 - * those skills which are more generic and have value throughout life – communication, problem solving, interpersonal – together with an intellectual curiosity.

Goal

To have academic programmes of international standard which are informed by research, and which provide graduates and students with knowledge and skills for the welfare of their communities.

- Procedures for approval of new programmes have been significantly revised to include a resource prioritising process. Attention is also paid in these procedures to the research-teaching nexus.
- During 2002 graduating year reviews were carried out for: Grad Dip Arts; Grad Dip Science; Certificate in Foundation Studies; BSc(Hons) and MSc – Computational and Applied Mathematics; BSW; BA(Hons) – Diplomacy and International relations; BSc(Hons) – Mathematics and Philosophy.

Objective 3.1

Research-informed programmes and courses

To have a curriculum based on sound principles of course design integrating research into teaching and learning.

Objective 3.2**Programmes and course quality**

To have all programmes and courses benchmarked internationally.

	1999	2000	2001	2002 planned	2002 actual
Mean score on Course Surveys (scale 1-5, where 5=strong satisfaction)	3.9	4.0	4.0	4.0	3.9

- Course and teaching surveys continue to be carried out across all programmes. Student opinion of the quality of courses remains high as indicated in the table, with the small fluctuations observed being expected variation. More than nine out ten the courses surveyed were viewed positively (the 10 percentile measure of 3.3 is consistent with earlier years.)
- The Teaching and Learning Committee introduced procedures in 2002 to identify courses that students rated highly and poorly, to advance further investigation of factors contributing to high and low satisfaction.
- Departments review courses at the end of each year. Academic visitors from other universities are involved in Departmental review processes where appropriate. Information from external examiners may contribute to the review of courses at higher levels.
- Graduating year reviews, required as part of academic accreditation processes conducted by the Academic Programmes Committee, seek information from extended communities of interest and are an important contributor to benchmarking.
- The Pilot Academic Profile exercise undertaken in 2002 has also contributed the development of benchmarking procedures, and this can be expected to continue as the University builds its experience with profiling.

Objective 3.3**Community needs**

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

- Community consultation occurred as part of the two departmental reviews carried out during 2002 (Theatre and Film Studies and Education).
- Stakeholder consultation is an essential part of applications for NZVCC (CUAP) approval in relation to new programmes.
- Extensive stakeholder satisfaction surveys were carried out on behalf of the University by HCIS Ltd. during 2002. Stakeholders surveyed included industry, business, schools, other tertiary providers and other interest groups.

Objective 3.4**Assessments standards**

To have assessment policies which are appropriate to promoting high-quality learning, and which provide a fair and reliable indication of the standards achieved by students.

	1999	2000	2001	2002 planned	2002 actual
Academic awards conferred:					
Doctorates	63	50	84	65	79
Masters	288	334	331	340	327
Bachelors with Honours	569	595	563	600	586
Postgraduate and Graduate Diplomas	151	121	125	150	127
Bachelors	1 662	1 859	1 849	1 860	1 759
Certificates	14	28	7	30	27
Total	2 747	2 987	2 959	3 045	2 905

- 2002 numbers are slightly below expectation with bachelor degrees down 4.7 %. Postgraduate awards have remained stable. Overall awards are down 1.8%.

- Number of appeals to the Executive of the Academic Administration Committee and proportion of appeals upheld

Total number of appeals: 40

Number heard by AAC: 36 of which 10 were upheld

Number heard by AAC Executive: 4 of which 4 were upheld

Total number of appeals upheld: 14 (36%)

- It should be noted that the Executive of the Academic Administration Committee may refer an appeal directly to the Committee for wider consideration. Eight (8) of the 10 appeals upheld by the Academic Administration Committee were the result of the annual review of academic progress. The appeal process grants students the opportunity to inform the Committee of personal circumstances which affected their academic progress.

Objective 3.5

Communication of regulations and procedures

To have academic regulations (including course regulations) and procedures which facilitate the acquisition by students of the understanding, behaviour and skills demanded by the graduate profile, which are known and understood by staff and students, and which are applied in a fair and equitable manner.

	1999	2000	2001	2002 planned	2002 actual
EFTStudents returned to the Ministry of Education	11 761	11 204	11 479	11 325	11 519
University of Canterbury funded scholarships: Masters scholarships offered (number taken up in brackets)	46 (42)	46 (34)	63 (45)	45	56 (45)
Doctoral scholarships offered (taken up)	65 (41)	65 (41)	85 (62)	65	91 (66)
Other scholarships offered	330	358	298	360	297
Total number of scholarships offered within the University	441	469	446	470	444
Expenditure in the categories of grants					
Expenditure on scholarships within the University (\$ 000)					
- via Scholarships Office	3 113	3 097	3 090	3 100	2 899
- via Academic Departments				1,868	2 016
Externally funded awards –					
Scholarships	371	857	1 102		1 485
Prizes	8	0.3	0.65		0.13
NZ Official Development Assistance			2 259		2 001
Trust awards –					
Endowment scholarships	124	202	373		463
Prizes and general trusts	24	43	141		142
Scholarships	376	354	224		123
Total expenditure	4 016	4 552	9 061	9 000	9 130

Objective 3.6

Access to programmes and coursesy

To have well qualified students able to access all courses.

- There was a 6.4% increase in total expenditure on scholarships in 2002.
- As indicated in Objective 1.11, a working party has been formed between the Recruitment and International teams to coordinate marketing, academic, and communications and development activities relating to strategic scholarships. Further discussions will be held on key recruitment strategies drawing on staff from appropriate sections as required.

- A review of doctoral scholarships has resulted in a decision to offer UC doctoral scholarships mid-year from 2003. It is envisaged that, in addition to domestic students, the mid-year scholarships round will also be attractive to overseas applicants. Approval has been given to trial a number of targeted scholarships beginning in 2003.

Objective 3.7**Lifelong learning**

To have improved access to lifelong learning opportunities through the provision of innovative continuing education programmes and services.

	1999	2000	2001	2002 planned	2002 actual
Community education – Courses run	264	302	386	360	368
Study tours (inbound and outbound)					11
Enrolments	5 581	5 713	5 874	6 400	5 324
Professional Short Courses and Conferences:					
Courses and conferences run	49	71	97	110	123
Enrolments	1 368	2 745	3 285	3 000	4 597
Preparatory programmes –					
Courses run	36	62	75	90	130
Enrolments:					
New Start (number)	382	348	292	272	209
English Language Centre (number/EFTStudents)	301/71	422/100	425/101	600/200	1 243/283
Foundation Studies (number/EFTStudents)	0/0	0/0	104/25	200/47	145/130
Total Preparatory Enrolments	683	770	821	1 072	1 597
Teaching and Research:					
Taught degree courses and thesis supervision (EFTStudents)			6.5	10.0	9.4
Current staff research projects			5	6	4
Projects and new initiatives	0	0	3	3	5
Overall performance:					
Total courses and events run	349	435	558	560	632
Total enrolments	7 632	9 228	9 980	10 472	11 518
Total EFTStudents domestic			130	150	162
Total EFTStudents International			298	400	385
Customer satisfaction with courses					-

- Foundation Studies and the English Language Centre have been getting excellent academic results in their preparatory programmes. There has been a noticeable growth in the numbers of graduate students in the English Language Centre.
- Educational Travel has, in addition to its traditional in-bound and out-bound study tours, responded to the demand for customised study abroad programmes and is now working with universities in Europe, Asia and North America.
- Continuing Education has incorporated the Photography and New Start programmes into its offerings with the latter being re-focused as "Succeeding at Tertiary Study."
- The Professional Short Courses programme has continued to grow and has strong links with industry, servicing clients throughout the country through public and in-company training.
- The University's Summer programme is now a major activity with Continuing Education project managing the credit courses and reviewing its Leisure and Learn programme.
- A new development in 2002 has been the development of the International Training programme which, with the support of Trade NZ, has drawn three Universities and two CRI's into an Export Network.

4 Teaching and learning

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

Goal

To have a standard of teaching and learning that befits an international research-led university.

	1999	2000	2001	2002 planned	2002 actual
	Mean score on teaching surveys (scale 1-5, where 5=strong satisfaction)	3.9	4.0	4.0	4.0
Teaching Development Grants	0	11	12	12	5
Teaching Conference Awards	2	0	6	6	12
Teaching Awards (from 2001)	0	0	10	up to 12	10
Teaching Excellence Awards (1999)	1				
Teaching Medal	0	0	1	1	0

- Recipients of Teaching Development Grants and Teaching Conference Awards make a report to the Committee. Winners of Teaching Awards have the opportunity to contribute to the publication UC Teaching. A colloquium on teaching is held annually to explore issues of teaching and develop discussion on teaching developments across campus. Such a colloquium was held during 2002. The University supports staff who wish to study for a Diploma or Certificate in Tertiary Teaching. During 2002 four staff were enrolled in the Diploma programme and one in the Certificate programme.
- Dr Tim Bell (Computer Science) was awarded a National Tertiary Teaching Award for Sustained Excellence in Teaching at a ceremony held in Wellington.

- A review is in progress on the availability of resources for thesis students.
- The revised course approval procedures (see Objective 3.1) includes an evaluation of all resource needs (staff; library; IT; teaching and technical assistance; space; etc) and resource availability for new programmes and courses.

Objective 4.1

Teaching and learning enhancement

To have enhanced learning through the use of relevant teaching practices within a curriculum informed by research in the discipline.

Objective 4.2

Teaching resources

To have an adequate provision and integration of resources and infrastructure in support of teaching and learning.

5 Community relations

Goal

To have a reputation for excellent relations with the community and alumni, strong liaison with schools, pro-active educational outreach and professional links with industry and commerce, and effective dissemination of knowledge in support of the University's vision.

Objective 5.1

Communications and marketing

To have raised the profile of the University and increased awareness and regard for the University, through communications, events and marketing.

	1999	2000	2001	2002 planned	2002 actual
Newsroom website hits		190 000	269 000	160 000	463 364
Media log entries		470	753	600	1 017
News releases		70	73	200	170
Media pickups of releases (percentages)		80	84	80	81
Publications and their circulation:					
<i>Chronicle</i>		2 600	2 750	2 800	2 750
<i>UC Research</i>		2 000	2 000	2 000	2 200
<i>UC Alumni</i>		24 000	26 000	26 300	26 335
<i>UC Diary</i>		620	691	650	770

- External Relations was restructured as Communications and Development during 2002, picking up responsibility for Canterbury University Press and internal communications. An active effort was made to ensure staff were informed of developments prior to the restructuring.
- Circulations for all key publications were increased and media coverage expanded from 2001, particularly at a national level. Particular emphasis was placed on electronic dissemination of information and the Newsroom website was upgraded for easier access and navigation. Electronic versions of all key publications were posted on the website.
- Management of events such as public lectures and various launches became an increasingly significant part of the workload.

Objective 5.2

Alumni relations

To have a comprehensive programme of events, activities and communication that encourage alumni in New Zealand and overseas to maintain links with, support of, and advocacy for the University.

	1999	2000	2001	2002 planned	2002 actual
Alumni members	22 000	23 977	27 000	26 300	26 335
Alumni branches (active)	5	5	5	5	5
Participation in alumni programmes and functions	unknown	510	540	570	915
Alumni scholarship fund (\$)	unknown	180 000	200 000	215 000	231 000
Memorabilia sales (\$)	40 000	46 800	47 845	45 000	45 000

- The Alumni Association had a highly successful event programme during 2002, with nearly 1,000 people participating in alumni activities. There were particularly high turn-outs in Christchurch and Malaysia, where the official launch and first general meeting of the University of Canterbury Alumni in Malaysia (UCAM) association was held in October.
- There was also a noticeable increase in the Association's scholarship fund due to the increasing success of its various licensing agreements. This resulted in the two annual scholarship disbursements being raised from \$2,200 to \$3,500.

	1999	2000	2001	2002 planned	2002 actual
	Donations (\$)	178,692	179,281	219,204	300,000

- The University of Canterbury Foundation was officially launched on 24 September 2001. A high profile and enthusiastic Board of Trustees has been recruited and a 12 month strategic plan implemented.
- A legacy brochure has been developed and a legacy club launched. To date \$1.3 million in bequests has been pledged.
- Regular articles in the *Chronicle* and *UC Alumni* have profiled the Foundation and development activities. Advertisements for the Foundation were placed in the Charity Gazette and the Law Journal.
- Consultation with departments on fundraising projects and initiatives has occurred.
- The Raiser's Edge alumni and development database has been updated and upgraded.

- The development of links with local government, industry and business, in support of the University's visions and goals, has been actively encouraged by both UC Council and management. In the course of the Charter and Profile pilot exercise, stakeholder consultation was undertaken with a number of agencies and organisations external to the University. During 2003 this process will continue. In anticipation of this the Acting Vice-Chancellor has set up active links with the City and the community. Further links with industry and commercial organisations are being developed.
- A Memorandum of Agreement has been signed with Industry New Zealand.
- Research links with Industry and Commerce are being co-ordinated by the Pro-Vice-Chancellor (International).

	1999	2000	2001	2002 planned	2002 actual
	Visits to schools	234	261	285	260
Campus tours	25	29	27	30	61
Participation in Careers Expos throughout New Zealand	19	23	23	24	27
Prospective and advancing student interviews on campus	1 000	1 060	1 080	1 100	1 800
Replies to requests for information from degree-brochure tear-offs	1 365	1 200	1 150	1 300	1 281

- In July 2002 the Liaison Office was restructured to report to the Director of Business and Finance. The restructuring was coordinated by the Marketing Manager, previously part of External Relations. The restructuring will enable greater coordination of recruitment activities with shared goals and messages for 2003 onwards with two significant planning days held in late 2002.
- The number of interviews for students has increased largely due to the large increase in numbers of international students. The Liaison Office also provides course advice to these students. To cope with increased demand, greater pressure is being placed on Faculty Administrators to advise advancing students to allow the Liaison Office to focus on new students.
- Staff turnover in 2002 affected the ability of the unit to meet the number of visits to schools required, as the unit was one staff member short for half of the year. A new Liaison Officer was appointed in July.
- In 2002 SEC approved the permanent appointment of a Pacific Island Liaison Officer, the permanent appointment of part-time regional advisers in Nelson and Timaru, and the appointment of a new Liaison Officer in 2003.

Objective 5.3

Fundraising

To have strong relationships with donors and supporters and to have increased and diversified the University's income through fundraising.

Objective 5.4

Good citizenship

To have active partnerships with local government, industry and businesses which are in support of the University's vision and goals.

Objective 5.5

Liaison

To have enhanced the understanding of the University in the community, the recruitment of students, and the effective transition of prospective students into the University.

- The Liaison Office launched a new initiative in 2002 called Discovery Day, targeting Year 12 students prior to them making Year 13 course choices. Incredibly successful, it attracted over 400 students to campus in its first year. Students came from a number of local high schools and English Language Schools.
- The Unit is working closely with Canterbury Tertiary Alliance members to promote 'Destination Christchurch' through date coordination, joint promotions and presences at Expos.
- A pilot transitional workshop was held in Timaru in September in conjunction with the Pro-Vice-Chancellor (Academic).
- An inaugural Pacific Island Student Orientation was held in 2002, and was very successful. A two-day Maori Student Orientation was also held to assist students with their transition to University.

Objective 5.6**Publication**

To have an effective publishing agent facilitating the dissemination of information and ideas in support of the University's vision and goals.

- Six new titles were published by Canterbury University Press during 2002: *Fendall's Legacy*, *The Protea Book*, *White Gold*, *Rhona Haszard*, *The Rise and Fall of the Southern Alps*, and *The Lost World of the Moa* (a total of 1496 pages). Two reprints were also published: *Deer* and *On Knowing*. Front and back list sales totaled 12,883 books with a turnover for the year of \$273,755. Direct sales increased as a proportion of total sales, thanks to a number of direct marketing initiatives.
- Following the departure of the former Managing Editor at the end of 2001, Canterbury University Press was restructured within the University's Department of Communications and Development. Promotion and marketing was emphasized, with more than 50 reviews, author interviews and features appearing in media around the country.

6 International

Goal

To have a reputation internationally for the excellent quality of the University's international activities in research and teaching, recruitment activities, support for international students, and strong international culture.

Objective 6.1**International dimension**

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

	1999	2000	2001	2002 planned	2002 actual
Academic staff commencing study leave		47	60	50	49
Visiting research scholars and fellows:					
Erskine		58	59	71	72
Canterbury		4	4	4	2
Centennial		1	-	-	-
Outward Erskine Fellowships		21	30	35	24
International student exchanges:					
Incoming students	21	24	40	30	42
Outgoing students	13	16	21	30	24

- International events held on campus: An International Festival was held on campus early in the first semester 2002. Events included a film festival, cultural performances, and international food stalls.
- International staff exchanges: In addition to incoming and outgoing Erskine visits there are approximately 90 staff exchange arrangements currently in place across the University, with a wide range of types and levels of activity.

- Ensure robust funding of the International Office and International Student services: International fees are set at a level that includes the full cost of the administrative, pastoral support and academic services that international students use while at the University. This provision guarantees among other things the adequate funding of these services.
- Improve the efficiency of processing of applications and enquiries by the International Office: The volume of applications for ad eundem entry more than doubled in the three months to November 2002, compared with the equivalent period in 2001. A third Admissions Officer was added to the International Office team in October, and procedures are being put in place to monitor the progress of applications for credit and postgraduate entry more closely than in the past. Feedback received indicates that the International Office performs well in these respects in comparison with other New Zealand universities.
- Develop training in cross-cultural learning for students and teaching staff: Events including seminars on communicating with students from PR China and teaching in a cross-cultural context have been run by ERAU, International Support and the International Office. A booklet for lecturers on Teaching Asian Students has been published by ERAU.
- Establish clear policy guidelines on particular issues as they arise: During 2002 a University-wide discussion has been conducted as part of policy development focusing on the following areas:
 - △ The ideal target proportion of international students to domestic students within the University student profile.
 - △ The ideal maximum proportion of the international intake from any one source country.
 - △ Managing the proportion of international students in particular faculties, and spreading the international intake more evenly across the campus.
 - △ The ideal proportion of Study Abroad (Certificate of Proficiency) students as against full degree students in the international intake.
 - △ Increasing the proportion of international students studying at postgraduate level.
 - △ Provision of support for academic, language and pastoral needs.
 - △ Assistance for academic staff in teaching in an increasingly multi-cultural environment.
- Other policy issues addressed during 2002 included: refinement of scholarships policy; exploration of initiatives to attract international postgraduate students; and response to Ministry of Education on the proposed Export Education levy.

	1999	2000	2001	2002 planned	2002 actual
International students (students from outside New Zealand)	477	574	799	1 000	1 115

Objective 6.2

International marketing and recruitment

To have an excellent marketing strategy and activity enhancing the recruitment of international students and the international character of the University.

- Develop and distribute accurate and attractive user-friendly marketing publications: Over the last three years the University has been developing a sophisticated and professional suite of international publications and marketing tools. Developments in 2002 included a new recruitment video and an update of the University CDROM. Several local language versions of the University's basic recruiting brochure were also produced. These publications have an integrated design that will soon also be reflected on the University's newly redeveloped international student Web site.
- Implement a marketing plan that includes active relationship building with education agents and other market contacts in New Zealand and overseas: The International Marketing plan includes both careful general analysis and detailed strategies for more than 20 individual countries or market areas. Particular strategies vary widely from country to country, but include links with high schools, formal and informal relationships with individual universities, relationships with education agents and companies, web and print advertising, and personal representation at fairs, seminars and other events. The University has display contracts with all TradeNZ posts worldwide, and is a member of the newly established TradeNZ supported Russian Education Export Network.

Objective 6.3**International student services**

To have excellent international student support services and accommodation enhancing the University's reputation as an international university.

	1999	2000	2001	2002 planned	2002 actual
International Student Centre					
International students offered the service	477	574	799	1 000	1 115
Staff:					
International student advisers		1.5	1.83	2.5	2.5
Students to Advisers (ratio)		385	437	400	440
Percentage of time during the working week when an Adviser is available to students		70	80	95	85
NZODA Scholarships:					
Head count for the year		79	99	80	77
Fee income (\$ 000)		1 310	1 600	1 400	1 400
Additional income (\$ 000)		42.1	46.9	42.5	42.5
Enrolment Interviews				300	300
Failing student interviews				45	45
Orientations:					
New students Semester 1		100	140	200	180
New students Semester 2		40	80	100	60
Outings		6	5	6	8
Workshops:					
For staff dealing with international students		2	0	3	3
For students dealing with internationals		0	1	3	3
For students pre-arrival				7	7
Research – publications/presentations (internal and external)		1	4	4	8

- Ensure adequate funding, staffing and staff training for the International Student Centre: A further international advisor is to be appointed early in 2003 in order to assist with the growing variety, complexity and volume of pastoral issues among the rapidly increasing number of international students at the University. Staff training occurs largely through networking and conferences. All advisors are members of the New Zealand branch of ISANA, the Australasian body for international student pastoral care professionals. In 2002 all staff attended the New Zealand conference and two attended the Australian conference.
- Plan to ensure the University is able to provide or assist with locating accommodation for all international students who request it: The University's Ilam Village has been renamed to reflect more closely the character of that complex as a community. The University has continued to provide accommodation assistance to all international students who request it. With numbers continuing to grow capacity needs to be monitored annually. The appointment of an Accommodation Officer dedicated to international student accommodation is under consideration.
- Develop and extend the English language student skills programme for international students enrolled in degree programmes who have perceived needs in this area: The English Language and Study Skills programme was extended in 2002, and further development is planned for 2003. The resources of the programme are offered to New Zealand citizens and permanent residents as well as international students.
- Monitor the types and number of problems encountered by the International Student Centre and results of actions taken: This is taking place.
- Conduct regular research on general student experience and accommodation: A number of informal focus groups have been held during 2002 with students of particular nationalities.
- Monitor and improve response time for e-mail or hard mail enquiries from students: The volume of enquiries increased by 80% in the twelve months to November 2002. We continue to receive positive feedback about the quality and efficiency of the service we provide, and this is undoubtedly a factor in our increasing number of applications for entry.

7 Students

Goal

To be a university community that attracts and values students, that ensures equality of educational opportunity to those qualified to enrol, encourages and supports them in their progress through the University and fosters in them a sense of the University community.

	1999	2000	2001	2002 planned	2002 actual
Student enrolments:					
Writing and Study Skills programme (WASS)	765	1 180	1 233	1 220	1 218
English Language Support Programme (ELSP)	301	422	425	500	561
Assessed for language skills as academic course requirement		290	320	350	900

- The main programmes offered are the undergraduate WASS courses (9 in 2002), the ELSP courses (8 in 2002) for students with English as a second language, and individual tuition (1005 students seen in 2002). Staff have also taught writing skills in numerous academic departments. A greatly expanded area this year was the Academic Writing Assessment and Teaching programme, which tested 900 students and provided extensive tuition for those who failed. The New Start courses to prepare adults for tertiary education, and the Head Start course for adults nominated by Skills New Zealand, both continued, as did the Postgraduate Seminar Series. New initiatives were the study group scheme for first year Management students, 2 courses in writing for science, and 3 courses to provide additional training and support for first year mature students. In addition, staff gave many lectures and workshops to students at Orientation, in halls of residence and at the Maori Study Centre.

	1999	2000	2001	2002 planned	2002 actual
Percentage of students who are:					
European	79.3	78.5	76.7	72.5	71.5
Maori	5.0	5.1	5.1	6.0	5.2
Pacific Island	1.7	1.7	1.6	1.5	1.1
Other	18.5	18.7	20.3	20.0	22.8*
Adjustment for multiple counting	-4.0	-4.0	-3.7		
Percentage of students who are:					
Male	52.1	50.0	50.6	50.0	50.5
Female	47.9	50.0	49.4	50.0	49.5
Percentage of students who self-identify at enrolment as having a disability	4.1	3.9	4.3	4.6	3.7
Percentage of students who are women:					
Undergraduate	48.1	48.8	49.4	50.0	50.0
Postgraduate	46.3	46.5	50.6	50.0	50.0

* "Other" includes 16.5% Asian

- The Equal Educational Opportunities Committee has an access programme operating in four low decile high schools in Christchurch. In addition, one Undergraduate Scholarship is available to each of these schools. These are currently under offer and will be taken up for the first time in 2003.

Objective 7.1

Study support

To have a range of effective study programmes, including individual assessment and tutoring, enabling students to acquire necessary skills that enhance and support their learning.

Objective 7.2

Equality of educational opportunity

To have policies which ensure equality of educational 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.

Objective 7.3**Students with disabilities**

To have an increased number of students with disabilities enrolled at the University, to have increased the support for them, and to have improved their academic performance.

	2000	2001	2002 planned	2002 actual
Students who self-identify at enrolment as having a disability	459	499	520	468
Students registered with the Disability Support Services	224	263	300	312
Students receiving individual support	112	108	140	115
Students with special arrangements for examinations	130	133	140	115
Examinations for which special arrangements were required	442	484		398
Course enrolments:				
Enrolments	2 334	2 581	2 400	2 375
Completions	1 953	2 044	2 100	1 902
Withdrawals	381	537	300	473
Success rate (percentage)	84%	79%	85%	80%
Disability support staff employed (including the Students with Disabilities Co-ordinator)	105	121	115	146
Support hours provided	5 526	7 526	6 000	7 964

- The number of students who self-identify as "having a disability" at enrolment remains relatively constant but the number of students who register with the disability support service requiring supports continues to rise. In 2002 there was a greater number of students with more severe disabilities who required a more complex package of supports. There was a significant increase in the number of withdrawals in 2002. The withdrawal questionnaire sent to students each year is providing useful information on how improved course advice can be provided to students.
- Proposed activities to advance the objective include: (1) Continue to develop and extend the range of individual support to students; (2) Improve the availability of course advice to students; (3) Conduct further questionnaires to identify reasons for withdrawal from courses; (4) Extend contacts with schools and disability organisations to increase the awareness of the availability of disability support services at the University; and (5) Extend the orientation programme for students with disabilities at the beginning of each semester.

Objective 7.4**Māori and Pacific students**

To have increased the retention and completion rates of Māori and Pacific students and to have increased enrolment in Māori and Pacific students in subject areas where they are under-represented.

	1999	2000	2001	2002 planned	2002 actual
Percentage of students who are:					
Māori	5.0	5.1	5.1	6.0	5.2
Pacific Island	1.7	1.7	1.6	1.5	1.1

- The resignation of the Māori Liaison Officer in October 2001 had an adverse impact on meeting the planned recruitment targets. A new Māori Liaison Officer was appointed in 2002.
- Retention strategies have included cultural support such as the inaugural Pacific Island Students Orientation programme in 2002, and a two-day Māori orientation and powhiri. An inaugural three day study skills programme for Māori students prior to enrolment was also successfully piloted. The Pacific Island Orientation was funded through the SSG initiatives.
- A Pacific Island Liaison Officer was appointed to support and advise Pacific students, half through SSG funding, half through University funding. This service has been heavily utilised by Pacific students both on and off campus. This position was fixed term, but will be a permanent appointment from 2003.

- Tutorial programmes were organised for both Māori and Pacific Students through SSG funding.
- Advice on scholarships has been distributed, with a new 'Brown Phone' set up by the Māori Liaison Officer and Te Akatoki Māori Students' Association to communicate opportunities for financial, social and academic support on campus.
- Three meritorious awards were created for Māori students seeking funding to participate in activities related to study (e.g., attending conferences or competitions overseas). The purpose of the awards was to ensure that the financial implications of taking these opportunities did not adversely affect a student's ability to continue study in the following years. The awards were funded through SSG.
- Computers were installed in Te Whare Akonga o Te Akatoki through SSG funding increasing the number from 2 to 8. These have been invaluable and well utilised.
- The University signed an agreement with Skill NZ to provide 8 places on the Tupulaga Le Lumana'i programme, for Pacific students studying Arts or Commerce in 2003. This includes cultural, academic and study skills support.
- The Māori and Pacific Island Liaison Officers have worked throughout the country at Expos, schools, marae, in community groups, churches, workshops and at meetings to encourage Māori and Pacific peoples to consider tertiary study.
- The University has established 2 pilot first-year, full-fees scholarships, to be awarded in 2003, to a Maori and Pacific Island student who demonstrate good bursary grades and a commitment to their culture or community.
- A pilot school outreach visit was conducted, bringing young Māori onto campus to meet Māori students working in a variety of fields and to hear about their experiences.
- Māori and Pacific Island Liaison Officers have worked with the EEdO committee to communicate with four key under-represented Christchurch schools and encourage students there to carry on with education at a tertiary level.
- Māori support groups were established in Commerce, Engineering, Science and Psychology.

- The Student Association provided a range of activities to enhance the student experience at Canterbury University throughout the year including sporting, cultural and educational support.
- A student one-off building levy enabled upgrades to the UCSA building to be undertaken.
- The employment of a Post Graduate Coordinator enabled a number of activities for postgraduate students to be undertaken including: researchers presenting work, and a seminar series for Post Graduates (Publishing as you study, Writing Successful Grant Applications, Lecturing at Tertiary Level, Presenting at Conferences). A successful Forum for Post Grads was held in conjunction with the Student Services Department.

Objective 7.5

University of Canterbury Students Association

To have assisted the University of Canterbury Students Association achieve its mission to be an autonomous student organisation dedicated to enhancing all aspects of student life at the University.

Objective 7.6**Student accommodation**

To have a range of on-campus and off-campus accommodation options that enable students to live in a safe, attractive, social and educational community.

	1999	2000	2001	2002 planned	2002 actual
On-campus accommodation					
Beds available in halls of residence	974	1 259	1259	1 259	1259
Beds available in *Montana Flats	n/a	n/a	n/a	n/a	n/a
Applications for hall accommodation processed					1 694

* Montana Flats, previously transit housing on Montana Avenue that has been converted to student accommodation.

- A new web-based database service (Flatmates Wanted and Flats & Houses Available) was initiated during 2002 in conjunction with Lincoln University and Christchurch Polytechnic (CPIT). This was done as part of the activities of the Canterbury Tertiary Alliance. Since the inception of the database in January 2002, 79 properties have been listed and 224 flatmates advertised for.
- The Montana Flats accommodation was not utilised in 2002 due to expected pressure from International Students not occurring.

Objective 7.7**Student financial advice**

To have budget advice and support available to students, individually and in workshops, that enables them to continue their study at University.

	1999	2000	2001	2002 planned	2002 actual
Students interviews providing one-on-one budget advice and support		463	454	500	828
Students attending budget advice workshops		-	85	120	7
Students with families and mature students attending support groups		36	63	100	40
Students having difficulties accessing Department of Work and Income assistance		10	25	35	44
Students requiring additional financial assistance through the University Hardship Fund		170	250	300	307

- There has been a huge increase in one-on-one student interviews. This has resulted in additional work hours and the employment of an assistant on a casual contract. Because of the additional work load the proposed workshops did not achieve the expected numbers. There were two workshops at the beginning of the year during the academic orientation programme but these along with many of the other workshops offered, were poorly attended.
- Three newsletters were sent throughout the year to the 65 students on the "Support Network" database.
- While there has been a greater level of assistance from the Department of Work and Income (DWI) over the last few months of the year, the number of students requiring support when attending meetings at DWI has increased.
- Seven Equity Hardship Grants of \$1000 were awarded to retain students from one year to the next.

	1999	2000	2001	2002 planned	2002 actual
Careers Advisory Service					
Individual career counselling sessions for students		950	743	600	373
Students attending drop-in sessions for brief one-to-one guidance		n/a	901	700	1 385
Seminars offered		43	666	60	72
Student attending seminars		1 074	1 225	1 200	946
Employers participating in the Graduate Recruitment Programme		102	152	110	n/a
Current vacancies for graduates		151	203	175	n/a
Employers recruiting through the Graduate Recruitment Programme and Vacancy Service		n/a	n/a	n/a	220
Job notifications added to Canterbury CareerHub		n/a	n/a	250	263
Evaluation of the Graduate Recruitment Programme by final year students registered on Canterbury CareerHub *	n/a	95	95	95	90
Evaluation of overall service by students registered on Canterbury CareerHub	n/a	98	95	95	95
Evaluation of the Graduate Recruitment Programme and Vacancy Service by employers*	n/a	100	95	95	100
* The figures represent the percentage of users who rated Careers Advisory Services from 3-5 on a 5-point scale where 5 = excellent					

Note: The introduction of Canterbury CareerHub has changed operations, systems and statistics. This has meant a change to a number of the indicators.

- The Careers Advisory Service has continued to offer a range of services to students (the difference between the 2000 and 2001 figures for individual and group work is due to the addition of a second Career Counsellor). Losing the full-time receptionist position when a staff member resigned, putting two cases to the SEC, and finally retaining a half-time position by the middle of the year had an impact on the work of the Service and a strain on remaining staff. The reduction in the number of individual appointments is a consequence of this. The abolition of the Dean's Lecture Series made it more difficult for Engineering students to attend Career Service seminars, resulting in a reduction of several hundred in those attending. The number and range of seminars has been increased, including ones specifically for first-year and post-graduates students.
- The introduction of Canterbury CareerHub, a web-based system, has changed systems and processes. It enabled a 24/7 service to be offered to students, and allowed for the distribution of an electronic weekly newsletter with vacancies and other career and employment-related information. As at the end of 2002, the number of students registered with UC CareerHub was 2,140.
- Job notification on Canterbury CareerHub may include more than one actual position, especially for Graduate Recruitment Programme employers.

Objective 7.8

Transition to work

To have effective systems, programmes and services supporting students and recent graduates in their transition to working life.

8 Staff

Goal

To be a university community that attracts and supports high-quality academic, technical and general staff, that ensures equality of employment opportunity to those appointed as staff, and that provides adequate opportunities for staff to reach their potential and to contribute effectively to the fulfilment of the University's vision.

Objective 8.1

Staff quality and profile

To have effective strategies that have resulted in the recruitment and retention of adequate numbers of staff of the highest calibre.

	1999	2000	2001	2002 planned	2002 actual
EFTStaff as reported up to 2000:					
Academic staff	599	595	617		
Technical and General staff	813	871	916		
Ratio EFTStudents/EFTAcademic Staff	19.6	18.8	18.6		
EFTStaff as will be reported from 2001:					
Teaching Staff -					
Continuing Academic			497.42	457	492.8
Fixed Term Academic			13.75	12	26.8
Other teaching /tutoring			105.83	102	120.2
Total Teaching Staff *			617.00	571	639.8
Ratio EFTStudents/EFTTeaching Staff			18.4		18.3
Other staff** –					
Technical and General – Continuing			819.54	753	770.5
Technical and General – Fixed Term			97.06	148	134.1
Total Other staff			916.6	901	904.6**
* includes Postdoctoral Fellows,		44.0	54.0	45	52.5

** includes unspecified general staff (no MoE category), 'other teaching' (e.g. English language centre, Foundation Studies, etc), Research and Research Support. Does not include 'other teaching' MoE category of staff (Teaching Assistants, Tutors, English Language Centre teachers, clinical educators etc who show up instead in the "Teaching Staff – Other teaching/tutoring" section).

- Staffing numbers were planned to decrease during 2002. Such a decrease has occurred in some areas, but the decrease was more than off-set by the requirement to move other staff from fixed-term agreements to continuing positions. This requirement came about as a consequence of employment legislation.
- The University maintains a very strong commitment to equity in its recruitment and selection policies and procedures. Nevertheless a small number of staff in areas such as Computer Science and Information Technology, where the University faces recruitment and retention difficulties, continue to receive market payments.
- Policies on professional development and review, remuneration and flexible employment (including retirement options) have been developed and will be implemented following consultation with the staff unions.
- The Human Resource Manual has been up-dated continuously in hard copy and web formats.
- The UCPeople HRIS has become operational with Payroll. A leave module for general staff has been implemented and a training module is close to implementation. Planning and business process re-engineering have been undertaken in anticipation of an up-grade to a web-based version of the UCPeople system. This up-grade remains subject to finance being available.
- A comprehensive set of staffing profiles is now available and is presented as a regular monthly report to the Vice Chancellor's Office.
- Employee relations operates effectively as a function within a difficult industrial climate.

	1999	2000	2001	2002 planned	2002 actual
Educational Research and Advisory Unit:					
Courses	38	52	39	30	31
Enrolments	734	466	246	200	284
Organisational Development Section, Human Resources:					
Courses	151	144	131	100	76*
Enrolments	1 303	1 135	1 198	1 400	786*
Academic staff commencing study leave	55	47	60	50	49
Outward Erskine Fellowships	17	21	30	35	24

* Half-year (only staffed since June 2002)

- A Staff Development Committee has been established.
- As a result of staffing losses the ability of the Organisational Development section to meet its objectives was severely compromised in the first half of 2002. The second half of the year has seen very considerable training and development activity in a wide range of areas.
- A joint Council and Staff committee has ensured that the Erskine Fund has been well managed during a period of reductions in investment income. A bilateral agreement with Oxford University has been implemented and staff continue to enjoy the opportunity for study leave. Up to 10% of academic staff may be on such leave in any one year.

	1999	2000	2001	2002 planned	2002 actual
Percentage of staff who are:					
European	94.5	94.8	85.5	75.0	73.8
Maori	1.8	1.6	2.0	2.8	2.4
Pacific island	0.4	0.4	0.6	1.4	0.9
Other	3.3	3.2	11.9	4.8	9.4
Not defined				16.0	13.5
Percentage of all staff who are:					
Male	54.4	53.6	51.1	52.0	50.6
Female	45.6	46.4	48.9	48.0	49.4
Percentage of staff who are women:					
Academic	22.1	23.1	29.2	30.0	28.5
Technical	16.7	17.2	16.8	17.0	16.5
General	69.3	69.8	69.5	60.0	69.1
Percentage of women staff on key committees:					
Council	30.0	30.0	30.0	30.0	22.0
Academic Board	17.8	20.0	20.0	25.0	17.0
Committees	33.3	35.0	32.0	40.0	29.5
Faculties and Board of Studies	22.0	25.0	25.5	30.0	31.0
Percentage of staff with disabilities	2.4	2.6	6.8	3.0	6.3

- During 2002 the Vice Chancellor's Office approved the establishment of an EEO Advisor/Coordinator position
- A committee known as the Equity and Diversity Advisory Group now operates

Objective 8.2

Staff career development

To have professional development processes that have enhanced staff capabilities and that are enabling staff to reach their potential.

Objective 8.3

Management style

To have policies which ensure equality of employment 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.

Objective 8.4**Staff with disabilities**

To have adequate facilities and support for staff with disabilities.

- The University's Health and Safety Manager operates a fund which can provide ergonomic furniture for particular problems. The standard issue office furniture now takes more account of the demands arising from the almost universal use of computers.

Objective 8.5**Health and Safety**

To have a healthy and safe working environment which complies with legislation and with appropriate Accident Compensation Commission standards.

- Regular up-dates to the Health and Safety, and Emergency Plan have been issued. Civil Defence procedures have been evaluated, equipment updated and the Civil Defence team participated in the annual metropolitan simulation exercise.
- The ERMA standards are being addressed although the University is still awaiting a national Code of Conduct for Exempt Laboratories to be completed. The Director of the Health Centre has acted as the University's Biological Safety Officer.
- Audiometry tests were carried out by an Occupational Nurse. These are now contracted out and some other activities in that role have been taken over by the Health Centre. With an aging staff, the issue of whether or not a case is a consequence of work place hazards has become problematical.
- A decision on a Health and Safety MIS has not been made. An efficient manual system operates but a disastrous fire in a commercial storage warehouse destroyed a number of older files. Chemical databases and tracking software remain under investigation.
- The Health and Safety Committee operates within ACC protocols and the appropriate legislative requirements with regard to membership.

9 The Treaty of Waitangi

Goal

To be a university community that reflects the Treaty of Waitangi in its activities and operations.

Objective 9.1**Partnership within the University**

To be reflecting the partnership principles of the Treaty of Waitangi within the University.

- The appointment of the Kaiarahi has not been achieved during 2002, but it is hoped that an appointment will be made early in 2003.
- The University's membership of Te Tapuae o Rehua, through the former Vice-Chancellor and Acting Vice-Chancellor, has ensured the co-ordination of tertiary educational Treaty matters, working with the other South Island institutions involved.
- The Acting Vice-Chancellor meets regularly with the Chief Executive Officer of Te Runanga o Ngai Tahu.
- Te Kaunihira Tikanga Rua has met on a quarterly basis and continues to discuss and advise the Council and the Vice-Chancellor on bicultural development.
- The new Māori Liaison Officer is settling into the role, and working in Recruitment and Marketing as well as with the retention of Māori students.
- The University has worked with the Te Akatoki group and design consultants to finalise the plans for the proposed Kohanga Reo (Total Immersion Centre) and has assisted in submitting an application for Ministry funding of the facility. A response is awaited.
- The annual celebration with Maori graduates was held in April 2002.
- Regular meetings have been held with Te Runanga o Nga Maata Waka during the year.

- Research projects and courses on Treaty issues have continued in the Māori, History and Political Science Departments in particular. Discussions are continuing with Ngai Tahu concerning research projects targeted to Ngai Tahu needs and Iwi consultation in regard to University research on New Zealand flora and fauna.

Objective 9.2

Research into Treaty issues

To have an enhanced quality of New Zealand citizenship through advanced knowledge - which has included consideration of the principles of the Treaty of Waitangi – giving insight into, and promoting a rigorous and informed analysis of, New Zealand history, cultures and society.

10 Support for research, scholarship, teaching and learning

Goal

To have high-quality, responsive and cost-effective services in support of research, teaching and learning.

- The concept of 'Service Level Agreements' has been put aside for review as part of the options for restructuring the University. The responsibility and reporting lines for University Service Departments was reviewed and altered during 2002. Human Resources report to the Director of Human Resources, the Research Office and the International Office to the PVC International, and Academic Administration to the PVC Academic. Key service departments of Finance, Facilities Management, Library, Information Technology, Student Services, Liaison and Recruitment, and Sports Science and Recreation Services have been brought together in one group reporting to the Director of Business and Finance. Work was also begun on developing performance review structures for that group, and a regular weekly meeting of the Directors and Managers of those key service departments has been instigated with the Director of Business and Finance.
- Regionally, the Canterbury Tertiary Alliance (CTA) has been established between the University of Canterbury, Lincoln University, Christchurch Polytechnic Institute of Technology, and Christchurch College of Education. Under the umbrella of the CTA, specific working parties have been set up to initiate shared services where possible and to look at academic articulation. Examples of success in the service area have been the development of a joint print service between the University and Christchurch College of Education, joint discussions between the four tertiary institutions on information technology issues and purchasing of IT hardware and software, the establishment of joint security services for the University and the Christchurch College of Education, the establishment of joint borrowing facilities between the four tertiary institution libraries in the CTA, work on coordinated marketing, and the current investigation of establishing joint finance and payroll systems.
- Nationally, the Information Technology Departments of the New Zealand universities have worked together to negotiate the new service agreement with Microsoft. There has also been significant work done in establishing joint purchasing within the university sector and in extending that to members of the CTA. This has included the purchasing of energy suppliers, and of particular note is work done to co-ordinate the provision of insurance services.

Objective 10.1

Support services

To provide services to maintain an adequate infrastructure to support research, teaching and learning in ways which are cost-effective, simple to access, delivered knowledgeably, efficiently and equitably, and flexible to change.

Objective 10.2**Library**

To have a well-resourced Library which is proactive in facilitating research, scholarship, teaching and learning.

	1999	2000	2001	2002 planned	2002 actual*
Library holdings	1 498 741	1 539 500	1 562 413	1 599 500	1 684 744
Total holdings:EFTStudent	127.4	137.4	128.8	141.2	148.9
Volumes added per annum:EFTStudent	3.8	3.6	2.0	1.7	2.2
Total expenditure on collections (\$ 000)	5 655	6 907	6 188	5 800	5 750
Information technology expenditure as a percentage of Library expenditure	2.5	3.3	4.5	3.1	2.8
Collection expenditure/EFTStudent (\$)	480	616	549	512	497
Collection expenditure/EFTAcademic Staff (\$)	9 437	11 593	10 991		8 987
Computer workstations for students	185	172	172	177	172
EFTStudents:Computer workstations	63.6	65.1	65.4	63.9	67.20
Hours of opening per week	79.5	79.5	79.5	77.5	80
Interloans received	8 621	9 511	9 118	9 450	7 874
Interloans supplied to other libraries	11 606	10 043	9 448	9 950	9 503
Searches on electronic databases	125 000	263 200	962 725	790 825	989 500
Information literacy tutorials	937	911	749	920	639
Attendance at information literacy tutorials	9 173	9 263	8 401	9 542	8 259
Help Desk enquiries	-	51 103	55 086	52 647	49 067

* Statistics provided for 2002 actual are for January to November 2002 only.

- The Library's Collection Development Plan was not reviewed during 2002 since there was no change promulgated in the current or anticipated research strengths of the University.
- The Library did produce a new Collections Formula for allocating funds to academic departments for the purchase of library materials (books and journals) and used this formula to make decisions on where the burden of the journal cancellation exercise should predominantly lie. The formula takes into account the numbers of undergraduates, postgraduates, and academic staff in each academic department as well as the average cost of books and journals in a subject area. There is no "research" factor because the university as a whole does not yet have such a factor that can be used. Research activity is reflected in the weightings (=4 and 10 respectively) given to the numbers of postgraduates and academic staff respectively, as opposed to undergraduates (=1). The formula will be reviewed when a University research factor has been developed that can be easily ascertained and applied.
- Individual subject librarians have been working with individual academic staff and specific classes. In some cases it has involved working closely with lecturers using WebCT methods of teaching.
- Similarly, work has been progressing through liaison with WASS to develop 'teaching and learning skills' packages where the Library staff and WASS staff teach different skills as appropriate. Further work is being pursued with on-line tutorials for 2003 and beyond.
- The Law Library staff offer information literacy skills programmes that are fully integrated with law subjects and, in one case, co-teach a Legal research and writing skills course with the Law Department staff.
- The ESOL Collection has been integrated into the Central Library and is steadily being added to.
- Information literacy courses for international students have been a major activity for the Library and the Information Literacy Librarian during 2002. The demand from Foundation Studies has been difficult to manage and meet.
- A major usability study of the Library's web pages was undertaken this year by the Web Librarian. The study involved detailed testing of students and users of the Library's web pages and was a major innovation for the Library. It has resulted in changes to the design and format and language used on the Library's web pages. Work on these changes will continue over summer 2002/2003.
- The core services of the Library have been clarified with the aim of assisting decisions on deployment of staff to essential and/or strategic areas. The Library's staff establishment reduced by 15FTEs from 2001 to 2002 and the Library responded by reorganising staff resources to maintain the services and, in some cases, extending the services in essential areas.

Indicators	1998	1999	2000	2001	2002
Public computer workstations	373	452	452	444	514
Ratio EFTStudent : public computer workstations	31.3	26.0	24.8	25.3	22.0
Student workstations (public and department)	1 266	1 413	1 473	1 703	2 193
Ratio EFTStudents : student computer workstations	9.2	8.3	7.6	6.6	5.2
Undergraduate student workstations (public and departmental)	1 079	1 239	1 277	1 489	1 509
Staff workstations		1 030		1 645	1 676

Objective 10.3**Information Technology**

To have a proactive, co-ordinated and integrated information technology infrastructure and services enabling the University to carry out its research, teaching and administrative functions efficiently and effectively.

- Advisory Services:

- △ Expansion of public workstations was constrained in 2002 by financial and space pressures. However, a number of library workstations have been upgraded from dedicated library material access to general purpose workstations. 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 2002.
- △ The Information Technology Department continues to develop plans for a more integrated campus information technology infrastructure.

- Customer Services:

- △ Relocation of Campus Computers to the ground floor of the IT Building, adjacent to the IT Helpdesk and the IT Workshop providing a one-stop-shop for these frontline services to the campus community. Some sharing of staff resources is taking place.
- △ Preferred suppliers of desktop computers to the University were identified and all departments are now purchasing IT equipment through Campus Computers, providing quality, supported and more standardised equipment on campus. This has been further augmented by bulk-purchasing schemes of computer equipment for the University and other CTA partners resulting in savings to the University, with equipment evaluations performed by the IT Workshop, selection, supply and sales organised by Campus Computers, and software installations performed by Helpdesk staff.
Increased utilisation of the Helpdesk 'Magic' Software and embracing IT Service Support best practice (ITIL) to further provide consistent, quality customer services. Records relating to customers' enquiries, calls for help, repairs, maintenance etc. are available in-house providing good turn around for the customer, all staff fully informed and areas of concern highlighted for action.
- △ Increased demand for data projector facilities was partially met by installations of permanent projectors in Engineering Block (E5, E7 and E9) and in the Science Block (S1 – S4). A further five mobile projectors with trolleys have been set up to augment these facilities for other lecture rooms.
- △ Service Level Agreements were established for the provision of IT and AV services to meet specific needs of departments such as the School of Music.

- Design and Print Services:

- △ Design and Print Services has successfully merged its operations with those of the Christchurch College of Education to provide a cost-effective service to both institutions.
- △ Marketing of the services provided by the division throughout the University has been improved.
- △ Work is progressing on the electronic handling and tracking of all print jobs.

- Information Services
 - △ Through the use of OLAP Data Cubes, the university community has been able to access an increasing amount of information from UC Student, via a web interface. These cubes contain 10 years of aggregate data from the student system that allow staff to obtain university statistics and enrolment information and analyse yearly trends.
 - △ A number of software modules have been developed that improve services for students. These include allowing students to pre-enrol over the Internet, and obtain a copy of their course change form using the web. This has reduced queuing time.
 - △ A new cash receipting program for the Finance Department has been developed and deployed which interfaces with the UC Finance and UC Student MIS systems. We have developed interfaces from UC Student into the Ministry of Education's National Student Index database which will contain details of all New Zealand secondary and tertiary students.
- System Services:
 - △ Migration of electronic e-mail services to a common platform and implementation of a campus-wide calendaring is in progress. At present 1,309 out of 1,820 staff (72%) have completed migration to Exchange. A further 210 are in progress, with 49 planning to be moved in the near future. The remaining staff should be migrated in Q1/2003.

Objective 10.4

Enhancement and maintenance of facilities

To have excellent, well-maintained and effectively managed University campuses, field stations, buildings, facilities and equipment supporting research, teaching, learning and administration.

- New Buildings/Refurbishments Completed 2001-2002: Psychology/Sociology/Geography.
- Maintenance Projects Completed: Zoology Aquarium; Chemistry Upgrade – Stage 3; School of Music – Partial refurbishment; Ilam Village Office Extension; Upgrade of Law Building plant controls; Modifications to Mass Communication and Journalism; University Dining Hall disabled access; Fit-out of 120 Hereford Street for Theatre and Film Studies; Research Office relocated and refurbished.
- Utilisation of Space: Internal pilot audits of teaching space were carried out of teaching space in three locations: Maths Computer Science Building, Sociology and Anthropology Department and the Commerce Building. Principles relating to the allocation of teaching space were developed.
- Development of a comprehensive framework for the identification evaluation and review of all capital expenditure in the University: The Capital Expenditure Framework document was developed and adopted in July 2001. Several projects received Council approval after submission in accordance with the new process and capital protocol.
- Develop a five year capital expenditure plan: The Facilities Advisory Committee endorsed a five year plan. The plan was developed in line with the University's financial recovery plan.
- Develop a capital programme that recognises the needs of research, teaching and learning: The Capital Plan is guided by the University's financial recovery plan and is prioritised by the Facilities Advisory Committee.
- Monitor the implementation of the capital programme to ensure the agreed programme is adhered to: Monthly reporting on business case projects has been adopted by the Facilities Advisory Committee.
- Develop and implement a deferred maintenance programme: A high-level deferred maintenance programme has been developed and funding allocated to reduce that liability. Pilot condition surveys have taken place in University Halls buildings as a pre-cursor to the development of an asset management plan.
- Improve the utilisation of teaching spaces: Pilot audits of teaching room utilisation have resulted in the transfer of more rooms from departments to centralised booking.

Objective 10.5

Environment for research, teaching and learning

To have developed and managed 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.

- Environmental Initiatives implemented: Establishment of Community Garden; Preparation of Draft 'Sustainable Environment Strategy' for consultation with University Community; Acceptance of phased implementation of University of Canterbury Transport Strategy.

	1999	2000	2001	2002 planned	2002 actual
Recreation activities:					
Aerobic and recreation classes	288	349	360	350	521
Student members of the Recreation Centre	4 700	4 989	5 215	5 000	5 162
Weekly average appointments for exercise programmes, fitness assessment, sport science programme:					
Community requests for sport science support			20	30	45
Student/staff requests for support			30	30	27

Objective 10.6**Sport science and recreation services**

To have available for all students and staff a wide variety of fitness, sporting, recreation and educational opportunities.

- In addition to staff expertise in the areas of Anthropometry, Sports Psychology, Biomechanics, Exercise Physiology, and Physical Conditioning, three members of staff have also gained accreditation in an additional discipline (under the Sport Science New Zealand Accreditation programme). All staff passed annual quality checks.
- An extensive survey of Recreation class users was completed (N>500). The focus was on the delivery of recreation classes. Important information regarding publicity options used in 2002 was also obtained.
- During 2002 more than 350 suggestions via the suggestion drop-box were received from users relating to aspects of programmes and services offered. Staff made changes where appropriate as a result.

	1999	2000	2001	2002 planned	2002 actual
EFT staff in Centre	13.2	13.2	13.2	13.2	13.2 incl Director
# enrolled students	12 191	11 632	11 648	12 657	12 084
Cost to UC (\$)	400 823	507 920	580 871	322 808	303 819* incl capital exp
UC's cost per student (\$)	33.4	43.0	48.9	60.0	24.0
Student Levy (\$)	0	0	0	210, 000	212 816
Cost of levy per student (\$)	0	0	0	17.77	17.77 **
#Consultations:					
Medical clinic	22 575	23 538	23 828	23 828	24 270
Phys/pod/diet	-	1 634	1 805	1 805	1 510
Counselling	1 876	2 153	1 966	1 966	2 006

* Based on end-of-December operating statement

** Some students enrolled before levy collection set up, hence income less than enrolments x \$17.77

- Staff FTE comprises: Medical (including Director) 4.45; Nursing 2.0; Administration 3.75; and Counselling 3.0. There are also visiting physiotherapy, podiatry and dietician services.
- Health Services offered include Medical, Counselling, Physiotherapy, Podiatry, Dietician. The UC staff Health Checks were put on hold during 2002 after loss of Occupational Health Nurse.
- Medical and related services are now available to UC staff.
- In terms of benchmarking, the levy to students for health and counselling at the University is lower than almost all other NZ universities.

Objective 10.7**Health services**

To have excellent medical, counselling and related services for students and the wider community of the University, which enhances the identity and well-being of that community.

- Extension roles: Training placements offered in 2002 included a University of Canterbury Social Work student, University of Otago final year dietician students and Christchurch Polytechnic nursing students. In addition to this, 27 seminars and talks were given on and off campus by staff.
- Staff quality assurance:
 - △ Counsellors attend regular professional supervision (including cultural supervision). Counsellors also attend relevant meetings/conferences. Some also engaged in attaining further qualifications. Weekly in-house peer supervision meetings took place.
 - △ Doctors are all Fellows of the Royal New Zealand College of General Practitioners and engaged in the Maintenance of Professional Standards (MOPS) programme.
 - △ Nurses engaged in MOPS programme.
 - △ Administrative staff attend relevant training courses and Office Manager completed the Certificate in Practice Management during 2002.
 - △ Fourteen in-house medical education peer group meetings were held.

11 Quality assurance

Goal

To be a university community that continually assures itself of the quality of its core activities and that improves performance in core activities where it is desirable to do so.

Objective 11.1

Planning and reporting

To have enhanced planning and reporting activities that are focussed on the support and enhancement of the University's core activities.

- The University participated in the T-TEC pilot Charter and Profile exercise during 2002 and submitted a trial Charter and Profile in mid-October. Initial feedback was received from the T-TEC Review Panel and this will be used as a basis for developing official versions of these documents in 2003. Extensive consultation with internal and external stakeholders fed into this pilot process.
- A Statement of Objectives for 2003-2005 was developed and submitted to TAMU by late November 2002. This was a more focused document than had been submitted in previous years and consisted of eight main strategic objectives.
- As part of the Statement of Objectives and pilot Charter and Profile exercises departments (academic and service) as well as University committees were asked to report on their activities and plans against a template of objectives drawn from the Government's Tertiary Education Strategy. As well as providing useful planning information this also served to raise awareness within the University community of the significance of the Government's changing funding framework.
- Academic departments and individual academic staff were also asked to report on their research activities and programmes in anticipation of the introduction of the Performance Based Research Fund (PBRF). This will form the basis of developing a University Research Strategy in 2003.
- An outline of a University planning schedule for 2003 was developed and presented to the Academic Board and Council in November 2002.
- A programme of reporting has been developed by the Educational Research and Advisory Unit (ERAU) which captures entrance qualifications of students, progress of students, pass rates, and qualifications completed by students.

- The University's programme of internal audit was hampered somewhat by the fact that there was no Quality Assurance Facilitator (QAF) in place for the first half of the year. An appointment was finally made mid-year (July) but much of the QAF's attention for the rest of the year was then focused on preparing the University's pilot Charter and Profile, the Statement of Objectives (2003-2005) and the Annual Report (2002).
- During 2002 two departmental reviews took place: Theatre and Film Studies and Education. Two departmental reviews that had been scheduled to take place in 2002 were rescheduled to 2003 at the request of the departments concerned (Linguistics and Journalism and Mass Communication and Journalism).
- Contact was maintained with the New Zealand Universities Academic Audit Unit through visits, personal contact, letters and email messages. Initial discussions were held relating to Canterbury's eventual involvement in Audit Cycle 3 (2005).

Objective 11.2**Quality audit**

To have undertaken internal and external academic institutional and departmental audits effectively and conducted follow-up work to audits which has had the greatest effect in the enhancement of the core activities of the University.

