

Key Strategic Area 1

Financial Viability

Be a financially healthy university

Strategic Targets 2005

1.1 Continue to develop and improve monitoring, financial management and reporting systems to ensure that in the devolved College structure costs continue to be constrained and income developed in line with the Financial Recovery Plan.

1.2 Ensure that the University makes further progress towards financial viability as measured by Tertiary Advisory Monitoring Unit guidelines and in accordance with the negotiated Financial Recovery Plan (FRP).

1.3 The process of constraining costs and developing income in order to move the University towards a sustainable operating surplus of 5% will be confirmed as a major management role for PVCs and Service Heads in the devolved University structure.

1.4 Maintain staffing costs in line with the Financial Recovery Plan and with Tertiary Advisory Monitoring Unit (TAMU) guidelines throughout 2005 by managing this resource against clear staffing plans.

1.5 Ensure that the University's financial systems and processes continue to be able to deal with any changes to funding and monitoring mechanisms that may be introduced through the Tertiary Education Commission.

Achievements

Three operational steps were taken to ensure that this target was achieved. The first was to carry out ongoing improvements to processes for monitoring and reporting on contribution margin targets for Colleges, Service units and University Trading Enterprises (UTEs). This was done successfully. Contribution margin reports were produced directly from Oracle and monthly reports to Colleges aligned exactly with those going to the Senior Management Team. The second was to review the Financial Recovery Plan and the assumptions it contained. This was completed on schedule and the results incorporated into relevant Key Performance Indicators and forecasts in Profile 2006-2008. The third was to review the process for setting financial targets for Colleges, Service units and University Trading Enterprises prior to the 2006 budget round. The review was carried out along with a post-2006 budget review. The outcome of these reviews will now feed into budget processes in 2006.

During the year, treasury management and capital protocol processes were reviewed with a view to improving efficiency and effectiveness in controlling expenditure levels. In both cases relevant policies were either updated, or developed and approved by Council. Regular monitoring of financial performance continued throughout the year. By year end, all Tertiary Advisory Monitoring Unit guidelines and Financial Recovery Plan targets had either been met, or exceeded and the University had achieved a surplus of \$9.21 million, 4.7% of total income.

Financial delegations for Pro-Vice-Chancellors and Service Heads were agreed to and implemented during the year, as were financial policies for Service units and University Trading Enterprises. An Expenditure Control Policy was developed during the year but implementation was delayed pending the outcome of the review of the budget process. The budget process review was completed in late 2005.

Staffing plans were developed, or refreshed in many areas of the University as part of the planning round for 2006. Monthly reports on personnel were provided to the Senior Management Team and to the Finance, Planning and Resources Committee of Council. College progress against personnel budget targets was monitored throughout the year on a quarterly basis as was progress against the 60% personnel cost target. At the end of the year personnel costs were 62.6% of University operating expenditure and 59.6% of total income.

The Tertiary Education Commission (TEC) and Ministry of Education websites, and other related information sources, were monitored regularly throughout the year for changes to funding and monitoring mechanisms. Changes announced in the Government's 2005 budget for Performance-Based Research Fund (PBRF) and Equivalent Full-Time Student (EFTS) funding were analysed and parameters built into the University's 2006 budget. The content of the new Statement of Tertiary Education Priorities (STEP) document for 2005-2007 was taken into account in the drafting of Profile 2006-2008. In addition to the monitoring of TEC and Ministry sources, attention was also paid during the year to maintaining financial systems and controls in order to ensure reliable financial reporting. This is an ongoing activity. A clear audit opinion was obtained at year-end.

Key Performance Indicators	2003 Actual	2004 Actual	2005 Estimate	2005 Actual
Income Measures				
Income from Government Grant	\$80.0m	\$81.5m	\$82.9m	\$82.7m
Income from tuition fees (domestic, full-fee paying and other)	\$60.0m	\$68.3m	\$66.4m	\$71.0m
Research income (external and PBRF)	\$11.4m	\$10.5m	\$16.3m	\$19.2m
Expenditure Measures				
Total personnel expenditure	\$100.9m	\$107.8m	\$114.6m	\$117.6m
Increase/(decrease) in total personnel expenditure	5.2% [3.0% FRP]	6.8% [3.0% FRP]	6.0% [3.0% FRP]	9.1%
Total personnel costs as a proportion of University operating expenditure	60%	60%	60%	63%
Balance Sheet Measures				
Cash Balance (borrowings) as at 31 December	(\$3.7m) [(\$9.1m) FRP]	\$2.4m [(\$2.7m) FRP]	\$10.4m [\$6.2m FRP]	\$16.3m
Net Operating Cash Flow	\$25.3m [\$23.7m FRP]	26.3m [\$27.5m FRP]	\$28.9m [\$30.8m FRP]	\$56.8m
TAMU Guideline Measures				
Profitability (net operating surplus as a proportion of total income) - Between 3% and 5%	\$3.4m [\$2.1m FRP] 2.0%	\$6.1m [\$4.3m FRP] 3.3%	\$7.2m [\$6.0m FRP] 4%	\$9.2m 4.7%
Gearing (total debt as a percentage of total equity) - Less than 10%	10.6%	9.8%	9.2%	1.9%
Interest coverage (operating surplus plus gross interest/gross interest) - Greater than 3:1	4.5 : 1	7.5 : 1	12.6 : 1	10.8 : 1
Debt repayment (operating surplus to total debt) - 20% to 30% maximum	8.9%	17.0%	25.4%	93.6%
Current assets to Current Liabilities ratio - Greater than 1:1	0.8 : 1	0.9 : 1	1.1 : 1	1.2 : 1

Risks

1. Income targets as set in the Financial Recovery Plan (FRP) are not met.

2. Income increases are not achieved because of changes in government funding mechanisms.

3. Costs, especially staff costs, are not constrained within the Financial Recovery Plan guidelines.

4. TAMU guidelines for financial performance are not met.

5. Bank covenants are not met.

Commentary

The Financial Recovery Plan income target for 2005 was \$181 million. By year end this was exceeded by \$16 million.

During the year, government funding mechanisms did not alter in any way that was unexpected. The risk to income did not eventuate.

Processes have been put in place to ensure that costs are monitored on a monthly basis by the Senior Management Team. Areas of risk were identified during the year and remedial action taken where necessary. Despite this, staffing costs as a proportion of University operating expenditure in 2005 exceeded the 60% target by 2.6%.

TAMU guidelines were consistently met during the year.

All bank covenants were met during the year.

Funding and Budget Implications

1. Targeted funding will be needed to recruit additional EFTS.

2. Additional costs may be incurred in meeting funding and monitoring regimes introduced by government.

Commentary

Funding was made available during the year to open, operate and staff a recruitment and liaison office in Auckland. By the end of 2005, a Liaison Officer had been appointed and the Auckland office was operating. The staff member in Auckland has already had better access to schools than had previously been the case.

Compliance continued to be a cost issue throughout the year and is now a significant budget consideration.

Key Strategic Area 2

Research and Scholarship

Ensure that the University is recognised as a top research-led university

Strategic Targets 2005

2.1 Ensure that by December 2005 the University's research strategy is fully implemented.

2.2 Ensure that by December 2005, Colleges will have research profiles developed and will have strategies in place to increase and diversify their sources of research income.

2.3 Continue to develop and review strategies to improve the University's capability in relation to the Performance-Based Research Fund.

2.4 By December 2005 ensure that the University has at least four new active industry-linked and/or inter-institutional research clusters in place.

Achievements

Action on the development of a University research strategy was held up pending the appointment of a new Deputy Vice-Chancellor in April. At College level, work began on developing College research plans and this was progressed during the year. At a University level, initial attention was focused on articulating high-level research goals and strategic targets. A statement on research strategic direction was included in Part A of the University's 2006-2008 Profile. Building on this, appropriate targets, goals and indicators relating to Research and Scholarship were developed for Part B of the Profile. In addition, the Research Committee made good progress during the latter part of the year on preparing a substantial redraft of the University's research plan. After ratification by College research committees and the University Research Committee, implementation of the plan will commence in 2006. While this is later than anticipated, it reflects the wish of the Deputy Vice-Chancellor that the plan has grassroots support.

Research committees are in place in each College. They are meeting regularly and have been developing College research profiles, policies, plans and resource allocation mechanisms to support and encourage research activity. Discussions have taken place with individual staff members concerning research plans and Performance-Based Research Fund (PBRF) participation. In addition, some Colleges have been working with external stakeholders to identify and prioritise support for key research themes. Strong linkages are being developed between the Research Office and College research committees. Underpinning this is a major initiative to ensure success in the Foundation for Research and Technology (FRST) funding rounds in 2006-2007. This is being led by the Deputy Vice-Chancellor and Pro-Vice-Chancellors with support from the Research Office.

The University's Performance-Based Research Fund Working Party (reconstituted as a sub-group of the Research Committee) met initially under the chairmanship of the Pro-Vice-Chancellor (Science) and developed a strategy to prepare the University for the 2006 PBRF partial round. After being approved by the Senior Management Team and the Research Committee, the strategy was formally launched by the Deputy Vice-Chancellor. Emphasis has been placed on identifying new PBRF-eligible staff and those staff whose grading could be improved. The focus has been on ensuring that such staff receive appropriate mentoring in preparing the technical and content components of their PBRF evidence portfolios. This was done at College level with assistance from Research Office staff. The University's PBRF intranet site was updated during the year, and the UC Research database, which will be used in the collection of PBRF information, was upgraded in an effort to ensure that evidence portfolios were easier to prepare. This was formalised in the second half of the year with the establishment of a PBRF project team to manage PBRF 2006. This is now well underway, led by staff based in the Research Office and will culminate in an internal assessment round for relevant staff in March 2006. Final portfolios will be submitted to the Tertiary Education Commission by 21 July 2006.

The University already has numerous inter-institutional and industry-based research links in place. These were built on and extended during the year. In conjunction with Lincoln University, the University was involved in a successful bid to the TEC Growth and Innovation Pilot Initiative scheme. Alongside this, the Deputy Vice-Chancellor has been working closely with Lincoln and Otago universities to ensure future alignment of other research portfolios and funding bids where appropriate. The Deputy Vice-Chancellor and other members of the Partnerships for Excellence Steering Group have also been working with a number of ICT companies on joint linkages in research. Developments are also taking place in the Colleges. In the College of Arts, the Social Science Research Centre is now being supported by funds from the Building Research Capability in the Social Sciences programme, and new research centres in history and music education have been established. The College of Science is working with the Crown Research Institutes (CRIs) to develop closer links via joint research initiatives and has received funding from the TEC to develop research links with the seafood industry through its membership of the Seafood Cluster. The College of Business and Economics is developing research alliances with key external stakeholders such as Provincial Finance Ltd and Ernst and Young in the private sector and Treasury, Ministry of Economic Development and

the Reserve Bank in the public sector. The College of Business and Economics has also been an active partner in the 'Seafood Cluster,' a consortium of South Island tertiary providers and seafood companies. The College of Engineering has been involved in working with industry partners to develop internships and relationships that will support the Partnerships for Excellence initiative.

2.5 Complete the University's Partnerships for Excellence bid.

On 12 August, the Ministry of Education announced that the University's Partnerships for Excellence bid to establish an ICT Innovation Institute had been provisionally approved. Following this, the Vice-Chancellor established a Steering Group to guide implementation of the project under the Chairmanship of the Deputy Vice-Chancellor. The University has engaged a project management team and marketing company to assist with the development of a detailed business case and to oversee the necessary fund raising. Good progress had been made with both of these by year's end.

2.6 Develop a plan for establishing strong and effective research relationships with high calibre quality institutions internationally.

Attention to this target was delayed pending the appointment of a new Deputy Vice-Chancellor. Subsequent to that appointment, priority had to be given to other research-related matters and, as a result, sustained work on developing an international research linkages plan was deferred. In 2005, the only significant research-related Memorandum of Understanding was signed in December with the Zhongnan University of Economics (Wuhan, China) which provided for teaching and research collaboration between the two institutions in the fields of accountancy, business and management, economics and trade relations. It is hoped that development of a University-level research plan, currently underway, will set an appropriate context in 2006 for identifying targets and goals that will aid the further establishment of strong and effective research relationships with high calibre, quality international institutions. Colleges will be closely involved in this.

2.7 Strengthen research links with local, regional and national bodies and institutions - specifically Christchurch City Council and Environment Canterbury (ECan).

Preliminary discussions have been held with Environment Canterbury (ECan) and Lincoln University to discuss possible joint research initiatives. These are likely to be focused around a range of environmental issues such as air pollution and water quality. Strong linkages have been established with the Christchurch City Council and the Canterbury Development Corporation in conjunction with the Partnerships for Excellence initiative. As with international research linkages, it is hoped that development of a University-level research plan will set an appropriate context for giving attention in 2006 to identifying targets and goals that will aid the establishment of strong and effective research relationships with local, regional and national bodies and institutions. Again, Colleges will be closely involved in this.

2.8 Develop collaborative research links with iwi including at least one with Ngāi Tahu.

The development of collaborative research links with Māori has been progressed under the auspices of Te Tapuāe o Rehua. In order to facilitate this, Associate Professor Gail Gillon (Ngāi Tahu) was appointed to the Research Committee. A stocktake of research of direct relevance to Māori was completed during the year and a research hui is planned for March 2006. Development of a preliminary draft Māori research linkages plan will be attended to by a sub-committee of the Research Committee in early 2006.

2.9 Develop strategies to increase and diversify the University's external research income.

With work progressing on a revised University research plan (see 2.1 above), due emphasis has been placed on ensuring that the University's external research income is increased and diversified. Colleges are crucial to the success of this and this has been a matter of discussion between the Deputy Vice-Chancellor and the Pro-Vice-Chancellors. The Research Committee of the College of Business and Economics has introduced a number of initiatives to encourage and support staff applying for external research grants, especially Marsden grants. The College of Engineering is encouraging collaborative research and considering ways to increase external research income. The College of Science has introduced a Postdoctoral Fellowship Funding programme specifically designed to encourage cross-departmental and external collaborative research, and will introduce an initiative to increase the chance of success of Marsden funding applications in future rounds by seed funding first time applicants who progress to round two but are not funded. Similar initiatives are taking place in other Colleges. The University achieved significant success in the 2005 round of Marsden Fund awards receiving \$4.3 million in research grants, including a share in the round's largest single grant. Successful applicants came from astronomy, economics, chemistry, mathematics and statistics, political science, philosophy, geological sciences and biological sciences. The Deputy Vice-Chancellor has been working with Research Office staff to co-ordinate applications for external funding. Looking forward to 2006, the main target here will be the Foundation for Research, Science and Technology (FRST) funding round.

Key Performance Indicators	2003 Actual	2004 Actual	2005 Estimate	2005 Actual
Number of substantial joint university/industry research centres and research consortia	3	3	4	5
External research income awarded ¹	\$15.2m	\$15m	\$13.4m	\$12.7m
Postgraduate research (thesis) EFTS	950 +89 7.7% EFTS Total	984 +34 7.7% EFTS Total	991 +7 7.5% EFTS Total	987 +3 7.8% EFTS Total

Risks

1. *Performance by University researchers in PBRF exercise is not maintained at previous levels.*

2. *Not achieving industry/local government research-related links.*

3. *The University's Partnerships for Excellence bid is not successful.*

4. *College research profiles are not developed.*

5. *External research income targets are not met.*

Commentary

Significant work has been done to enhance the prospects of a sound PBRF result with a managed approach to the next "partial round" in 2006. Structures have been put in place to ensure the University's PBRF performance is maintained. The merger of the Christchurch College of Education with the University is expected to have an impact. This will be monitored and managed.

Forging research-based links with industry is now a responsibility of Colleges. Sound structures are in place to ensure these are developed and maintained.

On 12 August 2005, the Ministry of Education announced that the University's Partnerships for Excellence bid had been provisionally approved. The Vice-Chancellor has established a Steering Group to guide implementation of the project.

College research profiles are being developed.

External research income targets for 2005 were met. It was projected that for the year this would be \$14.011 million. The actual result was \$14.47 million.

Funding and Budget Implications

1. *A commitment to full engagement in joint research projects with local government and industry will require the allocation of resources.*

2. *Additional funding and staffing will be needed in the Research Office to secure increased research funding.*

3. *On a positive note, the University may attract increased PBRF, FRST and Marsden research income as well as joint research contracts with local government and industry.*

Commentary

The Research MIS project was put on hold during the year. A document handling system is being considered as an alternative.

The requisite resources were made available.

The University did well in attracting research funding during 2005, particularly in the Marsden Fund round when it received \$4.3 million in research grants, including a share in the round's largest single grant.

¹This represents the total contract value of external research grants awarded to the University. In contrast to the \$12.7 million awarded in 2005, external research income brought to charge in the 2005 financial year was \$14.47 million.

Key Strategic Area 3

Teaching and Learning

Achieve excellence in curricula, teaching and learning to a standard befitting an international research-led university

Strategic Targets 2005

3.1 In conjunction with Colleges, document teaching programmes related to areas of research strength and identify research emphases where teaching programmes need development.

3.2 Introduce new qualifications or majors and carry out teaching programme reviews for 2005 according to the agreed schedule in the University's Academic Programme Plan.

3.3 Develop and implement Teaching and Learning plans for the University and for Colleges.

3.4 Complete credit transfer agreements with partner institutions and define curriculum pathways from school through polytechnics to university in some areas.

3.5 Review the activities of the University Centre for Teaching and Learning (UCTL) and restructure the Centre as necessary.

Achievements

During the year, Colleges identified academic programmes related to their particular research strengths, as well as areas of research strengths where new academic programmes might be developed. Business cases for proposed new academic programmes were developed. Key foci for the College of Science were the development of a new Seafood Science Masters in collaboration with the Seafood Industry, the introduction of a new course, Science, Technology, Māori and Indigenous Knowledge, and introducing business as a component of science teaching to fit graduates to their future careers. In the College of Business and Economics, the B.Com curriculum was reviewed and new endorsed degrees will be introduced from 2006 in areas of particular research strength e.g., operations research. In the College of Engineering, proposals for a new Masters of Engineering in Bioengineering and a new Bachelor of Engineering in Computer Engineering were developed. Curriculum review and development also took place in the College of Arts.

Development of an Academic Programme plan has been deferred until College curriculum plans are completed. A schedule of programme reviews was approved by the Senior Management Team but action on these has been delayed pending completion of the Academic Programme plan. Round two programme proposals were submitted to the Committee on University Academic Programmes (CUAP) for approval in November. Major new developments include a Master of Fine Arts in Creative Writing, changes to the structure of Engineering masters, endorsements for the Bachelor of Commerce degree, and the introduction of postgraduate qualifications in Spanish, Human Services and Bioengineering. New teaching programmes for 2006 and beyond can be found in Part B of the University's Profile for 2006-2008 where twenty-eight separate changes to the teaching programme for 2006 are identified.

A small working group was brought together early in the year by the Assistant Vice-Chancellor (Academic) to develop a University Teaching and Learning plan. A framework for the plan was established, a range of relevant issues discussed and a start was made on developing a set of principles to guide teaching and learning at the University. A draft plan was considered by the Academic Board at its September meeting when it was referred to Faculties for comment. Full development of College plans awaits confirmation of the University plan in early 2006. In the meantime, a number of Colleges have established Teaching and Learning Committees and work has begun on drafting Teaching and Learning plans for some of the Colleges.

Formalisation of a credit transfer agreement with the Christchurch College of Education has been deferred pending the outcome of the merger proposal. Planning for credit transfer discussions with selected polytechnics continued during the year. Visits to relevant polytechnics were scheduled and discussions were held with College Academic Managers regarding potential pathways. A draft schedule of credit transfers is being prepared for inclusion in University publications.

A review of UCTL staffing was carried out. This was done against the background of strategic and operational plans developed for the Centre and also the content and recommendations of the Report of the University of Canterbury e-Learning Review (S. Marshall, February 2005). A case has been developed for additional e-Learning support. Closer collaboration with the Christchurch College of Education staff on e-Learning initiatives has been put on hold pending the outcome of the merger proposal.

3.6 Continue to identify areas of flexible delivery need and assist the development of WebCT provision, including giving consideration to establishing an e-Learning Centre to assist this.

Following the recent review of e-Learning, a proposal for an e-Learning Centre was developed. This took account of the implications for e-Learning of the possible merger of the Christchurch College of Education with the University. Although progress with the proposal has been delayed pending the outcome of the merger, the initiative itself has been bolstered by recommendations contained in the Cycle 3 Audit report (Teaching and Learning). Plans for submitting a proposal to CUAP to jointly award a Diploma and Graduate Diploma in e-Learning developed by Canterbury Tertiary Alliance (CTA) partners have also been deferred pending the outcome of the merger proposal involving Christchurch College of Education. In other related developments during the year, consideration was given to creating online courses within the UC Opportunity programme; the Web team's planning for 2006-2008 included an emphasis on support for web-based teaching initiatives in line with the move to the flexible delivery of courses; and market research on course and degree offerings was commissioned on behalf of the College of Business and Economics. A distance learning working group is exploring courses that might be appropriate for further flexible delivery enhancement with a view to offering them in distance mode. This includes some courses in the STAR (Secondary Tertiary Alignment Resource) programme.

3.7 Extend the use of course and teaching surveys to include postgraduate exit and experience surveys.

During the year, the Postgraduate Committee considered recommendations from the 2004 Postgraduate Survey. A survey of PhD supervisors was carried out to provide a staff perspective on the supervision process and supervision workshops were organised by the University Centre for Teaching and Learning. The significance of the Postgraduate Survey was highlighted during the development of the University Postgraduate Student plan where the need to extend the survey to Masters students was recognised. Further developments from the postgraduate survey will be attended to in 2006. It is expected that course experience surveys will need to be carried out in due course at the request of the Tertiary Education Commission. Information on this is still awaited.

3.8 Enhance the University's foundation, bridging and study skills programmes in order to ensure that they are effectively meeting the needs of students, especially Māori and Pacific.

A review of the UC Opportunity English Language Centre and Bridging programmes was carried out and changes implemented to align structure and staffing to future needs and to ensure a sustainable future for the programmes. An academic review of the Foundation Studies programme was also carried out to ensure the programme continues to meet the needs of students and Colleges. Student Services embarked on a review of transition and study skills programmes to ensure that they too are meeting the needs of students and to identify gaps in provision. A computer literacy skills gap in relation to Adult Entry students has already been identified and a remedial initiative for 2006 has been explored with the Christchurch College of Education.

3.9 Continue to develop and implement plans for broadening the provision of adult, community and professional education through the University's Centre for Continuing Education (since renamed UC Opportunity).

The UC Opportunity Business Plan for 2005 identified eleven projects in the areas of Community Education and Professional Short Courses that addressed this target. These included: completion of the development phase of the Graduate Diploma in Management (Industry Stream), broadening the range of community education courses, reviewing the Creative Summer programme, building new linkages with universities in Asia for group study abroad programmes, and consolidating international training programmes. By year's end, most of the eleven projects had been completed satisfactorily. Those not completed were in non-critical areas or in areas where the context had changed and the projects were no longer directly relevant.

3.10 Undertake developmental work to ensure that the University's Adult and Community Education programmes are suitably aligned with ACE priorities established by government and that the University retains its share of community education funding.

UC Opportunity courses have been subject to ongoing review in order to ensure and confirm their alignment with the government's Adult and Community Education (ACE) priorities. The government's July 2005 announcement on Community Education funding confirmed that while ACE funding has been secured for 2006 (at the same level as for 2005), priorities for universities will not be agreed by Cabinet until early 2006. The Director of UC Opportunity has been a member of the reference group that has been advising the Tertiary Education Commission on ACE developments and has been involved in the drafting of ACE priorities for universities.

Key Performance Indicators	2003 Actual	2004 Actual	2005 Estimate	2005 Actual
Offering of Undergraduate courses:				
First semester	367	466	385	364
Second semester	380	512	385	391
Whole year	323	345	335	196
Summer programme	80	80	60	96
Total offered	1 150	1 403	1 165	1 047
Web-based or partly web-based courses	280	460	400	650
New awards and majors	3	7	19	16
Number of programme reviews carried out	-	4	4	0
Course survey mean score (scale 1-5, where 5 = strong satisfaction)	4.1	4.1	4.1	4.1
Teaching survey score (scale 1-5, where 5 = strong satisfaction)	4.1	4.1	4.1	4.1
Teaching Development Grants (number and \$'s)	7 \$13 400	8 \$60 982	6 \$60 000	7 \$63 983
Teaching Conference Awards (number and \$'s)	11 \$16 480	12 \$23 220	10 \$30 000	10 \$27 000
Teaching Awards	9	7	10	6

Risks

1. *Loss of staff in key programme areas through retirement or resignation leading to EFTS loss through not being able to offer courses.*

2. *Lack of funding for development of flexible delivery options.*

Commentary

There was no increase in losses of key staff during the year. This risk did not eventuate.

Funding continues to be under consideration.

Funding and Budget Implications

1. *Investment required to fund the development of flexible delivery mechanisms.*

2. *Sound protocols for credit transfer required to protect the University's income.*

Commentary

The investment required is being quantified.

Credit transfer protocols and agreements continue to be developed.

Key Strategic Area 4

Community Engagement

Support the economic, social and cultural development of the region through strong collaborative and mutually beneficial links with external stakeholders²

Strategic Targets 2005

4.1 Develop and implement a Stakeholder Engagement plan for the University that will guide the development of strong and mutually beneficial links with external stakeholders and communities.

4.2 Develop an action plan that will focus on the implementation of the protocol signed between the University and the Christchurch City Council in 2004.

4.3 Take a lead in the further development of the Canterbury Tertiary Alliance around the coordination of support services, marketing and academic developments.

4.4 Continue to monitor aligned services with the Christchurch College of Education (CCE), and look to implement additional alignment between the University and the College as appropriate.

4.5 Ensure that the Pacific Advisory Group is meeting regularly and is functioning effectively to the mutual benefit of the University and Pacific communities.

Achievements

Development of a University Stakeholder Engagement plan was deferred until 2006. A relevant strategic target to this effect has been included in Profile 2006-2008.

A meeting was held with Christchurch City Council staff on 9 February 2005 when progress with the implementation of the UC/CCC protocol was reviewed. Priorities for the year were identified. Staff members from the City Council were added to the Advisory Boards of some Colleges. On 29 November 2005, the second in the joint "Outside the Square" lectures was delivered by Associate Professor Geoffrey Rice (History). This was part of an annual series designed to feature prominent speakers addressing a range of issues of major importance to Christchurch. The topic of the lecture was "How did Christchurch cope with the 1918 Influenza Pandemic?" Towards the end of the year, the City Council's support in underwriting the University's Partnerships for Excellence initiative was a priority item in discussions.

Meetings of Canterbury Tertiary Alliance (CTA) members took place in March and June. The proposed merger of the Christchurch College of Education with the University could have an impact on the future role of the Canterbury Tertiary Alliance. Further CTA meetings have therefore been put on hold pending the outcome of the merger proposal.

Following discussions by the respective Councils, a formal project to progress a proposed full merger of the Christchurch College of Education with the University was launched in March. Working groups were set up and a business case prepared for submission to government. Following approval and endorsement by the Councils of both institutions, the business case was submitted to the Minister of Education. Alongside of this, a project was set up to incorporate selected service functions of the College into their University equivalents. As a result of significant delays in the consideration of the merger case by Wellington agencies, the business case for the merger has still to be fully considered by the Minister and put out to public consultation. In the meantime, the Councils of the two institutions continue to liaise on the merger issues and management continues to work through merger plans in anticipation of Ministerial approval of the merger.

The Pacific Peoples' Advisory Group (PPAG) met in May, July and December under the chairmanship of the Deputy Vice-Chancellor. Discussion revolved around developing strategies and plans for the University's recruitment, retention and support of Pacific staff and students and also ensuring that appropriate consultation with Pacific communities took place during preparation of the University's Profile. The PPAG provided support for the University's successful Special Supplementary Grant (Pacific Peoples) application to the Tertiary Education Commission. The Advisory Group has agreed to revised terms of reference which provide for 2-3 meetings per year focusing on specific University issues with sub-groups working on projects as needed. Members of the group are involved with other Tertiary Educational Institutions in a similar capacity.

²Stakeholders are institutions, organisations and individuals whose operations, interests and expectations impact or influence the University's core business or, may do so in the future. They include tertiary partners, industry, iwi, community members, students and ethnic groups as well as local and regional government. Within such institutions and organisations, the University will consult with those individuals who have authority and responsibility for the strategic directions of the institution or organisation.

4.6 Engage in preliminary discussions with members of Asian communities in Christchurch with a view to setting up advisory groups as necessary.

4.7 Continue with the coordinated plan for the interaction with schools in the region and nationally, with special emphasis on the Auckland area.

Following discussions with Asian community leaders, the concept of establishing a single consultation group for Asian communities has been abandoned. Other avenues are being explored to ensure engagement takes place with a range of Asian communities.

A Domestic Student Recruitment plan was developed by the Liaison team and implemented during 2005. Within this, a key emphasis was placed on campus tours. This resulted in increased numbers of students visiting the campus, particularly during school holidays. Course planning visits to schools were held during the year. Additional visits in Auckland and the upper North Island have become possible with the addition of a Senior Liaison Officer in Auckland. The Liaison Manager conducted successful meetings with school Careers Advisers to assist in feedback and relationship building. In addition to the work of the Liaison team, Colleges have their own marketing/outreach coordinators and have well coordinated schools activities and marketing plans in place resulting in substantial contact with schools nationwide through outreach programmes, subject presentations, competitions, exam preparation sessions, scholarships days, professional development days for teachers and so on. A number of Colleges have attractive scholarship programmes in place. In addition to this, Dux scholarships have been established as part of the UC Emerging Leaders awards. Regional visits to school principals were planned for the Vice-Chancellor but have been deferred to 2006 pending the outcome of the merger proposal. The School Links policy and the Adopt-a-School programme will both be reviewed in 2006.

<i>Key Performance Indicators</i>	<i>2003 Actual</i>	<i>2004 Actual</i>	<i>2005 Estimate</i>	<i>2005 Actual</i>
<i>Stakeholder Engagement plan</i>	-	-	Stakeholder Engagement plan developed and a start made on implementation.	Development of a Stakeholder Engagement plan has been deferred until 2006.
<i>Relationship with Christchurch City Council</i>	Protocol agreed with Christchurch City Council (UC-CCC Protocol).	-	Action continued on priority items from the UC-CCC protocol.	Priorities for 2005 were identified and action taken.
<i>Relationship with Canterbury Tertiary Alliance partners</i>	Coordination of key support services among CTA partners commenced in January 2003.	This was achieved, particularly in the areas of Information Technology and Facilities Management.	Coordination of key support services among CTA partners completed by December 2005.	Action on this has been put on hold pending the outcome of the proposed merger of Christchurch College of Education with the University.
<i>Relationship with Christchurch College of Education</i>	Negotiations on BTchLn contract completed during 2003. An opportunities paper relating to joint Facilities Management services produced in 2003.	The BTchLn contract was renewed. Enhanced alignment of services and academic programmes has been pursued.	Selected service functions aligned to mutual advantage.	A merger business case is with the Minister of Education but a decision is still awaited. The alignment of selected services has continued.
<i>Relationship with Pacific communities</i>	-	-	Ongoing liaison with Pacific community advisory group.	The Pacific Peoples' Advisory Group (PPAG) is now in place.

Key Performance Indicators	2003 Actual	2004 Actual	2005 Estimate	2005 Actual
Relationship with Asian communities	-	-	Embark on preliminary discussions with members of Asian communities with a view to setting up advisory groups as necessary.	The concept of a single Asian consultation group has been abandoned. Other consultation avenues are being explored.

Risks

1. Failure to get agreement from key Canterbury Tertiary Alliance partners on the rationalisation of support services.

2. Failure to progress joint academic initiatives with Canterbury Tertiary Alliance partners.

3. Events beyond the control of either the College of Education or the University overtake the move towards greater cooperation and coordination.

Commentary

A main focus here has been the rationalisation of Service units with Christchurch College of Education. This progressed on schedule during the year.

Further joint academic initiatives with Canterbury Tertiary Alliance (CTA) partners were held up pending the outcome of the proposed merger of the Christchurch College of Education with the University. These academic initiatives are still on hold.

Following approval by the Councils of both institutions, the business case for the merger of the College of Education with the University was submitted to the Minister of Education. Consideration of the matter by government has been delayed, however, and a formal outcome is still awaited.

Funding and Budget Implications

1. Funding needed for Canterbury Tertiary Alliance support.

2. University management time will need to be set aside to further develop the relationship with Christchurch College of Education.

Commentary

CTA funding was included in the University's budget for 2005.

The University management team has been fully engaged with the CCE merger work throughout the year.

Key Strategic Area 5

Treaty of Waitangi

By working with Māori, make a significant and sustained contribution to regional and national Māori development aspirations

Strategic Targets 2005

5.1 Through the Treaty of Waitangi Advisory Committee, further develop links and cooperation with Ngāi Tuahuriri and Ngāi Tahu.

5.2 Implement programmes to enhance the understanding of the significance of the Treaty of Waitangi among staff and students of the University.

5.3 After appropriate consultation with Ngāi Tahu make an appointment to the University Council.

5.4 Develop and implement strategies to encourage and facilitate the recruitment, retention and development of Māori staff.

5.5 Develop and implement strategies to encourage and facilitate the recruitment and retention of Māori students, especially at postgraduate level.

Achievements

On the advice of the Assistant Vice-Chancellor (Māori), the concept of a Treaty Advisory Committee has been placed under review. Discussions have been held with the kaiwhakahaere and chief executive of Ngāi Tahu as to the best way of further developing links and cooperation with Ngāi Tuahuriri and Ngāi Tahu. The matter is as yet unresolved.

Sir Tipene O'Regan took up the position of Assistant Vice-Chancellor (Māori) in February. Following his arrival, plans were drawn up for holding Treaty workshops within the University. Six workshops were held during the year with members of the Council and senior managers. These were also extended to other staff within the University. In a new development, the Assistant Vice-Chancellor (Māori) and other senior University staff officially welcomed on to the campus sixty academic and general staff who had joined the University in the previous 15 months. This was done at a special powhiri in late June 2005. These developments will be built upon in 2006.

The matter of an appropriate appointment to the University Council was the subject of discussion with Ngāi Tahu during the year. With the formalities of consultation and approval completed, a nomination from Ngāi Tahu is now awaited.

Consideration of strategies to encourage and facilitate the recruitment, retention and development of Māori staff was initially held up pending the appointment of an Assistant Vice-Chancellor (Māori) and finalisation of the review of Human Resources (Central). It then took time for the structure of the HR department to be confirmed and staff to be appointed. By the end of the year, however, preliminary discussions on strategies to encourage and facilitate the recruitment, retention and development of Māori staff had been held and consideration given to plans for 2006. In February 2005 Associate Professor Gail Gillon (Communication Disorders) was appointed to the position of Kaiarahi Māori (Māori Advisor) within the College of Science.

During the year, the 'Information for Māori Students' brochure was updated and distributed to schools. Targeted advertising for Māori students was also initiated. New Māori models were used in the 2005 recruitment campaigns and targeted advertising was placed in *Mana* magazine and *Te Karaka*. Tribal information and contacts were collated and posted on the Māori Liaison website. The Māori Liaison *Brownphone* newsletter is now posted on the Liaison Team's website and is updated weekly. A Māori Graduation photo gallery was posted on the web and is updated annually. In addition to this, a new Māori web portal is being developed. A Māori school visit programme has been put in place in conjunction with Canterbury Tertiary Alliance partners and Te Tapuāe o Rehua. Liaison staff engaged with Māori students in Tauranga, the Bay of Plenty, Rotorua, Gisborne, Whangarei and Northland. Course planning visits to all local schools took place in October, including collaborative visits with Equal Educational Opportunity (EEdO) staff to targeted schools. A Workshop for Māori students was run during the UC Information Day in early July. Additional advertising for the School of Māori and Indigenous Studies was also produced through coordinated action between central marketing, the College of Arts Marketing Coordinator and the School.

5.6 Work with Māori to identify research programmes which will make a significant contribution to regional and national Māori development aspirations.

Work on identifying research programmes relevant to Māori began after the arrival of the Assistant Vice-Chancellor (Māori) in February and the new Deputy Vice-Chancellor in April. The matter was eventually progressed under the auspices of Te Tapuāe o Rehua. After completion of a stocktake of research of direct relevance to Māori, a meeting was held with all the Te Tapuāe partners on 5 December, 2005 to present the results. A research hui is planned for March 2006. Development of a preliminary version of a Māori research linkages plan will be attended to by a sub-committee of the Research Committee in early 2006.

5.7 Identify Māori staff with leadership potential and, in consultation and partnership, work to develop this to the mutual benefit of those staff and the University.

As with strategies to encourage and facilitate the recruitment, retention and development of Māori staff (see 5.4 above), so too the matter of identifying Māori staff with leadership potential was delayed pending the appointment of an Assistant Vice-Chancellor (Māori) and finalisation of the review of Human Resources (Central). Preliminary thought has now been given to what it will take to facilitate this. Implementation will take place in 2006.

Key Performance Indicators	2003 Actual	2004 Actual	2005 Estimate	2005 Actual
FTE Māori staff:				
Academic	1.0%	2.0%	2.0%	1.8%
General	2.0%	3.0%	3.0%	2.3%
Total	1.6%	2.5%	3.0%	2.2%
Leadership positions held by Māori ³	5 6%	3 4.2%	3 4%	4 5.6%
Māori EFTS	518 4.7% EFTS Total	479 3.8% EFTS Total	545 4.5% EFTS Total	575 4.5% EFTS Total
Māori postgraduate research EFTS	34.5 6.6% Māori EFTS	35.6 7.4% Māori EFTS	38.2 7.0% Māori EFTS	36.7 6.0% Māori EFTS
Retention rates for first-year Māori students	66%	69%	67%	69%
Retention rates for all Māori students	65%	67%	66%	65%
Completion rates for Māori students	89%	89%	89%	86%

Risks

1. The relationship between the University and Ngāi Tahu does not reach the required level of partnership.

Commentary

The risk did not eventuate. The new Assistant Vice-Chancellor (Māori), Sir Tipene O'Regan, has been working with internal and external groups to enhance relationships.

Funding and Budget Implications

1. Funding will be required for the appointment of an Assistant Vice-Chancellor (Māori).

Commentary

The appointment of a new Assistant Vice-Chancellor (Māori) took place in February 2005. Funding for the position was included in the 2005 budget.

³In this context positions of leadership are taken to include members of the Senior Management Team, Heads of Academic units, Heads of Service units and UTEs, Academic Deans, Chairs of major University committees and Directors of Level 3 Research Centres – 71 positions in all.

Key Strategic Area 6

Staff

Recruit, retain and develop high quality, motivated and enthusiastic staff at all levels who contribute to fulfilling the research, teaching, curriculum and administrative aspirations of the University

Strategic Targets 2005

6.1 Review and implement Human Resource systems and processes to see what can be enhanced or introduced to attract, retain and reward high quality staff.

6.2 Review and put in place high-quality professional development programmes to meet the University's needs, especially in the area of leadership development and succession planning for heads of academic and Service units.

6.3 Design and review performance management systems to ensure that staff efforts and organisational goals and objectives are aligned and that relevant development opportunities are made available to all staff.

6.4 Implement the first phase of staff initiatives in the University's Equity and Diversity Plan.

6.5 Review and revise the University's Human Resource (HR) information and reporting systems by December 2005.

6.6 Within the established resource levels available for personnel costs in 2005, focus management attention on the identification of clear staffing requirements, especially through the development of University, College and departmental staffing plans.

Achievements

A review of HR (Central) was carried out early in the year. The new structure was confirmed and recruitment to new positions took place. Following this, plans were developed to produce Success Profiles for roles, to review recruitment and selection processes in the light of those profiles and to develop new information packs to support these enhancements. The Success Profiles project has begun. However, the emergence of other priorities meant that further progress has had to be delayed. A new project plan was developed in light of this that will see further work carried out in 2006. In the meantime, a new interim information pack has been developed for staff.

As part of the review of HR (Central), the University's approach to organisational development was significantly reshaped. A Learning and Development Facilitator was appointed and work began on developing and implementing a new professional development programme. The first initiative in this new programme, a Leadership Development programme for Academic and Service Heads, was commenced in October. An orientation programme for new staff has also been developed and was being trialled at year's end.

A new University plan for performance management has been developed. A project leader was appointed who has been working with many areas within the University. Full implementation will take place in 2006. In the meantime, a Professional Development and Review policy has been developed and signed off.

As holder of the Equity and Diversity portfolio the Pro-Vice-Chancellor (Arts) initiated discussions with the Senior Management Team and the Equity and Diversity Advisory Committee on possible ways of implementing staff initiatives in the University's Equity and Diversity plan. Out of this discussion Pro-Vice-Chancellors were requested to set up appropriate committees within their Colleges. Late in the year a meeting was held with chairs of all the Equity and Diversity committees of the Colleges to discuss and coordinate information about issues that particularly relate to them. The Equity and Diversity Advisory Committee met monthly during the year and held discussions with the Assistant Vice-Chancellor (Māori) on equity and diversity issues.

As part of the review of HR (Central) that was carried out early in the year, the department's Human Resource Information System (HRIS) section was restructured. Arising from this, attention was directed towards identifying "customer" needs in relation to HRIS and to providing solutions to address those needs. This has been ongoing. Systems are being reviewed and revised in response to feedback received.

As reported earlier (see Target 1.4), staffing plans are being developed and/or refreshed in many areas of the University. This was done as part of the University's planning round for 2006 and fed into budgeting for staffing. Regular monthly reports on personnel were provided to the Senior Management Team and to the Finance, Planning and Resources Committee of Council throughout the year. College progress against personnel budget targets was monitored and responded to on a quarterly basis. Variance reporting on staffing was further developed during the year and is being used as a key reporting element for Pro-Vice-Chancellors and Directors of Service units. Monthly variance discussions on staffing are now a regular part of Senior Management Team meetings.

Key Performance Indicators	2003 Actual	2004 Actual	2005 Estimate	2005 Actual
Academic FTEs				
Continuing	505	500	512	509
Fixed Term	149	156	120	171
General/Technical FTEs				
Continuing	784	812	865	837
Fixed Term	108	120	105	120
Total FTEs	1 546	1 588	1 602	1 637
Women...				
as a % of Academic FTEs	27%	29%	30%	29%
as a % of General/Technical FTEs	54%	54%	53%	56%
as a % of all FTEs	49%	49%	46%	46%
Māori staff (% headcount)	1.6%	2.2%	3%	2.6%
Pacific staff (% headcount)	0.5%	0.6%	1.0%	0.9%

Risks

- 1. Failure to maintain staffing costs at required levels.**
- 2. In response to PBRF, increased competition between universities for high performing staff and some pressures on staff to reduce teaching as a way of enhancing research output may lead to requests for more teaching staff.**
- 3. Failure to update Human Resource policies and procedures will have a negative impact on the University's ability to recruit, retain and develop high-quality staff at all levels.**
- 4. Remuneration levels will not be sufficient to attract and retain top performing staff.**

Funding and Budget Implications

- 1. Maintaining the quality of staff will depend on increases in external research earnings, University income in general and an increase in income from non-government sources in particular. ⁴**

Commentary

Staffing costs are the responsibility of Pro-Vice-Chancellors and Service unit Heads, and are monitored by the Senior Management Team on a monthly basis. Risk areas are identified in monthly reports to Council. The staffing target for 2005 was 60% of total spending. The actual result was 62.6%. The target will be reviewed.

This risk has not eventuated to date. The situation is regularly monitored.

A review of the HR (Central) structure and functions was completed during 2005 and relevant policies and procedures are under review. The new structure is taking time to bed down. Likewise it is taking time to develop effective Human Resource systems.

Remuneration levels have been under review, and there are no signs of an inability to retain key staff.

Commentary

The Financial Recovery Plan income target for 2005 was \$181 million. The actual income for 2005 exceeded this by \$13 million. The 2005 target for external research income was \$14.011 million. The actual result was \$14.47 million.

⁴As at September 30, 2004 government grant income amounted to 44% of the University's total operating income.

Key Strategic Area 7

Students

Attract and value good students from a wide diversity of backgrounds

Strategic Targets 2005

7.1 Develop and implement an Undergraduate Student plan for the University, incorporating aspects of educational outreach.

7.2 Develop and implement a Postgraduate Student plan for the University which incorporates appropriate recruitment, retention and support strategies and goals for postgraduate students.

7.3 Develop and implement an International Student plan for the University that incorporates appropriate recruitment, retention and support strategies and goals, and includes relevant risk management strategies.

7.4 Implement the first phases of the University's Equity and Diversity plan as it applies to students ensuring that this links strategically with the other Student Plans (7.1 to 7.3 above).

7.5 Ensure that opportunities for Canterbury students to take up for-credit study abroad options are increased and are promoted more actively.

Achievements

A working group was brought together to begin work on developing an Undergraduate Student plan for the University. Early discussions focused on issues related to attracting, retaining and supporting undergraduate students and the framework that was developed for the plan reflected this. Attention was also paid to identifying different categories of undergraduate students and exploring the different challenges that each group represented in relation to recruitment, retention and support. The outcome of the group's deliberations was a draft plan containing goals, targets and strategic priorities that will be further developed early in 2006 prior to it being circulated for comment, feedback and implementation.

As with the other pan-university plans that were in preparation during the year, a working group was brought together to develop a Postgraduate Student plan. A framework was established around the issues of profile and recruitment, student experience and the quality and relevance of postgraduate qualifications. Before starting the task of developing goals, targets and strategic priorities, preliminary discussion of content took place with the Postgraduate Committee in mid-April. A final draft of the plan then went back to the Postgraduate Committee for feedback and comment in mid-July. Comment and feedback was also received from other interested parties prior to the plan being discussed and endorsed at the September meeting of the Academic Board. Subject to a few minor amendments, the plan was endorsed by the Board and implementation will now commence in 2006.

The working group that was brought together to develop a pan-university International Student plan comprised staff from the International Office and International Student Support Services (Student Services). The framework for the plan was developed around a set of interlinked issues – marketing and profile, programmes and courses, and the provision of pastoral care and academic support for international students. A recurrent theme in each of these areas was the identification of current strengths, areas for improvement and challenges to be faced. These were translated into goals, targets and strategic priorities. The draft plan was endorsed by the Chief Operating Officer and approval given for further consultation to take place across the University prior to initial implementation. Some feedback has been received and other input will be incorporated into the plan prior to formal implementation commencing in 2006.

The Pro-Vice-Chancellor (Arts) has responsibility for overseeing implementation of the University's Equity and Diversity plan. This is being done in conjunction with the Equity and Diversity Advisory Committee, Pro-Vice-Chancellors and Heads of Academic and Service units. Progress was made during the year on implementing student initiatives in the Equity and Diversity plan. Late in the year a meeting was held with chairs of all the Equity and Diversity committees of the Colleges to discuss and coordinate information about issues that particularly relate to them.

Outgoing student numbers increased by 30% in 2005. A careful monitoring process has been put in place to ensure that the number of incoming students much more closely matches outgoing students than was previously the case. A revised policy for the approval and annual monitoring of exchanges is now in place and has been circulated to Colleges. Several new exchanges are in the discussion or approval stage, and another is being extended in scope and in the number of students involved.

7.6 Make the necessary changes to ensure that degree and programme pathways are clearly identified and marketed to prospective and continuing students and meet their study needs.

The "Think Canterbury: Undergraduate Prospectus" was published and distributed to secondary schools in mid-February. It contained expanded course and degree information. Degree/Faculty brochures were also published and distributed to secondary schools by the end of March. These brochures had an increased focus on student profiles, subjects and career options and were available on campus for Discovery Day in March. As part of the transition to the new degree structure, all undergraduate degrees were reviewed and resulting changes were incorporated into the Course Information System database. Academic Deans were also involved in clarifying programme pathways. Course information deadlines were able to be met for the 2006 Student Handbook, which was produced nearly a month earlier than in the previous year. All course and subject pages on the University's website were updated to reflect the content of the 2006 Student Guide, which was also published ahead of schedule. Liaison presentations were updated to reflect these changes and course and undergraduate qualifications pages on the web were redesigned and updated accordingly. All school presentations were consistently branded, delivering key messages that were supported by appropriate publications. Course planning visits to schools commenced in mid-September. School visits took place nationally with the bulk of these being completed by early November. A brochure for Australian students, and information for adult students was also developed.

7.7 Investigate alternative models of delivery to attract and retain mature age students into University programmes and develop targets and goals to achieve this.

It was felt that an appropriate way of achieving this target was to develop a University plan focusing on the recruitment, retention and support of Adult Students. After preliminary discussions, however, it was concluded that the content of such a plan would be dependent on the content of the Undergraduate, Postgraduate and International Student plans that were also being developed. Further work on an Adult Student plan was therefore deferred until such time as the content of these other plans became clearer. In the meantime, Student Services has put in place a number of initiatives designed to enhance the recruitment and support of adult students, including the appointment of a dedicated Adult Student Advisor, the setting up on campus of a Family House for Adult Students (Te Whare Whanau), an adult student mentoring programme, preparatory and transition programmes for adult students (as part of UC Pathways), the "50 Free Papers" programme for part-time study and an adult student orientation programme.

7.8 Develop and administer annual surveys of levels of student satisfaction with support services.

Early in 2005, Student Services staff carried out a preliminary review of student satisfaction surveys currently undertaken by support services of the University. The purpose was to identify issues emerging from these surveys and to use them in framing up a student support satisfaction survey to be carried out later in the year. The survey was subsequently carried out in July with 2,626 randomly selected students. The survey produced 811 valid responses of which 475 had used one or more of the services provided by Student Services. A report that summarised the survey findings was produced in August. It is being used to fine tune the provision of student services. In the meantime, plans have been developed to carry out a comprehensive review of methods used to evaluate student experience in general and to revise these as necessary. This review will take place in 2006.

Key Performance Indicators	2003 Actual	2004 Actual	2005 Estimate	2005 Actual
All EFTS Returned to the Ministry of Education	12 388 +869 100% EFTS Total	12 731 +343 100% EFTS Total	13 163 +432 100% EFTS Total	12 654 (77) 100% EFTS Total
Proportionate growth over previous year	8%	3%	3%	(0.6%)
Domestic Fee Paying EFTS (including Australian EFTS)	10 387 +114 84% EFTS Total	10 347 (40) 81% EFTS Total	10 531 +184 80% EFTS Total	10 322 (25) 82% EFTS Total
Full Fee Paying EFTS (including Foreign Thesis EFTS)	2 001 +755 16% EFTS Total	2 384 +383 19% EFTS Total	2 632 +248 20% EFTS Total	2 332 (52) 18% EFTS Total
Postgraduate EFTS (including Thesis EFTS)	1 862 +201 15% EFTS Total	1 901 +39 15% EFTS Total	1 947 +46 15% EFTS Total	1 855 (46) 15% EFTS Total
Māori EFTS	518 (25) 4.0% EFTS Total	479 (39) 3.8% EFTS Total	592 +113 4.5% EFTS Total	575 +96 4.5% EFTS Total
Pacific EFTS	166 +11 1.3% EFTS Total	162 (4) 1.3% EFTS Total	210 +48 1.6% EFTS Total	210 +48 1.7% EFTS Total
Adult EFTS (>24years old)	2 632 +44 21% EFTS Total	2 723 +91 21% EFTS Total	2 738 +15 21% EFTS Total	2 640 (83) 21% EFTS Total
First Year at Canterbury EFTS (excluding UC Opportunity)	2 447 +100 100% of First-time	2 567 +120 100% of First-time	2 532 (35) 100% of First-time	2 569 +2 100% of First-time
First-time enrolment Domestic fee-paying	1 954 +38 80% of First-time	1 980 +26 77% of First-time	2 101 +121 83% of First-time	2 158 +178 84% of First-time
First-time enrolment Full fee-paying	493 +59 20% of First-time	587 +94 23% of First-time	431 (156) 17% of First-time	411 (176) 16% of First-time
First-time enrolment Māori EFTS	120.4 (12.5) 5% of First-time	128.0 +7.6 5% of First-time	144.4 +16.4 6% of First-time	146 +18 6% of First-time
First-time enrolment Pacific EFTS	33.2 +1.7 1% of First-time	42.7 +9.5 1.7% of First time	46.5 +3.8 2% of First-time	49 +6.3 2% of First-time
First-time enrolment Adult EFTS (>24years old)	187.4 (64.9) 8% of First-time	209.9 +22.5 8.2% of First time	258.5 +48.6 10% of First-time	189 (20.9) 9% of First-time
First-time enrolment low decile (1-4) schools	128.5 (60.5) 5% of First-time	173 +44.5 6.7% of First-time	186.7 +13.7 7% of First-time	193 +20 8% of First-time
First year at Canterbury "A" bursary EFTS equivalence in NCEA	567.4 +23.7 23% of First-time	551.2 (16.2) 21% of First-time	586.4 +35.2 23% of First-time	*

* The transition to NCEA means that a direct equivalence to the A Bursary cannot be obtained. This is a reporting problem that wasn't anticipated when Profile 2005-2007 was being prepared.

Risks

- 1. A failure to engage sufficiently with, or attract under-represented groups of students.*
- 2. A failure to diversify our international marketing effort sufficiently to reduce dependence on major source countries.*
- 3. External risks around tuition fee controls, the loans scheme and marketing failures prevent full enrolment growth.*
- 4. University business processes are not redeveloped sufficiently or on time to allow for the clear articulation of degree pathways for careers and further study.*
- 5. University systems do not provide adequate support for students with disabilities.*
- 6. Accommodation for out-of-town students is not available to sufficient levels.*

Funding and Budget Implications

- 1. Investment in recruitment will have to come from refocusing existing resources, reviewing advertising spending and providing support from strategic funds.*
- 2. In order to achieve the necessary increase in domestic enrolments, there will need to be an increase in investment in Marketing, including school liaison.*

Commentary

Staffing and resources have been allocated to recruiting and retaining students from under-represented groups. This is now part of the Marketing Unit's responsibilities.

Diversification of the University's international markets has been, and continues to be, a priority. Student numbers from countries outside China have doubled in the five years since 2000.

This risk did not eventuate. The University is operating within all external controls.

The need for a new degree structure and degree pathways has been a focus of Project Catalyst and the reworking of marketing efforts. It has also been a matter that has been receiving attention from the AVC (Academic). The streamlining of academic business processes took place during the year but some work still remains to be done. The risk will therefore continue through into 2006.

Ongoing support for students with disabilities is provided through a dedicated office in Student Services. There was comment from TEC in late 2005, however, that the University was not providing resources additional to those advanced by the government for this area of activity. The matter is receiving attention.

This has been addressed through a leasing arrangement with Campus Living. This will result in the upgrading of existing student accommodation and the addition of 500 new beds by mid-2007. The lease arrangements have been approved by the Secretary of Education and were finalised in December 2005.

Commentary

Resources have been identified and refocused and are now in the Marketing budget.

Appropriate investment has been made. As part of this, an Auckland office has been opened and is now functioning. Initial results from this are very encouraging in terms of increased access to Auckland schools and enquiries from students.

Key Strategic Area 8

Governance, Leadership and Management

Have governance, leadership and management structures in place which will ensure the achievement of Charter and Profile goals

Strategic Targets 2005

8.1 Put in place well defined induction, professional development and succession processes in order to ensure that all Council members have the necessary awareness, preparation, background knowledge, skills and training to carry out their responsibilities to maximum effect.

8.2 Carry out a preliminary review of the new organisational structure during 2005 to ensure it meets the needs of the University, the aims of the restructuring and is cost effective in line with the Financial Recovery Plan.

8.3 Review the consequential effects on service departments of the devolution of tasks to Colleges.⁵

8.4 Establish agreed and enhanced reporting regimes within the University in order to ensure compliance with legislation, financial stability and consistency with the strategic direction of the University.

8.5 By December 2005, consolidate the leadership structure within the University in both academic and service areas, and establish accountability and monitoring regimes consistent with the University's strategic direction and Financial Recovery Plan.

Achievements

Induction sessions for new Council members were held during February and March and a Council Induction workshop was held after the April Council meeting. TEC/TAMU Development Workshops were held in April for new Council members and for Chancellors/Council chairs. Five Council members attended the first of these workshops while the Chancellor, Pro-Chancellor and one Council member attended the second. A further TEC/TAMU Development Workshop took place in August in Christchurch. Three Council members attended. Arrangements for succession planning were handled in one-on-one discussions between Council members and the Chancellor in October/November. These initiatives will now be built on in 2006.

At a meeting of the Senior Management Team on 29 November, the requirement to complete a review of the 2003-2004 restructuring was noted and a proposal to undertake the review was received from KPMG, the University's internal auditors. Senior Management Team members supported the approach outlined in the KPMG proposal and approval was given by the Vice-Chancellor for the review to proceed.

All planned reviews of Service units were carried out on schedule during the year. Strategic plans (2005-2007), Operational plans (2005) and Staffing plans (2005) were in place for most Service units by the end of February and in many cases the content of these plans formed the basis of the performance reviews of Service unit managers. A new timeframe is being implemented for Service unit planning in 2006 that will see a better integration between planning and budget setting and between planning and reporting. A consolidation of planning documents is also taking place which will see a stronger focus among Service units on operational planning and on themes of service and strategic alignment.

Enhanced reporting protocols and procedures have been put in place for Service units that report to the Chief Operating Officer. This is being done in conjunction with an increased emphasis on operational planning and on ensuring that Service units increasingly align their activities with the University's strategic direction as expressed in the Profile. These planning and reporting protocols and procedures will be extended to other Service units as necessary. Attention has also been paid to ensuring that Service unit Heads are aware of and respond appropriately to specific statutory compliance requirements that sit with their departments. This is being done in conjunction with the Policy and Risk Manager's wider task of formalising statutory compliance awareness and reporting across the University. Regular quarterly Statement of Service Performance reporting to Council took place during the year according to the pattern established in 2004.

This was done in conjunction with Strategic Target 8.4. Accountability and monitoring structures have been progressively put in place for service areas. Pro-Vice-Chancellors have begun implementing similar processes of accountability and monitoring in their respective Colleges.

⁵ This review will cover compliance with legislation, meeting Charter and Profile goals, academic administration, financial performance, service delivery and performance indicators.

8.6 Implement the Catalyst Project (new point qualifications, revised academic business processes, timetabling and student MIS) for pilot testing in June 2005, and full implementation for 2006 enrolment.

Project Catalyst progressed successfully during the year meeting timeline targets and budget. The first major milestone during the year was a mid-year “dress rehearsal” in August. This involved a mock-enrolment trialling new processes. Preparation for this included scoping the project modules; carrying out current-state analysis; planning and trialling data migration processes; planning and piloting a web development architecture; beginning future state analysis; and Jade SMS system configuration. Following the successful dress rehearsal, attention of the project team focused on completion of future state work; completion of a range of academic related decisions; development of a draft change proposal; carrying out data migration and configuration for the User Acceptance Testing (UAT) environment; commencement of the UAT processes; and completion of initial web applications. The JADE SMS component of Project Catalyst went live on 4 October 2005 incorporating the new 120 points per year qualification structure and changed business processes, and is operating successfully. Training has been provided for over 700 staff and operational responsibility for the new system has been handed over to Student Administration. Full testing and implementation of a disaster recovery site for the new system has been completed, and a full external security review has been successfully carried out. Throughout the year, external quality review was a key reporting element to the Chief Operating Officer and to the Audit and Risk Committee of Council.

8.7 Develop and implement a set of pan-University plans (Library plan, Information Technology plan, Communications plan and Environmental Sustainability plan) along with related policies.

Work on developing a range of pan-university plans took place during the year (Library plan, Information Technology plan, Sustainability plan, Scholarships plan, Teaching and Learning plan and a range of student-related plans). Planning groups were set up, frameworks were tested and developed and in each case strategic goals, targets and priorities were established. Draft plans were then subject to input and feedback from relevant Boards, committees and other interested bodies. By the end of the year, initial versions of most of these plans were in place and preparations had been made for implementation to begin in 2006. The task of fully integrating the content of these plans with the Profile and with other planning activities within the University will receive attention in 2006.

8.8 In line with standard AS/NZS 4360:2004, revise the University’s risk policy, develop a risk strategy and complete a risk register for the University.

A Risk Management and Compliance Framework has been developed for the University in line with standard AS/NZ4360:2004. This was approved by the Chief Operating Officer. A Risk Management Policy and a Legal Compliance Policy, flowing from the framework, were also developed and approved and have been lodged in the University’s Policy Library. A Risk Management workshop was held with members of the Senior Management Team in late April. Arising from this, work began on developing a Master Risk Register for the University. The overall approach to development of a Risk Strategy for the University has been endorsed by the Senior Management Team. Extensive analysis and review of risk and compliance software has been completed. At this stage, it has been decided to delay purchase of compliance and risk management software in favour of a focus on promulgating the Risk Management Framework and bedding in the risk management process for the University. To that end, work commenced in December to involve Service Heads and Colleges in formally identifying and reporting on risk management issues with a view to developing operational and project risk registers in 2006. Formal reporting at service and College level will also provide early warnings for issues affecting future iterations of the Master Risk Register.

8.9 Complete the review of the provision of technical services on campus (including consultation) by June 2005.

Reviews of the provision of technical services within the Colleges of Sciences and Engineering took place in the early part of the year. Recommendations from these reviews have been implemented.

Key Performance Indicators	2003 Actual	2004 Actual	2005 Estimate	2005 Actual
The Council	-	Council identifies need to formalise induction, professional development and succession processes.	Formalised processes are put in place for induction, professional development and succession.	Council induction, professional development and succession issues have been addressed.
The Catalyst Project	-	Council approves contract, project team in place, training commenced.	Implementation continues, second semester enrolments captured in new system.	Project Catalyst progressed successfully during the year meeting timeline targets and budget.
Service Support	-	Service departments will have established processes for reviewing their functions and priorities.	The consequential effects of restructuring on service areas will have been considered.	All planned reviews of Service units were carried out on schedule.
Leadership and Accountability	-	The need for accountability and monitoring regimes for academic and service areas is identified.	Accountability and monitoring regimes are implemented and clear delegations for staff in key leadership and management roles are developed.	Accountability and monitoring structures have been progressively developed and put in place.

Risks

1. Changes in structure and staffing do not develop the efficiencies required.

2. Leadership and management performance of new College PVCs and their executives will be pivotal to the success of the new structure.

3. Succession planning for governance and management is delayed or ineffective.

4. Less than optimal implementation of the “Catalyst” project has a negative impact on enrolments.

Commentary

There is still work to be done in identifying any duplication and added efficiencies, and a review has been initiated. However, the new structures are now in place and appear to be working well.

Pro-Vice-Chancellors and College Managers are in place and are working well together. The performance of Pro-Vice-Chancellors is reviewed and managed by the Vice-Chancellor.

A start has been made on ensuring that some limited succession planning mechanisms and processes are put in place for governance and management.

Catalyst Project is on time and within budget and has been subject to external review each month. Jade SMS went live on 4 October 2005 and by the end of the year operational responsibility for the student management system had been handed over to Student Administration.

Funding and Budget Implications

1. The new resourcing methods for Colleges and Service units could require investment in 2005/2006 to ensure their successful introduction.

2. Succession planning will involve investment in professional development.

Commentary

The new resourcing system for Colleges and Service units is in place and the 2006 budget has been approved. Some teething issues still need to be resolved. A start was made on this in a review of the budget system that was carried out late in 2005.

Identified professional development resourcing now needs to be included in the budgets of Colleges and Service units.