



*Statement of Service Performance*

# Key Strategic Area 1

## Financial Viability

**Ensure that the University is financially viable**

### Strategic Targets 2006

#### 1.1 Financial Management Plan

*Complete the implementation of the University's Financial Recovery Plan (2002-2006) and develop a follow-on Financial Management Plan which will include a financial forecast model and a capital expenditure plan.*

#### 1.2 Operating Surplus

*Manage the financial activities of the University in such a way as to ensure progress towards generating an ongoing operating surplus of 5% of total income.*

#### 1.3 Tertiary Advisory Monitoring Unit Guidelines

*Ensure that the University meets Tertiary Advisory Monitoring Unit (TAMU) guidelines for financial viability.*

#### 1.4 Staffing Costs

*Maintain staffing costs at the sector average of 60% of total University spending by focusing spending on areas of key strategic significance and reviewing other personnel costs.*

### Achievements

A *Financial Recovery Plan* for the University was put in place in 2002 with an effective life of five years. Over the ensuing period a series of measures were taken to ensure that the University was in a strong financial position by the end of 2006. This has been achieved. Planned surpluses in the recovery plan have all been exceeded. This has been achieved by optimising staff costs, reducing capital expenditure and increasing research-related income. The 2006 recovery plan surplus was \$7.7m which has been exceeded by \$0.9m (12%). The cash position was expected to be \$17.4m and this has been exceeded by \$23.7m (136%). In summary, financial performance and financial position measures are better than the agreed financial recovery plan. Building on the *Financial Recovery Plan*, a draft *Financial Management Plan* is now under development that will chart a course for the University for the next five years. This is being developed in conjunction with an 18-month rolling forecast model and includes a capital expenditure plan.

Key strategies for achieving this target included monthly financial reporting to allow ongoing monitoring of progress, identifying areas of risk to allow for mitigation action to take place promptly and re-forecasting at appropriate times during the year to align performance more realistically with goals. Monthly financial reporting took place during the year and financial risks were identified, reviewed and responded to as required. A forecast for 2006 was prepared early in the year which was then updated in the light of first and second semester enrolments. The reforecast that took place at the end of second semester enrolments was incorporated into 18-month rolling forecasts which, in turn, were monitored for significant changes. The eventual surplus that was achieved for the year was \$8.6 million, or 4.1% of total operating income. Performance in relation to the target was therefore satisfactory.

The main TAMU compliance measures of relevance were: net surplus as a proportion of total operating income (greater than 3%); operating cash inflows as a proportion of operating cash outflows (greater than 111%); interest cover ratio (greater than 3.75 times); liquid funds ratio (greater than 12%); and ratio of total liabilities to total tangible assets (less than 34%). The University's performance against these measures was reported on monthly and, on all counts, was more than satisfactory – as will be seen from the key performance indicators that follow.

Regular reports were provided monthly to the Senior Management Team on the percentage cost of staffing for Colleges and the University as a whole. During the year the method of measuring staffing as a percentage of the University's operations was refined and expanded with a small group of four main personnel measures being reported on each month. Staffing was under constant review during the year. For most Service Units this was done through a Staffing Advisory Committee reporting to the Chief Operating Officer. Formal action to address staffing levels was taken in the College of Arts with staffing levels being monitored in other Colleges also. In line with the intent of this target a review was carried out of all aspects of Collectives and Remuneration within the University. Resulting from this a five-year remuneration strategy paper was prepared and will be presented to the Senior Management Team early in 2007.

Key Performance Indicators <sup>1</sup>	2004 Actual	2005 Actual	2006 Forecast	2006 Actual
<b>Income Measures</b>				
Income from Government Grant (excluding PBRF)	\$81.5m	\$82.7m	\$82.0m	\$79.7m
Income from tuition fees (domestic, full-fee paying and other)	\$68.3m	\$71.0m	\$73.3m	\$69.3m
External research income (excluding PBRF)	\$8.6m	\$14.5m	\$15.3m	\$17.7m
PBRF income	\$1.9m	\$4.7m	\$12.5m	\$13.6m
<b>Expenditure Measures</b>				
Total personnel expenditure	\$107.1m	\$117.6m	\$117.0m	\$124.5m
Increase/(decrease) in total personnel expenditure	6.10%	9.1%	3.91%	5.87%
Total personnel costs as a proportion of University operating expenditure	60.4%	63%	62.2%	62.6%
Depreciation to Capital Expenditure ratio	107.7%	97.1%	110.6%	95.4%
<b>Balance Sheet Measures</b>				
Cash Balance (borrowings) as at 31 December	\$2.4m	\$16.3m	\$27.8m	\$34.1m
Current Assets to Current Liabilities ratio	0.9 : 1	1.2 : 1	1.4 : 1	1.3 : 1
Debt to Equity	9.8%	3.1%	10.6%	2.7%
Debt Repayment	1.5	3	0.98	1.3
Return on Assets	1.4%	1.6%	2.1%	1.4%
<b>TAMU Intervention Measures<sup>2</sup></b>				
Net Surplus as a proportion of Total Operating Income (> 3%)	3.3%	4.7%	4.9%	4.1%
Operating Cash Inflows as a proportion of Operating Cash Outflows (> 111%)	116.7%	132.9%	117.6%	117.3%
Interest Cover Ratio (> 3.75 x)	31.2 x	30.0 x	48.5 x	43.2 x
Liquid Funds ratio (> 12%)	8.2%	14.6%	16.6%	22.7%
Total Liabilities to Total Tangible Assets (< 34%)	11.8%	9.3%	10.9%	9.3%

<sup>1</sup> Financial results presented in this Statement of Service Performance relate to the University only and not to the University and Group.

<sup>2</sup> These are performance measures that must be achieved to avoid intervention by the Tertiary Advisory Monitoring Unit (TAMU).

## Risks

- 1. Income targets set in the Financial Recovery Plan are not met.*
- 2. TAMU guidelines for financial performance are not met, especially those relating to staffing costs.*
- 3. Bank covenants are not met.*
- 4. Income is adversely affected by changes in government funding mechanisms.*
- 5. The Government does not provide the necessary funding to cover the merger of the Christchurch College of Education with the University, if the merger is approved.*

## Funding and Budget Implications

- 1. The University will need to be fully involved in efforts to increase government funding for the University sector.*
- 2. Negotiated staffing costs arising from collective bargaining will need to be met.*
- 3. Focused marketing will be required in strong population growth areas in order to enhance the University's profile and attract new students.*
- 4. Investment in infrastructural support will be needed leading up to and following the merger of the Christchurch College of Education with the University, if the merger is approved.*

## Commentary

Income targets set in the *Financial Recovery Plan* were successfully met by the end of the year.

TAMU guidelines for financial performance were met throughout the year.

Bank covenants were consistently met throughout the year.

Early in the year the Government announced future funding changes for the tertiary sector. Precise details are still awaited.

Following submission of the merger business case a preliminary agreement was reached with Government officials on the level of funding required for the merger. This was endorsed by the University Council and approval was subsequently given for the merger to proceed, effective from 1 January 2007.

## Commentary

As Chair of the New Zealand Vice-Chancellor's Committee, the Vice-Chancellor played an active part in efforts to increase government funding for the University sector.

Union negotiations for a Multi-Employer Collective Agreement (MECA) covering university staff were unsuccessful but, as a result of tripartite discussions between Government, the Vice-Chancellors and the Association of University Staff, \$26 million in government funding was made available for universities on the understanding that it will be used for salaries. In addition to this the University agreed to salary increases of 4% for academic and general staff.

The University's new office in Auckland was officially opened on 2 March, 2006. Positive reactions to the opening signaled the likelihood of increased enrolments from Auckland. During the year the office continued to meet expectations in terms of interest in the University and enhanced access to Auckland schools. This augers well for recruitment from the North Island in 2007.

Work associated with the merger has been managed within budget.

# Key Strategic Area 2

## Research and Scholarship

**Ensure that the University consolidates and maintains its status as a top research-led university**

### Strategic Targets 2006

#### 2.1 Research Planning

Develop and implement University and College research plans, reviewing and revising these as necessary to ensure alignment and consistency.

#### 2.2 Performance-Based Research Fund

Complete the 2006 partial round of Performance-Based Research Fund assessments in a timely and effective manner.

#### 2.3 Centres of Excellence

Building on the University's successful Partnerships for Excellence bid (UCi3) strengthen research and postgraduate teaching in the ICT area and identify additional areas with the potential to become centres of research excellence.

#### 2.4 External Research Income

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

### Achievements

Following initial drafting work in 2005, a preliminary version of a University Research Plan was signed off by the Research Committee and Senior Management Team early in 2006. Consultation then took place with Faculties prior to the document being endorsed by the Academic Board in August. Key themes in the plan were enhancing research capability and productivity through investment in current and future researchers (research capability); increasing research activity throughout the University (research activity); and enhancing the quality and impact of research outputs (research quality). Strategic objectives, priorities and targets were identified for each of these themes. Alongside this, College research committees developed research plans of their own or kept existing plans under review. With Academic Board endorsement of the Research Plan in August, emphasis then shifted to ensuring that goals and targets in College research plans aligned appropriately with the content of the University Research Plan. This is work-in-progress for 2007. Themes from the research plan were used to structure the Research section of *Profile 2007-2009*.

In July the University submitted 373 research portfolios to the Tertiary Education Commission for the 2006 Performance-Based Research Fund (PBRF) partial round. Subsequent to this, the University participated in audit processes relating to staff eligibility and portfolio contents. The outcome of the PBRF partial round is expected to be made known in April 2007.

Early in the year a discussion paper on Research Centre structure and funding was considered by the Research Committee and the Senior Management Team. Following this, a review of Research Centres was instigated by each of the Colleges and a University-wide search to identify potential Centres of Research Excellence (CoRE) and Partnerships for Excellence (Pfx) bids was begun. As a result of this, the University developed an Expression of Interest (EOI) for a Centre of Research Excellence relating to climate change (Resilient New Zealand: Integrated Responses to Climate Change). This was in collaboration with Victoria University of Wellington and a number of Crown Research Institutes. Final agreement could not be reached with some of the proposed partners, however, and the bid was reluctantly abandoned. In the meantime, University staff were involved in CoRE re-bids for the MacDiarmid Institute and the Alan Wilson Centre and also in 16 other institutional CoRE bids. The outcome of these bids will not be known until 2007.

Success with applications for Foundation for Research Science and Technology (FRST) and Marsden funding was key to achieving this target. After initial delays, and consultation with the sector, FRST amended its bidding processes and allowed institutions to submit as many projects as they wished. In response the University submitted 39 project proposals in a variety of portfolios with six being invited to submit full proposals. The outcome of the full proposals will not be known until July 2007. In the 2006 round for Marsden funding, the University was successful with six bids (out of a total of 29 submitted). The six successful bids were in Biological Sciences, Chemistry, Electrical and Computer Engineering, Mathematics, and Physics and Astronomy and totalled \$3.84 million in research funding (GST exclusive). In addition to this, three other University researchers in Biological Sciences, Physics and Astronomy and Sociology and Anthropology were part of wider collaborations which received Marsden funding of \$312,000. As a result of these and other successes, the end-of-year result for the total value of external research contracts awarded was \$14.4 million. This is an increase over what was forecast in *Profile 2006-2008* of \$13.5 million. External research income for 2006 was also up with a slight increase over the forecast figure. PBRF income for 2006 was \$13.6 million.

Key Performance Indicators	2004 Actual	2005 Actual	2006 Forecast	2006 Actual
External research income (excluding PBRF)	\$8.6m	\$14.5m	15.3m	\$17.7m
External research grants awarded (total contract value)	\$15m	\$12.7m	\$13.5m	\$14.4m
Proportionate share of PBRF funding pool	11.8%	12.1%	12.1%	11.0%
Research publications <sup>3</sup>	2 388	2 536	2 888	Not available until mid-2007
Postgraduate research EFTS (and as a % of total EFTS)	984 7.7%	987 7.8%	973 7.8%	768 6.4%

## Risks

**1. Performance by University researchers in the Performance-Based Research Fund exercise is not maintained at previous levels resulting in a loss of reputation.**

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

**3. Efforts to diversify sources of external research income are not as successful as expected.**

**4. Expectations in relation to the recruitment of postgraduate research students are not met.**

**5. If approved, the merger of the Christchurch College of Education with the University has a negative impact on the University's research performance.**

## Commentary

As part of the 2006 PBRF partial round, the University submitted 373 research portfolios to the Tertiary Education Commission by the 21 July 2006 deadline. The outcome of the partial round is expected to be made known in April 2007.

By the end of the year, external research income targets had been met and were ahead of budget for 2006.

This was not an issue during 2006. Efforts to diversify sources of external research income are progressing satisfactorily and will continue into 2007.

At the beginning of the year postgraduate research EFTS were down slightly on 2005. Postgraduate enrolments increased during the year but by year's end were still lower than expected. The matter was the subject of discussion by the Senior Management Team during the year and is being looked at by the Postgraduate Committee with a view to improving performance in 2007.

The possibility that the merger of the Christchurch College of Education with the University might have a negative impact on research performance has been acknowledged and mitigating strategies have been put in place to counter any such impact.

<sup>3</sup> The University's Research Office does not collate research publication figures until the middle of the following year, in conjunction with producing the University's Research Report. This means that the number of 2006 publications will not be available until mid-2007.



### **Funding and Budget Implications**

*1. Appropriate funding and staffing will be needed in the Research Office to manage and diversify research funding.*

*2. The University should attract increased PBRF, FRST and Marsden research income.*

*3. Investment will be needed to improve the research capability of Christchurch College of Education staff if the proposed merger is approved.*

### **Commentary**

The Research Office has been appropriately resourced to play a significant role in managing and diversifying research funding.

Results of the PBRF partial round will not be known until April 2007. The outcomes of recent applications for FRST funding will not be known until July 2007. The University was successful with six out of 29 applications for Marsden funding in 2006, resulting in research income of \$3.84 million (GST exclusive).

Improving the research capability of Christchurch College of Education staff was part of the business case for merger that was submitted to government. Funding will now be applied to this following completion of the merger in January 2007.

# Key Strategic Area 3

## Teaching and Learning

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

### Strategic Targets 2006

#### 3.1 Academic Quality Assurance

*Develop and implement an Academic Quality Assurance plan that includes procedures and protocols for reviewing academic programmes.*

#### 3.2 Teaching and Learning Plans

*Implement University and College Teaching and Learning plans, reviewing and revising these as necessary to ensure alignment and consistency.*

#### 3.3 Cycle 3 Audit Recommendations

*Address recommendations from the Cycle 3 Audit (Teaching and Learning).*

#### 3.4 Credit Transfer Agreements

*Complete credit transfer and curriculum pathway agreements with schools and selected tertiary institutions.*

#### 3.5 Flexible Delivery<sup>4</sup>

*Implement strategies to increase the occurrence and level of sophistication in the use of flexible delivery methods.*

### Achievements

In the early part of the year a review of the quality assurance literature and QA “good practice” at other universities was carried out by staff of the Academic Policy and Programmes Unit (APPU). Following completion of this review, the outline of a draft “quality assurance handbook” was prepared. Accompanying discussion material was also drafted which was then circulated by the Assistant Vice-Chancellor (Academic) for comment and feedback. As a supplement to this, a pilot Academic Audit Unit Process audit was completed on behalf of the Academic Audit Unit of the New Zealand Vice Chancellors’ Committee and reported on to AAU and NZVCC. Feedback from the AAU Pilot Process Auditor was subsequently incorporated into a draft *Quality Assurance Plan* which will be implemented from 2007. The planned-for revision of the interim programme review protocols will take place in 2007, in conjunction with implementation of the *Quality Assurance Plan*.

Following extensive discussion and revision, a *Learning and Teaching Plan* was formally approved at the November meeting of Academic Board. The plan consisted of two main strategic objectives relating to effective learning and excellent teaching with accompanying strategic priorities, key activities and performance indicators. The plan is intended to set a framework for the development of institutional operational plans and College strategic plans by indicating areas which should be considered in setting the University’s overall objectives in teaching and learning. During the year, College teaching and learning committees were either developing teaching and learning plans of their own, or keeping existing plans under review until such time as the University *Learning and Teaching Plan* was finally approved. The work of ensuring ongoing alignment between all of these plans will now commence in 2007.

A review of the recommendations from the Cycle 3 Audit report was carried out and an action plan developed to address these. By year’s end every recommendation in the review report had either been completed, was underway, or was clearly flagged for action in other planning documents. Some projects have already been completed, (e.g. a review of academic advice) while others are now underway (e.g., development of an academic benchmarking strategy). Progress on all of these initiatives was carefully tracked during the year with the Director of the NZVCC’s Academic Audit Unit who expressed satisfaction with plans and progress to date.

A national review of pathways and credit transfer arrangements, commissioned by the New Zealand Qualifications Authority (NZQA) and the Tertiary Education Commission (TEC), took place during the year. It is expected that this review will lead to changes in government policy which will have a bearing on the system used to monitor and record credit transfers and curriculum pathway agreements. Preliminary indications are that a national monitoring system will be introduced in 2007-2008. In the light of this, it was considered premature to devise a monitoring and reporting system for the University. When such a system is developed, it will take place alongside a strategic review of the role of credit transfer agreements within the University.

The Distance Learning Task Group of the University’s Teaching and Learning Committee met during the year. Reflecting the intent of this strategic target, its attention was focused on determining potential distance learning opportunities, carrying out needs analysis, and identifying relevant training requirements. Staff from the Christchurch College of Education were added to the Task Group during the year in anticipation of the merger. Useful discussions were held with staff from the University’s School of Education who have been delivering distance courses for some time in conjunction with the Christchurch College of Education. The Assistant Vice-Chancellor (Academic) also met with the PVC Business and Economics during the year to explore the possibility of commerce-

<sup>4</sup> The merger with Christchurch College of Education will have implications for this that will need to be taken into account in due course as the merger proceeds.

related postgraduate qualifications being offered in own time/own place mode. An application for strategic funding for a three-year project to support e-Learning initiatives within the University Centre for Teaching and Learning (UCTL) was developed. Approval to proceed was granted, two e-Learning Adviser positions were advertised and interviews carried out. The positions will be filled from late January 2007. Towards the end of the year, in anticipation of the merger with the Christchurch College of Education, an e-Learning Adviser was seconded to the University Centre for Teaching and Learning from the College. At the same time, following the external review of Information and Communication Technology Services (ICT Services), two ICTS staff members most concerned with e-Learning were transferred to UCTL to consolidate the technology and develop the overall effectiveness of e-Learning support across the University. Formal decisions about the expansion of distance learning within the University have not yet been made but the upgrade of the e-Learning system WebCT (now officially named "Blackboard Learning System") indicates increasing sophistication in the use of technology to support blended learning at the University. These initiatives will carry forward into 2007.

### 3.6 Preparatory and Study Skills Programmes

*Monitor the effectiveness of the University's preparatory and study skills programmes in order to ensure they are appropriate to the needs of students and the University.*

Following a review late in 2005, a new structure for UC Opportunity's Bridging Programmes was put in place with reduced staffing levels. An academic review of UC Opportunity's Certificate Programme in Foundation Studies was also carried out early in 2006. A proposal for course changes within the programme was approved by Academic Board in July. The new three-term structure will make the pathway into degree courses easier for students. Scheduled reviews of the preparatory and study skills programmes and the Succeeding at Tertiary Studies programme were deferred pending the outcome of the review of Student Services.

Key Performance Indicators	2004 Actual	2005 Actual	2006 Forecast	2006 Actual
Undergraduate courses:				
Proportion semesterised	74%	81%	79%	84%
Proportion whole-year	26%	19%	21%	16%
Total offered	1 323	951	1 317	1 435
Summer courses	80	96	90	104
Web-enabled courses	460	650	1 200	1 053
Number of programme reviews carried out	4	1	4	1
Teaching Development Grants (number and \$'s)	20 \$84 202	7 \$63 983	12 \$100 000	17 \$70 025
Teaching Awards	7	6	10	9
Preparatory programme EFTS <sup>5</sup>	397	337	327	375
Student GPA in year following completion of preparatory programme <sup>6</sup>	4.6	4.6	4.6	4.6
Study Skills courses	21	26	26	27
Study Skills students (Headcount)	1 925	1 799	1 800	1 484

<sup>5</sup> These include Certificates in University Preparation, Foundation Studies and English for Tertiary Studies, plus short courses in English for Academic Purposes, all taught within UC Opportunity (formerly Continuing Education).

<sup>6</sup> This includes international preparatory students only (i.e., students enrolled in Foundation Studies and the English for Tertiary Studies course). It does not include Certificate in University Preparation students.

## Risks

*1. Members of staff lost to key academic programme areas, for whatever reasons, are not replaced leading to a decline in academic quality and a subsequent loss of reputation.*

*2. Insufficient funding is available to develop flexible delivery options.*

*3. Pressures on staff to reduce teaching as a way of enhancing research output for PBRF lead to a lack of support for valuing teaching as a core activity.*

*4. Difficulties are experienced in incorporating CCE staff into the teaching and learning culture of the University, if the proposed merger is approved.*

## Commentary

There were no significant changes in staff recruitment or retention patterns during the year. The risk did not eventuate.

Additional resources were made available during the year. The risk did not eventuate.

The matter was monitored throughout the year without any cause for concern being raised. There is no evidence that the risk eventuated.

The matter was monitored on an ongoing basis. Specific attention will be addressed to this following completion of the merger in January 2007. Risk mitigation steps are planned.

## Funding and Budget Implications

*1. Investment will be needed to fund the development of flexible delivery facilities.*

*2. If the proposed merger is approved, investment will be needed to bring the new UC College of Education into the University's Teaching and Learning structure. This may be offset, however, by transferred College of Education staff bringing with them valuable expertise in teaching and learning, especially in the area of flexible learning.*

## Commentary

The matter was noted, and some structural issues were addressed in conjunction with the review of IT Services. New appointments in 2007 should further help to address the situation.

The need for attention was noted in the merger business case and was addressed in the agreement for merger funding.

# Key Strategic Area 4

## Community Engagement

**Contribute to economic, social and cultural development, regionally and nationally, by developing and maintaining strong collaborative and mutually beneficial relationships with external stakeholders**

### Strategic Targets 2006

#### 4.1 Stakeholder Engagement Plan

*Develop and implement a Stakeholder Engagement plan that will guide the development of strong and mutually beneficial relationships with external stakeholders and communities.*

### Achievements

In the early part of the year it was decided that priority in this area should be given to developing a Pacific plan for the University (see item 4.2 following). Because of this, work on a broader Stakeholder Engagement plan was delayed and then deferred while energy and attention was diverted to the Pacific initiative. Nevertheless, preliminary thought was able to be given late in the year to identifying a possible framework for a Stakeholder Engagement plan drawing on content from the Community Engagement section of *Profile 2007-2009*. This will lay a good foundation for development work that will take place in 2007. It should be acknowledged, of course, that even without a Stakeholder Engagement plan, engagement with external stakeholders and communities was still given high priority during the year at university, college and departmental level.

#### 4.2 Relationship with Pacific Communities

*In consultation with the Pacific Peoples' Advisory Group develop and implement strategies to encourage and facilitate the recruitment, retention and support of Pacific staff and students.*

The Pacific Peoples' Advisory Group, met twice during the year under the chairmanship of the Deputy Vice-Chancellor. Preliminary discussions were held early in the year on the possibility of developing a Pacific plan for the University. Among other things, such a plan was expected to identify strategic goals and priorities for encouraging and facilitating the recruitment, retention and support of Pacific staff and students. A planning group was brought together at the request of the Deputy Vice-Chancellor and developed a plan which identified long-term Pacific goals, strategic priorities and key performance indicators over six main areas: Community Engagement, Teaching and Learning, Research and Creative Work, Students, Staff and Governance, Leadership and Management. These matched key sections of the University's *Profile*, thus providing a link between the Pacific plan and the University's main strategic document. The *Pacific Plan* was signed off by the Senior Management Team in September and endorsed by the Academic Board at its November meeting. Implementation will now commence in 2007. Feedback on relevant sections of *Profile 2007-2009* was provided at the October meeting of the Pacific Peoples' Advisory Group.

#### 4.3 Relationship with Schools

*Building on work undertaken in 2005, ensure that all contact with schools is coordinated and planned at the College or University level.*

The work plan for the year that was developed around this target included the following initiatives: developing and sending out a regular newsletter for school principals on academic/professional issues (newsletters were sent in April, August and December); setting up and implementing a schedule for meeting with school principals during the year (the Vice-Chancellor, the Principal of Christchurch College of Education and the University's Director of Marketing made consultative visits to Nelson, the West Coast and South Canterbury); reviewing participation and achievement in the 2005 STAR programme (this was completed successfully); developing a distance delivery mode for selected 100-level courses in the STAR programme (exploratory meetings were held but further progress is contingent on securing e-Learning staffing support for the University Centre for Teaching and Learning); reviewing and revising the Schools Links policy (this was updated and is available on the web); ensuring that regular meetings took place between the Marketing Unit and College Outreach Coordinators to ensure coordination of activities in schools (monthly meetings were held and, in addition, an online *Marketing Communicator* newsletter was launched in May to allow for ease of communication with liaison staff in the regions and with marketing staff outside the Marketing Unit on campus); launching the University's Auckland Liaison Office (this took place on 2 March and has proved to be a very successful venture); implementing combined Christchurch College of Education and University of Canterbury schools liaison visits (visits were made to CCE regional centres in Tauranga, Rotorua, New Plymouth and Nelson in order to assist current CCE students transitioning across into the University and to help them understand new enrolment processes. Similar workshops were also held on the Christchurch campus of CCE).

#### 4.4 Lifelong Learning

*Develop and implement plans for strengthening the University's provision of adult, community and professional education courses through UC Opportunity.*

Appropriate strategies and actions for strengthening the University's provision of adult, community and professional education courses were included in the *UC Opportunity Business Plan* for 2006. Progress against the plan was reviewed quarterly. Each review confirmed that targets were being met and that all relevant projects were on track. There were four developments of note. The Professional Short Courses programme was reviewed and in November a new structure was introduced. This included courses from the Christchurch College of Education School of Business, thus bringing a more focused approach to both executive and continuing professional development. Community Education continued to align its programmes to the Adult and Community Education (ACE) priorities as agreed by Government. UC Opportunity won a research contract with the Tertiary Education Commission to work with ACE Networks on their professional development. A project to work with community agencies to create pathways for migrants into UC Opportunity's programmes and potentially into the University's degree courses was commenced.

#### 4.5 Relationship with Alumni, Donors and Financial Supporters

*Identify and implement strategies to further strengthen the University's relationship with its alumni, donors and financial supporters.*

Initiatives put in place during the year to achieve this target were as follows.

Further enhancing the Alumni and Development database – significant progress was made during the year with general address updating and the amalgamation of College alumni databases, including the Christchurch College of Education. In addition to this the Alumni website was upgraded during the year with new branding.

Producing regular high quality alumni communications – two issues of the *Canterbury* magazine were distributed during the year.

Implementing an annual alumni events programme – a range of events for New Zealand and overseas alumni were organised and held during the year.

Continuing to maintain and develop licensing and sponsorship agreements that support the Alumni Association Student Scholarship Fund and event activities – progress continued to be made in maintaining and developing licensing and sponsorship agreements in support of the Alumni Association Student Scholarship Fund and event activities with three new benefit providers being added in the second half of the year.

Continuing to support the work of UC Foundation – the Trustees of UC Foundation continued to meet bimonthly during the year. The 2005 financial statement for the Foundation was presented in February 2006 and showed equity of \$2,684,222, a 68% increase over 2004. By the end of 2006 this had increased to \$3,414,167, based on a 2006 income of \$1.9 million.

Continuing to grow the awareness, activities and effectiveness of the UK and US Charities – donations continue to be made through the UK and US Charities. By year's end these amounted to US\$22,300 and 1,000 pounds sterling.

Providing support for and oversight of the University's major fundraising campaigns – in addition to major fundraising campaigns, such as for the ICT Innovation Institute, future fundraising activities will focus on high net worth individuals, trusts and foundations and other identified corporates.

Continuing to identify research and nurture prospects for major gifts and bequests – donations, sponsorships and bequests continued throughout the year with income by year's end increasing total equity in the Foundation to \$3,414,167 million.

Key Performance Indicators	2004 Actual	2005 Actual	2006 Forecast	2006 Actual
Pacific staff FTEs	9.4	11.1	10.0	13.2
Pacific as a % of Academic FTEs	0.6%	0.6%	0.5%	0.8%
as a % of General FTEs	0.0%	0.9%	0.7%	0.8%
as a % of Technical FTEs	0.8%	0.6%	0.7%	0.7%
as a % of all FTEs	0.6%	0.8%	0.6%	0.8%
Pacific EFTStudents as a % of Total EFTS	161.6 1.3%	210.0 1.7%	208.0 1.7%	234.9 1.9%
First-time enrolment Pacific EFTS as a % of First-time EFTS	58.5 1.6%	49.3 1.9%	51.7 2.0%	74.4 2.1%
Retention rates for first-year Pacific students <sup>7</sup>	71%	72%	71%	72%
Retention rates for all undergraduate Pacific students	65%	66%	67%	66%
Completion rates for undergraduate Pacific students <sup>8</sup>	91%	88%	92%	88%
Number of Alumni and proportion "active"	74 006 38% active	60 186 73% active	77 000 42% active	66 635 53% active <sup>9</sup>
Donations through UC Foundation	\$0.9m	\$1.1m	\$1.8m	\$1.9m

<sup>7</sup>Retention rates reflect the proportion of students who re-enrol the following year. This differs from the Ministry of Education and TEC use of the term whereby a student is considered to be "retained" if he or she does not discontinue the course.

<sup>8</sup>Completion rates include all students who completed a course (i.e., received a final grade), even if they failed.

<sup>9</sup>Since Profile 2006-2008 was prepared, refinements have been made to the Alumni database. This has resulted in adjustments being made to the number of existing and "active" alumni.

## Risks

*1. The University's relationship with schools is not maintained at its current high level.*

*2. Targets set for the recruitment, retention and support of Pacific staff and students are not met.*

*3. There is a negative response in the community to the merger of the College of Education with the University.*

## Funding and Budget Implications

*1. Management time and attention will need to be given to ensuring that the Pacific Peoples' Advisory Group functions effectively as a reciprocal link to Pacific communities.*

*2. Investment will be needed to establish and maintain links with schools throughout New Zealand.*

*3. Management time and attention will need to be given to ensuring that the local community is made fully aware of benefits that the merger will bring.*

*4. Investment and staff time will be needed to raise funds for major capital projects such as the ICT Innovation Institute and the Centre for Performing Arts.*

## Commentary

This risk did not eventuate. The work and operations of School Liaison received a boost during the year and so this area continues to go well for the University.

Pacific recruitment targets were exceeded during the year. Furthermore, targets for the recruitment, retention and support of Pacific staff and students have been incorporated into a *Pacific Plan* for the University. Beyond this, the provision of support for Pacific students has been reviewed and bolstered as part of the review of Student Services. From January 2007, responsibility for this will now rest with the new Student Recruitment and Development Unit.

This risk did not eventuate to any great degree. Consultation confirmed that there was widespread support in the community for the merger of the Christchurch College of Education with the University.

## Commentary

The need to foster, develop and maintain good reciprocal links with Pacific communities received appropriate and considered attention during the year. This was boosted with the change in reporting-line for Pacific support staff, and with the activation of a Pacific advisory group.

Investment in this continues to be made at an appropriate level. One key example of this was the opening in March of the University's Auckland office.

Two advisory letters to stakeholders were sent out on behalf of Christchurch College of Education and the University during the year. Full consultation on the merger took place in mid-year, revealing widespread support for the merger from local communities. Following the success of the public consultation process, the merger was approved to take effect from 1 January 2007.

Reflecting the fact that fundraising is being given renewed emphasis, a Steering Group was formed by the Vice-Chancellor to oversee this area. The Steering Group is working in conjunction with the UC Foundation. Fundraising for the ICT Innovation Institute was successfully completed on time. Attention has also been directed to raising funds for other major University projects.

# Key Strategic Area 5

## Māori and the University

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

### Strategic Targets 2006

#### 5.1 Relationship with Ngāi Tahu and Ngāi Tuahuriri

*Maintain consultative mechanisms to advance the partner relationship between the University and Māori.*

#### 5.2 Treaty Awareness

*Develop initiatives to increase understanding among staff and students of the relevance that the Treaty of Waitangi has to the University.*

#### 5.3 Māori Research Programmes

*Carry out a regional stocktake of Māori research and scholarship in collaboration with Te Tapuāe o Rehua.*

#### 5.4 Curriculum Content

*Carry out a stocktake of the Māori content of existing University curricula and devise strategies for increasing, extending and enhancing this as necessary and appropriate.*

#### 5.5 Recruitment and Retention of Māori Staff and Students

*Develop and implement strategies to encourage and facilitate the recruitment, retention and support of Māori staff and students*

### Achievements

Progress was made during the year in discussions with Te Runanga o Ngāi Tahu but firm and effective agreements have yet to be reached. Under the overall direction of the Assistant Vice-Chancellor (Māori), discussions took place on the future development of the Ngāi Tahu Archive which is housed in the Macmillan Brown Library. Parties to the discussion were the University Library, the Macmillan Brown Library and Te Runanga o Ngāi Tahu. Two meetings took place but firm commitments have yet to be made. One development of significance that did take place during the year was the confirmation of a Ngāi Tahu nominee as a member of the University's Council.

A powhiri for new members of staff was held on 21 March. More than 80 staff attended the hour-long bilingual welcome held in the foyer of Aotahi: School of Māori and Indigenous Studies. The Chancellor, Pro-Chancellor and Māori and civic community leaders were also in attendance. The gathering was addressed by the Vice-Chancellor, the Assistant Vice-Chancellor (Māori), the Head of Aotahi: School of Māori and Indigenous Studies and Professor Conan Fee (Chemical and Process Engineering) who responded on behalf of the new staff. Powhiri for new staff will be organised on an annual basis from now on. Treaty of Waitangi workshops were organised during the year for library staff and for staff of some academic departments. Initiatives for 2007 will be organised in conjunction with the new Kaiarahi Group under the leadership of the Assistant Vice-Chancellor (Māori).

The Māori research stocktake was completed in January 2006 and submitted to the Board of Te Tapuāe o Rehua along with relevant documents from the three participating universities (Canterbury, Otago and Lincoln). A research hui was planned for the first half of 2006 but this was subsequently deferred to 2007. The gathering will be hosted by the University and funded by Te Tapuāe o Rehua.

A stocktake of Māori curricula content was begun during the year following discussions between the Assistant Vice-Chancellor (Academic) and the Assistant Vice-Chancellor (Māori). A first scan of all courses was completed with further data gathering being planned. Strategies for increasing, extending and enhancing the scope and coverage of Māori content in the curricula will be the subject of discussion by the new Kaiarahi Group in 2007.

An entirely new website was created during the year for Māori staff and students. This was a significant step forward in giving Māori higher profile within the University. Discussions to identify strategies for increasing the recruitment, retention and support of Māori staff that were originally planned for 2006 were unable to take place because of the demands of other priorities. While unavoidable, the delay was nevertheless regretted. The topic will be addressed in 2007 as part of the development of a Māori plan for the University.

During the year Liaison staff participated in Equal Educational Opportunities (EEEO) events where high numbers of Māori students were in attendance. Māori school visits also took place during the year. Information specifically for Māori students was published and distributed. This was done in conjunction with the Christchurch College of Education. The University's Māori Liaison Officer and CCE's Māori Outreach Coordinator jointly promoted CCE graduate programmes at the Whare with a view to 2007 recruitment. New students were photographed for the next student recruitment advertising campaign. Māori students featured prominently in this. Building on initiatives from previous years, ongoing advertising in Māori specific publications took place during 2006. Towards the end of the year provisions for the recruitment, retention and support of Māori students were consolidated through the creation of a new Cultural Support Team within the new Student Recruitment and Development Unit.

Key Performance Indicators	2004 Actual	2005 Actual	2006 Forecast	2006 Actual
Māori staff FTEs	27.9	31.2	40.7	29.2
Māori as a % of Academic FTEs	2.0%	1.8%	1.2%	1.1%
as a % of General FTEs	3.0%	2.3%	3.0%	2.9%
as a % of Technical FTEs	1.1%	1.2%	1.2%	1.3%
as a % of all FTEs	2.5%	2.2%	2.5%	2.1%
Leadership positions held by Māori staff <sup>10</sup>	3 4.2%	4 5.6%	4 5.3%	4 5.3%
Māori EFTStudents as a % of Total EFTS	477 3.8%	575 4.5%	555.8 4.4%	579 4.8%
First-time enrolment Māori EFTS as a % of First-time EFTS	153.1 5.9%	145.8 5.7%	147.4 5.7%	153.0 4.3%
Māori postgraduate research EFTS as a % of Māori EFTS	35.6 7.4%	36.7 6.0%	33.4 6%	21.1 3.7%
Retention rates for first-year Māori students <sup>11</sup>	69%	69%	69%	69%
Retention rates for all undergraduate Māori students	69%	66%	70%	66%
Completion rates for all undergraduate Māori students <sup>12</sup>	94%	94%	94%	93%

<sup>10</sup> In this context, positions of leadership are taken to include members of the Senior Management Team (12), staff members of Council (4), Heads of Schools and academic Departments (29), Heads of Service units and University Trading Enterprises (16), Academic Deans (7), Directors of Level-3 Research Centres (4) and chairs of major University committees (9) – 75 positions in all allowing for overlaps in the holders of some positions.

<sup>11</sup> See footnote 7 for the definition of “retention” being used here.

<sup>12</sup> See footnote 8 for the definition of “completion” being used here.



### Risks

1. *The relationship with Ngāi Tahu does not reach expected levels of partnership.*
2. *Initiatives to increase understanding of the relevance that the Treaty of Waitangi has to the University are not effective.*
3. *Targets set for the recruitment, retention and support of Māori staff and students are not met.*

### Funding and Budget Implications

1. *Support will be needed for the Assistant Vice-Chancellor (Māori) to help meet the needs of Māori staff and students.*

### Commentary

The appointment of Sir Tipene O'Regan as Assistant Vice-Chancellor (Māori) has assisted the University greatly in furthering this partnership relationship.

The Treaty Awareness seminar programme is under active development by the Assistant Vice-Chancellor (Māori) in conjunction with the new Kaiarahi Group. The full benefit of this cooperation will not be achieved until 2007. In the meantime, Treaty workshops were run during the year by the Library and the Department of Geography.

Targets set for Māori student recruitment were exceeded during the year. Targets have still to be developed and implemented for Māori staff. It is expected that both sets of targets will be formalised within a Māori plan, to be developed in 2007.

### Commentary

Support for the Assistant Vice-Chancellor (Māori) has been enhanced significantly with the establishment of a Kaiarahi Group. At this stage Kaiarahi have been appointed in three of the University's colleges – Science, Arts and the new College of Education.

# Key Strategic Area 6

## Staff

**Attract, retain and develop high quality, motivated and enthusiastic staff at all levels who contribute to achieving the University's mission, vision and strategic direction**

### Strategic Targets 2006

#### 6.1 Human Resources Plan

*Implement a Human Resources strategic plan which will ensure that key HR systems align with, and reinforce, the University's mission, vision, values and strategic direction.*

#### 6.2 Orientation Programmes

*Introduce orientation programmes for new staff which will pay appropriate attention to the development of research, teaching and administrative capability.*

#### 6.3 Professional Development and Review

*Implement professional development and review processes which will ensure that in core areas, staff efforts and organisational goals are aligned and that relevant professional and skill development opportunities are made available to all staff.*

#### 6.4 Leadership Development

*Implement high-quality professional development programmes that will have a particular focus on leadership development and succession planning for Heads of Departments.*

#### 6.5 Equity and Diversity

*Continue to implement staff initiatives from the University's Equity and Diversity Plan.*

### Achievements

Planning carried out early in the year resulted in HR priority attention and resources being focused on academic recruitment and selection procedures. These were reviewed and streamlined and a start made on developing an accessible, user-friendly toolkit. Strategic attention over the next few years will focus on further developing the HR toolkit and on educating directors, heads of departments and managers on its use.

Work has begun on developing a new Staff Orientation Programme with six integrated components. Component One (a new orientation website for staff) was completed in Quarter 1, 2006. Components Two (a pre-employment pack) and Three (a day-one induction checklist) were completed over Quarters 2 and 3 and were used with all new staff who joined the University from the Christchurch College of Education. Staff in Service Units and Colleges were briefed on their use in October. Development of the other components will take place in 2007. Planning for a "new staff" event is underway and this will be held mid- to late- 2007 in conjunction with the University Centre for Teaching and Learning's orientation for academic staff.

Generic Professional Development and Review guidelines and resources have been developed for use by all Colleges and Service Units. This material was made available early in the year on a separate Professional Development Review (PD&R) section of the HR Intranet site. Positive feedback has been received on the content and layout of the site. Further enhancements are planned. During the year the Professional Development and Review programme was successfully launched in Colleges, Service Units and University Trading Enterprises. In conjunction with this, a generic PD&R training workshop kit was developed for use by internal facilitators. Training has been completed in some of the colleges. Procedures have also been put in place within the Orientation Programme to introduce new staff to the University's Professional Development and Review process.

A two-part leadership development programme was developed in 2005 with the title "Leading and Managing in an Academic Environment". A pilot version of the programme was run with 16 participants over the second half of 2005 (part one) and with 14 participants in the first half of 2006 (part two). An evaluation of part one was presented to the Senior Management Team in May. The report was positively received and a recommendation to continue the programme was endorsed. Part two of the pilot programme concluded in June 2006. An overall evaluation carried out at the time indicated that the programme was valuable and should continue with some slight amendments. The second series of the programme got underway in October 2006 with 15 participants. In addition to this, HR worked with Sheffield Ltd. to develop a one and a half day customised skills workshop covering coaching skills. The material was piloted with Library managers and was found to be very effective. Two coaching skills workshops were held towards the end of the year with 40 staff in attendance.

The Equity and Diversity Advisory Committee (EDAC) met regularly throughout the year. The committee focused particular attention early in the year on equity issues relating to childcare facilities at the University. This resulted in measures being put in place to aid development of a mentoring system for women members of staff. Following discussions between the PVC Arts (Equity and Diversity portfolio), the Vice-Chancellor and the Director of Human Resources, it was decided to make HR staff time available in the second half of the year to drive equity matters within Colleges and Service Units. This extra resource made it possible to develop an *Equity Operational Plan* for 2006. A report on progress made with implementation of the plan was provided to the Senior Management Team before the end of the year. Operational detail from the plan will now carry over into 2007.

Key Performance Indicators	2004 Actual	2005 Actual	2006 Forecast	2006 Actual
Total Staff FTEs	1 588	1 637	1 629	1 653
% Academic Staff FTEs	38%	41%	39%	41%
% General Staff FTEs	51%	48%	50%	49%
% Technical Staff FTEs	11%	11%	11%	10%
Women Staff FTEs	730	761	749	767
Women as a % of Academic FTEs	29%	29%	30%	28%
as a % of General FTEs	64%	65%	63%	65%
as a % of Technical FTEs	15%	13%	15%	14%
as a % of all FTEs	49%	46%	46%	46%
Māori staff	See Key Strategic Area 5 – Māori and the University			
Pacific staff	See Key Strategic Area 4 – Community Engagement			
Proportion of continuing staff completing a Professional Development and Review discussion	–	–	80%	80%
Proportion of new staff completing Orientation	–	–	60%	40%

## Risks

**1. The University is not able to attract and retain top performing staff.**

**2. Increased competition between universities for high performing staff, and pressures on staff to reduce teaching as a way of enhancing research output for PBRF, have adverse impacts on staffing.**

**3. Out of date and irrelevant Human Resource policies, procedures and systems have a negative impact on the University's ability to attract, retain and develop high-quality staff at all levels.**

## Commentary

This risk did not eventuate to any appreciable degree. Staff recruitment and retention figures remained sound during the year, even through the more uncertain times of merger. Some areas of recruitment difficulty were addressed as a result of the review of academic recruitment and selection procedures.

This risk did not eventuate. There were no noticeable negative impacts from competition between universities for high performing staff. Salary issues were addressed through outcomes from the tripartite discussions between the government, universities and unions.

This risk was mitigated. HR policies, procedures and systems were reviewed and streamlined during the year following changes to staffing that took place in 2005. Further adjustments were made to HR staffing late in the year.

## **Funding and Budget Implications**

*1. The University will need to continuously review the investment needed to attract and retain staff.*

*2. Retaining and developing quality staff will depend on increases in income across the board (external research earnings, University income in general and an increase in income from non-government sources in particular).*

*3. Investment will be needed for the Professional Development and Review programme.*

*4. Management time and attention will need to be given to ensuring that everything necessary is done to integrate College of Education staff into the University, if the proposed merger is approved.*

## **Commentary**

Regular and ongoing management attention was paid to this, since it is now a responsibility of all University managers.

Retention of staff and the maintenance of staff quality were aided by staff training and by the introduction of a Professional Development and Review Programme. These were able to be done within existing income levels.

Provision for this was made in the budget for 2006. Implementation of the programme was achieved within budget.

Planning for the transfer of College of Education staff was completed during the year and relevant policies and principles were agreed and put in place. Appropriate consultation with employee representatives took place. The transfer of staff from the Christchurch College of Education to the University was well underway by the end of the year, and will continue following formalisation of the merger in January 2007.

# Key Strategic Area 7

## Students

**Attract and value students from a wide diversity of backgrounds who are dedicated to the pursuit of excellence**

### Strategic Targets 2006

#### 7.1 Student Plans

*Implement 2006 targets from University strategic plans relating to international, undergraduate and postgraduate students.*

### Achievements

During February 2006, strategic targets in the *International Student Plan* were updated. Key to the implementation of the plan was dialogue between the International Office, the International Student Support Unit and relevant College staff to ensure a consistency of vision, action and strategic direction in relation to marketing, product development and pastoral and academic support issues. At the time of the mid-year review of progress on the plan it was noted that the extremely effective system that had been set up in 2005 for picking up on students who were struggling academically had been less effective in 2006. This was mainly because the new Student Management System (UC SMS) had not yet been programmed to ensure that attending an interview was a condition of re-enrolment for failing students. Work has been done to remedy this and a better outcome is expected in 2007.

At the end of 2005, the content of the *Postgraduate Student Plan* was updated. Early in the new year the revised plan was endorsed by the Postgraduate Committee, at which time strategic priorities for 2006 were identified. In addressing these priorities, the Postgraduate Committee restructured postgraduate scholarships offered by the University, revised regulations for Doctoral and Masters theses (now out for consultation by Faculties) and carried out a survey of postgraduate resources provided by academic departments/schools. By the end of the year, all strategic priorities identified for 2006 had received attention.

Work on developing an Undergraduate plan for the University was deferred as a result of staff attention being diverted to merger and change proposal issues as well as other planning and reporting priorities. With the restructuring of Student Services into a new Student Recruitment and Development Unit from January 2007 and with the merger of the Christchurch College of Education with the University due to be finalised at the same time, attention will be given to this initiative in 2007.

#### 7.2 Scholarships Plan

*Implement the University Scholarships plan, monitoring, reviewing and revising it as necessary.*

Early in 2006 an action plan was drawn up confirming primary and secondary responsibilities for achieving the approved strategic targets in the *Scholarships Plan* for 2006. Significant progress was made during the year in the following areas: completion of a review of postgraduate scholarships and implementation of a revised suite of offerings with competitive values and greater strategic focus; Colleges adding to the suite of undergraduate scholarship offerings; putting arrangements in place for the marketing of first-year scholarships for 2007; and further centralisation of scholarships administration courtesy of the new Student Management System scholarships module. Uncertainty surrounding the proposed devolution of the scholarships budget to Colleges has still to be resolved. Plans for obtaining greater strategic advantage from scholarships will be progressed in 2007 and confirmation of future budgetary arrangements should help clarify the framework within which this might be achieved.

### **7.3 Adult Students**

*Investigate how to increase participation and retention rates for adult students and develop and implement strategies to accomplish this.*

During the year a Senior Liaison Officer was appointed with particular responsibilities for developing adult recruitment strategies. In conjunction with the Adult Entry Working Party, the Senior Liaison Officer began an investigation of strategies to attract adult students to the University and encourage greater participation by them in preparatory courses. A strong relationship was formed between the adult student support area and the new Senior Liaison Officer. This has brought concerns around recruitment and retention of adult students much closer together. A flexible learning paper was presented to the Senior Management Team to enhance adult recruitment options and showcase best practice. New procedures surrounding the entry of adult students were developed, in conjunction with the Contact Centre, to facilitate transition into study and to ensure that adult students get access to appropriate advice prior to entry. In the second half of the year, a research project was completed under the auspices of UC Opportunity which examined the history of adult student support at the University, evaluated different aspects of this support, considered varying needs of adult students and identified obstacles to be overcome in offering effective support for adult students. Key issues identified were pre-enrolment preparation issues, integration issues for adult students on campus, including the provision of sufficient adult student space, and the differing needs of part-time adult students, particularly those in employment. These issues will be addressed through appropriate action and initiatives in 2007. Staff concerned with adult recruitment and retention have been brought closer together through restructuring as they will both be located in the newly created Student Recruitment and Development Unit from 2007.

### **7.4 Evaluation of Student Experience**

*Carry out a comprehensive review of methods used to evaluate student experience (course and teaching surveys, exit surveys, surveys of satisfaction with support services) and revise these as necessary.*

A review of research relating to evaluation surveys was carried out by staff of the University Centre for Teaching and Learning. An initial report was completed in early April, but due to other priorities and changes in staffing within UCTL, progress with the project was hampered for a few months. The report was finally discussed by the Teaching and Learning Committee in the second half of the year. This confirmed the need for a holistic approach to be taken to exit surveys and also to link in with what the Tertiary Education Commission might require in due course as part of the new tertiary funding regime. The project will be progressed further in 2007 once details are known of the government's new tertiary funding regime.

### **7.5 Equity and Diversity**

*Implement student initiatives from the University's Equity and Diversity plan ensuring that these link strategically with other student-related plans (see 7.1 to 7.3 above).*

Following on from actions taken in 2005, plans were made to ensure that key student goals from the *Equity and Diversity Plan* were achieved in 2006. This was aided by discussions between members of the Equal Educational Opportunity (EEdO) committee and the Equity and Diversity Advisory Committee (EDAC). Out of this emerged an Equity operational plan that contained initiatives relating to both staff and students. Operational detail from the plan will now carry over into 2007.

Key Performance Indicators	2004 Actual	2005 Actual	2006 Forecast	2006 Actual
<b>All Equivalent Full-time Students (EFTS)</b>				
<b>All EFTS Returned to the Ministry of Education</b>	<b>12 731</b> 100% of Total EFTS	<b>12 654</b> 100% of Total EFTS	<b>12 633</b> 100% of Total EFTS	<b>12 090</b> 100% of Total EFTS
Domestic Fee Paying (including Australians) as a % of Total EFTS	10 347 81%	10 322 82%	10 485 83%	10 218 85%
Full Fee Paying (including Foreign) as a % of Total EFTS	2 384 19%	2 332 18%	2 148 17%	1 872 15%
Undergraduate as a % of Total EFTS	10 830 85%	10 799 85%	10 788 86%	10 459 87%
Postgraduate Taught as a % of Total EFTS	917 7.2%	868 6.9%	872 6.9%	863 7.1%
Postgraduate Research as a % of Total EFTS	984 7.7%	987 7.8%	973 7.8%	768 6.4%
Adult (>24years old) as a % of Total EFTS	2 723 21%	2 640 21%	2 779 22%	2 622 22%
<b>First Year of Enrolment at Canterbury EFTS</b>				
<b>First Year of enrolment at Canterbury EFTS Returned to the Ministry</b> <i>Excludes UC Opportunity</i>	<b>2 567</b> 100% of First-time EFTS	<b>2 569</b> 100% of First-time EFTS	<b>2 584</b> 100% of First-time EFTS	<b>3 595<sup>13</sup></b> 100% of First-time EFTS
Domestic Fee Paying (including Australians) as a % of First-time EFTS	1 980 77%	2 158 84%	2 275 88%	3 058 85%
Full Fee Paying (including Foreign) as a % of First-time EFTS	587 23%	411 16%	309 12%	537 15%
Undergraduate as a % of First-time EFTS	2 525 98%	2 532 98%	2 550 99%	3 330 93%
Postgraduate Taught as a % of First-time EFTS	37 1.4%	27 1.0%	28 1.1%	187 5.2%
Postgraduate Research as a % of First-time EFTS	6 0.2%	10 0.4%	7 0.3%	78 2.2%
Adult (>24years old) as a % of First-time EFTS	210 8.2%	189 9.0%	194 7.5%	675 18.8%
Low decile (1-4) schools as a % of First-time EFTS	173 6.7%	193 8.0%	182 7.2%	204 5.7%
<b>Undergraduate Retention Rates<sup>14</sup></b>				
Domestic Undergraduate	70%	74%	71%	71%
Full Fee Undergraduate	71%	74%	71%	75%
Adult students	58%	58%	59%	58%

<sup>13</sup>The increase in First Year at Canterbury EFTS between the 2006 forecast in Profile 2006-2008 and the actual result reported here for 2006 is a reflection in some part of the greater degree of precision that is now being achieved following the introduction of a new student management system (UCSMS) in 2005-2006. The greater precision reflects the outcome of a shift in data source – from self-report data provided on enrolment forms by students to data calculated directly from the system. Alongside this, however, there has been an actual increase in First Year at Canterbury numbers. If 2005 enrolments are recalculated using the same SMS basis as for 2006, then we find that between 2005 and 2006, domestic First Year at Canterbury EFTS increased by 4% (2,780 to 2,893) while the domestic First Year at Canterbury headcount increased by 13% (3,104 to 3,520).

<sup>14</sup>See footnote 7 for the definition of "retention" being used here.

## Risks

*1. External risks around tuition fee controls, the loans scheme and marketing failures prevent full enrolment growth.*

*2. The planned-for increase in first year domestic enrolments does not happen.*

*3. A failure to diversify sources of international students exposes the University to overdependence on a limited number of major source countries.*

*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. The University fails to engage sufficiently with, or attract, under-represented groups of students.*

*6. The proposed merger of Christchurch College of Education with the University has an adverse impact on the University's student recruitment efforts.*

## Funding and Budget Implications

*1. The investment in recruitment will need to be maintained with a particular focus on increasing the University's market share of first-year domestic and postgraduate students.*

*2. Investment will be needed to strengthen the University's presence in growth markets such as Auckland.*

*3. In the event that the proposed merger of the Christchurch College of Education with the University is approved, management time and attention will need to be given to working with the University of Canterbury Students' Association (UCSA) to ensure that everything necessary is done to integrate College of Education students into the University.*

## Commentary

Enrolments (headcount) across the University increased in 2006, but this was matched by a decrease in Equivalent Full-time Students (EFTS). It is felt that this reflected a number of factors including a move to strategic enrolment on the part of increasing numbers of students (delaying second semester enrolment until mid-year) and the cumulative impact of the transition in 2006 to a new degree structure. Despite this shift in overall enrolment patterns, enrolment and EFTS growth continued on the part of first-year domestic students. By the end of the year, EFTS income was in line with budget.

In first semester 2006 the domestic first-year at Canterbury headcount increased by 7.2% and the equivalent EFTS increased by 1.5%. This increase was maintained into second semester. Overall, 2006 saw significant increases in first-year domestic enrolments.

Diversification of international student markets has begun, but there is still an over-dependence on one single reducing market – China. In addition to this, the “pipeline effect” of the decrease in international EFTS is likely to be felt through until the end of 2007.

A review of University business processes relating to degree pathways was completed, thus mitigating this risk.

As at the end of March, Māori and Pacific student numbers were tracking to meet planned levels. This continued into second semester.

Any impact that the merger of the Christchurch College of Education with the University might have on student recruitment patterns was carefully monitored and managed throughout the year. Helpful in this regard was the fact that a single Marketing Unit was formed for both institutions. Joint marketing and liaison efforts were thus able to be initiated for the 2007 year.

## Commentary

The 2006 Budget included an appropriate and affordable investment in student recruitment. This was supplemented by investment in a new joint Marketing Unit between the University and the Christchurch College of Education.

The University's office in Auckland opened in March with appropriate levels of staffing. The office performed strongly.

Work on managing student integration was part of the merger and will be a key responsibility of the PVC of the University's new College of Education once the merger has been completed. The University of Canterbury Students' Association (UCSA) worked with the CCE Students' Association and with management to ensure a smooth transition for CCE students, and the provision of appropriate services across the enlarged campus.

# Key Strategic Area 8

## Governance, Leadership and Management

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

### Strategic Targets 2006

#### 8.1 Merger with Christchurch College of Education (CCE)

*Following Ministerial approval, complete the merger of Christchurch College of Education with the University and work towards an earlier integration of service functions to maximise advantage for the merged institution.*

#### 8.2 The University Council

*Implement induction, professional development and succession processes to ensure all Council members have a complete understanding of their role.*

#### 8.3 Leadership and Accountability

*Review University leadership and management structures to ensure that accountability regimes are effective, and that staff in key leadership and management roles have the required skills, experience and clear delegations to carry out their responsibilities.*

### Achievements

The business case for the merger was updated and the forecasts reviewed in January 2006. The document was then lodged with the Minister for Tertiary Education along with a specific request for transitional and one-off funding. A draft consultation document that had been provided to the Tertiary Advisory Monitoring Unit in late 2005 was also updated in January. Service Unit amalgamations continued alongside this. By the end of March, amalgamations had taken place in the areas of Facilities Management, Marketing and Liaison, International Programmes, and the Libraries. Academic planning for the merger was well underway by then too. Public consultation on the merger was completed satisfactorily on 9 June. The consultation revealed widespread support for the merger from local communities. Subsequent to this, a preliminary agreement was reached with government officials on the level of funding required for the merger. The University's Council expressed satisfaction with the detail and delegated authority to accept the merger conditions to the Council Executive. In anticipation of the merger, service unit amalgamations continued into the second half of the year and external reviews of ICT services and Student Support services were carried out addressing joint needs prior to merger and the formation of single units after the merger. Formal approval for the merger was finally given by the Government in August and agreement was reached over a satisfactory level of funding for the one-off costs of merger. The merger was approved by Cabinet and the Order in Council issued and gazetted on 10 August 2006. By the end of the year, the amalgamation of relevant Service Units had been completed. The merger is due to take effect from 1 January 2007.

The induction of three new Council members took place during the year. Council members attended governance and good practice seminars arranged by the Tertiary Advisory Monitoring Unit. Benefit was obtained by all those attending. The issue of succession was discussed as part of the Council evaluation exercise carried out late in the year. Early in the year the Council Protocol and Processes Manual was updated and work was begun on the task of completing documentation on Council processes for induction, performance evaluation and professional development. By the end of the year this had been completed and a summary of processes had been compiled for incorporation into the 2007 Council Protocol, Policies and Procedures manual.

Four separate reviews were identified in conjunction with this target – ICT Services, the impact of Project Catalyst on Service Units, Facilities Management and the International Office. Subsequently added to these was an external review of Student Services.

The purpose of the external review of ICT services was to rationalise the provision of ICT services between the University and the Christchurch College of Education in order to produce a single ICT unit for the merged institution. A formal Change Proposal was released at the end of July 2006 with consultation and the review of submissions being completed by the end of September. A new ICT structure was in place from early December 2006 and a new Director will be appointed early in 2007.

A review of the impact of the implementation of Project Catalyst on Service Units was planned in conjunction with a formal review of Student Administration. This followed on from the introduction of the Jade Student Management System and anticipated the merger of the Christchurch College of Education (CCE) with the University. As with the review of IT Services, the purpose of this review was to produce single structures for student administration and student support services between the two institutions. As a result of the combined reviews, the functions of CCE's Enrolment and Records unit were incorporated into UC Student Administration and UC Student Services was restructured into the new Student Recruitment and Development Unit.

An external review of Facilities Management was completed early in the year. The review findings were subsequently approved and implemented.

The proposed review of International Office services was deferred until completion of the merger of the Christchurch College of Education with the University. The review will now begin in February 2007.

#### **8.4 Service Support**

*Ensure that Service Units are reviewed in conjunction with the merger of the College of Education, and that the resourcing of these units continues to be adequate and appropriate to the level of service provided.*

Formal timelines for the amalgamation of Service Units between the Christchurch College of Education and the University were agreed once the merger business case had been lodged with government and the process of amalgamation began. Four formal amalgamations had been completed by the end of March – Facilities Management, Marketing and Liaison, International Programmes, and the Libraries. Attention then focused on external reviews of IT Services and Student Services, both of which were completed by year's end. Student Administration was reviewed in conjunction with the incorporation of functions from CCE's Enrolment and Records unit. The proposed review of International Office services was deferred until after the merger has been completed in January 2007. One other area where functions were amalgamated was Financial Services. Following completion of the merger on 1 January 2007, a formal review of the impact of the merger on all Service Units will be carried out.

#### **8.5 Business Processes and Reporting Regimes**

*Consolidate and enhance the University's business processes and reporting regimes, ensuring that the needs of all University units in relation to data and reporting continue to be met.*

Under the direction of the Chief Operating Officer (COO), Service Unit Directors and College Managers were involved in a planning day on 17 February 2006. Following on from this, Service Unit Directors were asked by the COO to review their operations, staffing and business processes. The results of this informed the development of Service Unit operational plans for 2007. Alongside this, a review was carried out of the University's planning and reporting cycles for the year. Aspects of these cycles were subsequently adjusted to fit in with the new financial forecasting regime. Discussions on reporting responsibilities were held late in the year involving staff from the Planning and Institutional Research Unit (PIRU), Student Administration (the Student Management System team) and Financial Services. A project to review and adjust EFTS reporting responsibilities and accountabilities from the beginning of 2007 was set up. The intention is that from the beginning of 2007 responsibility for reporting on EFTS "actuals" will shift from PIRU to Student Administration, while responsibility for the analysis and forecasting of EFTS will remain with PIRU. By the end of the year this was well underway.

#### **8.6 The Catalyst Project**

*Complete the implementation of the Catalyst project by May 2006, and carry out a post-implementation review by August 2006.*

The upgrade to Jade version 3.9 (student management system) took place on 21 December, 2005. This was the version that was used during the February 2006 enrolment. Full implementation of the Jade software was completed subsequent to this. Consequential changes to academic business processes accompanied the implementation. A new web-based Minor Course Change System went live in March to support a more streamlined and error-free process. The new process incorporated clear responsibilities and improved quality assurance for course changes. This was carried out in conjunction with a range of other process changes including a completely revised "Blue Book" (*Guidelines and Procedures for Course and Programme Approvals*); single deadline for course changes; annual review of the course catalogue by Deans and Heads of academic departments/schools; and the introduction of a "Home Faculty" concept for dealing with course and programme changes having multiple faculty ramifications. By mid-year the Student Management System (UCSMS) was fully operational and was being overseen by a designated team within Student Administration. By that stage all necessary business changes, including electronic examination timetabling and room allocation for courses, had been implemented. Phase 1 of the Catalyst post-implementation review was completed. This involved a review of outstanding issues and project documentation. Phase 2 of the review is not scheduled for completion until after the next major enrolment in March 2007.

#### **8.7 Risk Management**

*Implement provisions of the University's risk strategy in line with standard AS/NZS 4360:2004, and update the risk policy and register as necessary.*

In the early part of the year the Risk Management and Compliance Framework was disseminated to Service Unit Directors. The Risk Management Policy was also discussed with Service Unit Directors as part of risk interviews carried out in February and March. Arising from these interviews, an Operational Risk Register relating specifically to Service Units was created and updated to incorporate feedback from Service heads. Coverage of this will be extended to Colleges in 2007 when the opportunity will be taken to promulgate to key College staff the Risk Management and Compliance Framework, as well as the Risk Management Policy. The University's Strategic Risk Register was extensively reviewed and updated in the second half of the year to align with key strategic areas in the University's *Profile*. Risk assessment templates were used to develop mitigation strategies for risk statements in the *Profile*. In a similar vein, assessment templates for addressing key risks in Service Unit operational plans for 2007 were developed. These will be completed in the early part of 2007. Alongside work on risk management, an extensive exercise was conducted during the year with "compliance owners" within the University to identify methods for monitoring statutory compliance and alerting owners to relevant legislative changes. By the end of the year a decision had been made to purchase statutory compliance software to aid this process. Full implementation of the software will take place in 2007. The Audit and Risk Committee of Council received regular updates on all of these developments during the year.

<i>Key Performance Indicators</i>	<i>2004 Actual</i>	<i>2005 Actual</i>	<i>2006 Forecast</i>	<i>2006 Actual</i>
<i>Merger of Christchurch College of Education</i>	-	A merger business case is with the Minister of Education but a decision is still awaited. The alignment of selected services has continued.	Preparations for the merger completed by the end of the year.	Formal merger has been approved from the beginning of 2007.
<i>The Council</i>	Council identifies need to formalise induction, professional development and succession processes.	Council induction, professional development and succession issues have been addressed.	Formalised processes in place for induction, professional development and succession of Council members.	Formalised processes are in place for the induction of professional development and succession of council members.
<i>Leadership and Accountability</i>	The need for accountability and monitoring regimes for academic and service areas is identified.	Accountability and monitoring structures have been progressively developed and put in place.	Accountability regimes implemented and clear delegations for staff in key leadership and management roles developed.	Delegations for staff in key leadership and management roles implemented.
<i>Service Support</i>	Service departments will have established processes for reviewing their functions and priorities.	All planned reviews of Service units were carried out on schedule.	Processes for reviewing Service unit functions and priorities in place.	The implementation of Service Unit reviews has been completed.
<i>Business Processes and Reporting Regimes</i>	-	-	The University's business processes and reporting regimes are consolidated and enhanced.	The review of reporting regimes is well under way.
<i>The Catalyst Project</i>	Council approves contract, project team in place, training commenced.	Project Catalyst progressed successfully during the year meeting timeline targets and budget.	Initial implementation of Catalyst project completed by May 2006 and reviewed by August 2006.	Risk management practices (strategy, policy and register) are being integrated into the University's culture and processes.
<i>Risk Management</i>	-	-	Risk strategy, risk policy and risk register in place.	Risk management practices (strategy, policy and register) are being integrated into the University's culture and processes.

## Risks

*1. The merger of Christchurch College of Education with the University is delayed or abandoned.*

*2. Required government funding for the merger with the College of Education is not forthcoming.*

*3. Changes in structure and staffing do not generate the efficiencies required.*

*4. The leadership and management performance of Senior Management Team members does not provide the results required in all areas.*

*5. Succession planning for governance and management is delayed or ineffective.*

*6. Less than optimal implementation of the Catalyst project has a negative impact on enrolments and administrative processes.*

## Funding and Budget Implications

*1. Succession planning for senior levels will involve investment in professional development.*

*2. Additional costs may be incurred in meeting government changes to funding and monitoring regimes.*

*3. If the merger of the College of Education proceeds and full government funding is not available, then further investment may be required by the University.*

*4. If the merger of the College of Education proceeds, then time and attention will need to be given to redrafting the University's Charter.*

## Commentary

The risk did not eventuate. Once approval for the merger was finally received from the Government, pre-merger preparations were completed, and final arrangements for the merger progressed on schedule.

Subsequent to receiving approval for merger, agreement was reached with Government officials on the level of funding required for the merger. A contract with the Crown was developed and signed-off.

A number of reviews of Service Units were carried out during the year. Change proposals were promulgated and consulted upon and consequential changes to structure and staffing were made. The full impact on service and efficiencies will only become apparent once an overall review is carried out in 2007 following the merger.

Leadership and management performance of Senior Management Team members was monitored by the Vice-Chancellor on an ongoing basis.

Succession planning was under active consideration in many areas of the University throughout the year. This is a complex issue in some key areas, but progress on addressing it is being made.

The Catalyst Project was successfully implemented. The new Jade-based Student Management System (UCSMS) is now in full operation, with issues being addressed on a continuing basis as they emerge. All enrolments for 2007 (including the new UC College of Education) will be processed through that system. All necessary Christchurch College of Education data have now been migrated into UCSMS.

## Commentary

Professional Development for staff is a required role of Service Unit Directors and Pro-Vice-Chancellors (on behalf of Colleges). Budgets to cover necessary expenditure were established within all major budget areas.

The need to monitor and manage increasing compliance costs is something that is a matter of constant concern for all tertiary institutions. The issue was given regular attention by management during the year. Of particular significance, heading into 2007, are compliance ramifications from the government's new tertiary funding regime.

Agreement on merger funding was reached with Government officials. The University's Council was satisfied with this and subsequently delegated to the Council Executive the authority to accept the merger conditions. A contract with the Crown was drafted and agreed. The first tranche of merger funding was received before the end of the year.

Preliminary discussions with the Tertiary Education Commission indicated that redrafting of the University's Charter subsequent to the merger would take place during the first half of 2007 (rather than in the second half of 2006 as had originally been anticipated). Subsequent updates from government, however, now indicate that under the new tertiary funding regime tertiary organisations will no longer be required to submit charters.