

Statement of Service Performance



Key Strategic Area 1

Research and Creative work

Strategic Target 1.1: Research Capability

Enhance research capability and productivity through investment in current and future researchers⁶

Planned activities to achieve this target included working with Colleges to achieve strategic priorities in the University's Research Plan, especially the new College of Education; ensuring that the University's professional development and review systems included a strong emphasis on research; and developing and implementing a plan to review and upgrade marketing, scholarship and other support for postgraduate research students.

During the year the Deputy Vice-Chancellor worked directly with College Pro-Vice-Chancellors (PVCs) to identify strategic priorities under the University's Research Plan, especially those relating to enhancing research capability and productivity. Colleges responded to this in a variety of ways. The College of Engineering developed and confirmed a draft research plan. The College of Science created a research advisory group (RAG) to advise the PVC on a strategy for enhancing research, encouraging cross departmental collaboration, and developing fundable teams. The College of Arts research committee distributed contestable research funds in accordance with the University's research priorities and a full report on all research endeavours across the College was developed to aid the identification of priorities. The College of Business and Economics research committee developed policy to enhance research quality and allocate contestable research grants and conference support. The School of Law addressed research priorities in an ongoing fashion through its research committee. Internal research funding within the School was included in its budget and consideration was given to an internal report on the Performance-Based Research Fund (PBRF) performance of School staff.

Early in the year a research committee was formally established within the new College of Education and one of its members was co-opted to the University's Research Committee. College policies were developed covering the allocation of internal research funding and professional development of academic staff, including qualification upgrades. Twenty-two staff used merger funding to this end in the course of the year. A strategic plan for the College was developed which included a focus on research priorities. Research initiatives within the College were identified and the Research and Consultancy Office (formerly the Research Office) gave priority to providing research support for the College and its staff. With the appointment of a new Pro-Vice-Chancellor in September, the College's strategic plan was progressively reviewed and implemented. The promotion and enhancement of research capacity was a significant focus of a College of Education planning day held in early November.

In November, an inaugural two-day Career Planning for the Early Researcher workshop was held for academics with less than five years experience as a researcher. Twenty-two staff attended. It is intended that the programme will be run again in 2008 in conjunction with a pilot mentoring programme for academics. The Deputy Vice-Chancellor also worked with the Director of Human Resources and PVCs during the year to ensure that professional development and review (PD&R) systems within Colleges included a strong emphasis on research.

Attention was given during the year to reviewing and upgrading scholarship and other support for postgraduate students. This resulted in an increase in the number and value of postgraduate scholarships for 2008. The Deputy Vice-Chancellor also initiated discussions on the marketing of postgraduate research opportunities across the University. This involved a review of departmental and college-based processes to ensure that postgraduate enquiries were responded to promptly. This will continue to receive priority attention in 2008.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast ⁷	2007 Actual
Research scholarships funded by the University	207 \$3.4m	212 \$3.5m	190 \$3.7m	195 \$3.8m
Value of internal research grants, including equipment grants	148 grants \$2,378k	101 grants \$1,223k	105 grants \$1,248k	201 grants \$1,789k
Number of postdoctoral fellowships	66	43	≥ 67	40
Implementation of strategies to enhance research capability of UC College of Education staff	-	-	Targets and strategies set	Plan in place and being implemented

⁶ The strategic targets in this section mirror key aspects of the University's Research Plan.

⁷ It should be noted that with the exception of the Financial Viability section, 2007 Forecasts reflected the 'merged' institution that was in place from January 2007. For reasons related to the merging of the financial systems of the University and the Christchurch College of Education, it proved to be too difficult to do the same for financial measures and ratios by the submission deadline for UC Profile 2007-2009, the document against which this Statement of Service Performance report has been prepared.

Strategic Target 1.2: Research Activity

Increase research activity throughout the University

Planned activities to achieve this target included building stronger relationships with funding agencies and the private sector; systematically reviewing the strategic relevance, performance and viability of the University's existing research centres and examining possibilities for new centres; and ensuring academic staff contracts state minimum requirements in terms of research and developing policies that will protect the time that academics have for research.

In conjunction with the Research and Consultancy Office, the Deputy Vice-Chancellor worked on building stronger relationships with funding agencies and the private sector throughout the year. The main focus of attention was on enhancing the University's relationship with the Foundation for Research, Science and Technology (FRST) as a means of improving the University's research profile in Wellington. Good progress was made in anticipation of the 2007/2008 FRST bidding round. In August, University projects investigating wood quality and the development of wood polymer composites, augmented reality and spinal fusion materials were awarded more than \$7 million in new FRST funding. University researchers were also awarded \$4.1 million in the 2007 Marsden Fund round. Funded projects were in biological sciences, gender studies, geological sciences, computer science and software engineering, physics and astronomy, history, speech and language therapy, civil engineering and chemistry.

The research community, assisted by staff from Research and Consultancy, achieved considerable success in external research funding rounds, lifting the totals funds awarded to over \$35 million.

During the year leading venture capital company Endeavour Capital committed up to \$10 million for investment in the commercialisation of intellectual property developed at the University. This was achieved through an arrangement with the University's commercial arm, Canterprise. The investment fund will be known as the University of Canterbury Dedicated Fund (UCDF).

Reviews of all research centres were carried out by Colleges in the first few months of the year and the resulting reports were considered by the Research Committee in June. Directors of research centres were provided with individual feedback and College PVCs took the opportunity to review the strategic priorities around research centres. A report was discussed by the Senior Management Team late in the year. Outcomes from the discussion are expected to be progressed in 2008 including further discussion of the structure and function of University-wide research centres. New research centres established during 2007 included the Geospatial Research Centre, the Biomolecular Interaction Centre and the New Zealand Centre for Human-Animal Studies.

The Professional Development and Review (PD&R) process for academics has been designed to reinforce academic promotions criteria. This is seen as a key strategy for further lifting research activity and standards as the University prepares for the 2012 Performance-Based Research Fund (PBRF) assessment round.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
External research income (excluding PBRF)	\$14.5m	\$17.7m	\$18.0m	\$20.3m
External research grants awarded (total contract value)	\$12.7m	\$14.4m	\$17.0m	\$35.5m
External research grants – ratio of success to applications	1 : 5	1 : 4	1 : 4	1 : 4
Number of Research Centres	16	18	22	19
Postgraduate research students				
Enrolments (headcount)	1,072	1,196	1,097	1,386
EFTStudents	987	768	871	834
Percentage of total EFTS	7.8%	6.4%	6.0%	5.7%

Strategic Target 1.3: Research Quality

Enhance the quality and impact of University research outputs

Planned activities to achieve this target included completing the University's research profile database with its associated web interface; improving the public profile of University research activities; and reviewing thesis completions trends within the University over recent years with a view to encouraging higher levels of completion.

Results from the 2006 PBRF Quality Evaluation exercise were released in April. These confirmed a strong performance on the part of the University. The University achieved an average quality score of 4.10 (up from 3.83 in 2003) placing the University a close third among New Zealand universities for research quality. The number of the University's A-grade researchers increased by more than 25 per cent and the University was ranked first or second in six subject areas. The University also had the highest proportion of new and emerging researchers awarded funded quality categories of any university in the country.

Development of the University's research profile database and associated web-based interface took place progressively during the year. These were trialed late in the year and will be formally launched early in 2008. Attention was also given to developing strategies to improve the public dissemination of the University's research activities. Regular news items and updates on University research activity were included in the fortnightly *Chronicle*, on the staff intranet and on the University's website. Research profiles also featured in the University's quarterly alumni magazine (*Canterbury*). The University's research publication (*UC Research Report*) was published in a revamped format in October 2007.

Joint recipients of the University's Research Medal for 2007 were Professors Murray Munro and John Blunt of the Chemistry Department. The research medal is awarded annually for excellence in research.

Researchers in the College of Business and Economics were profiled at a function held in November to celebrate the College's research activities. Faculty members joined with staff from across the University as well as the external business community to showcase the College's research programme and achievements. In the College of Engineering two new Research Awards and two new Young Researcher Awards were confirmed and awarded, acknowledging and celebrating the high quality of the research undertaken by the four recipients.

The matter of reviewing thesis completions received attention during the year from the Chair of the Postgraduate Committee and the Dean of Postgraduate Studies in conjunction with the Postgraduate Committee. Full and regular reports on postgraduate enrolments and the relative status of postgraduate students are now being made available to the Senior Management Team and academic departments. The Senior Management Team (SMT) will continue to monitor postgraduate student enrolments and completions on a regular basis aided by the incoming Dean of Postgraduate Studies who will take responsibility for monitoring trends and advising SMT accordingly. With this reporting regime in place, work began during the year on reviewing thesis completion trends over recent years and developing strategies to encourage higher levels of thesis completions in future years. This work will continue into 2008.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
PBRF income	\$4.7m	\$13.6m	\$24.0m	\$22.0m
Proportionate share of PBRF funding pool	12.08%	11.0%	12.08%	10.24%
Quality assured research publications	2,152	2,366	2,300	Not available ⁸
Doctoral thesis completions ⁹	116	83	120	99
Masters thesis completions	187	166	205	207

⁸ The University's Research and Consultancy Office does not collate research publication figures until the middle of the following year. This is done in conjunction with producing the University's annual research report. The number of 2007 publications will therefore not be available until mid-2008.

⁹ In this context, 'completion' means that all academic requirements have been completed in the year concerned, even though the candidate may not yet have graduated.

Key Strategic Area 2

Teaching and Learning

Strategic Target 2.1: Quality Teaching and Learning

Value, encourage, reward and celebrate excellence in teaching and learning

Planned activities to achieve this target included carrying out a review of how excellence in teaching and learning is currently valued, encouraged, rewarded and celebrated across the University; identifying barriers to achieving excellence in teaching and learning; developing strategies to counter these; and finalising the University's Academic Quality Assurance Plan.

Under the direction of the Assistant Vice-Chancellor (Academic) a scoping exercise was carried out early in the year to identify what was being done within the University to value, encourage, reward and celebrate excellence in teaching and learning. This was done as part of the implementation of the University's Learning and Teaching Plan. Pro-Vice-Chancellors are to initiate further action in 2008, particularly in relation to identifying and removing barriers to achieving excellence in teaching and learning within their respective colleges.

At the December graduation ceremonies teaching excellence within the University was recognised with the presentation of the annual University Teaching Awards to seven staff. As well as acknowledging exceptional teaching, the awards also recognised the role that the recipients play within the University as valued academic leaders, innovators and mentors.

Following the appointment early in the year of an Academic Quality Assurance Advisor, work continued on developing and implementing the University's Academic Quality Assurance Plan. By year's end a schedule of policies, regulations and practices relating to academic quality assurance had been completed and sent to Deans, Academic Managers and Pro-Vice-Chancellors for comment. On completion of the consultation process, the resulting schedule will form the basis of an Academic Quality Assurance plan for the University. It is expected that the Plan will be completed during the first half of 2008.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
UC Teaching Awards	6	9	10	7
Academic prizes awarded	200	213	230	223
NZVCC and Bright Futures Doctoral Scholarships won	37	29	35	37
Percentage of students surveyed who thought their course was of "good quality"	72%	72%	73%	72%
Implementation of Academic Quality Assurance Plan	-	Preliminary development	Implemented	Plan still under development

Strategic Target 2.2: Teaching and Learning Capability

Support and further enhance key aspects of teaching and learning capabilities

Planned activities to achieve this target included implementing University and College Teaching and Learning plans; embarking on an annual review of infrastructural support for teaching and learning; developing and implementing strategies to support and enhance teaching and learning capability; and developing and implementing a Student Exit survey.

The University Learning and Teaching plan was approved in 2006 and implementation began in 2007. A mid-year progress report was received by the Academic Board at its August meeting. Alongside this, college teaching and learning committees met regularly during the year and continued to give strategic emphasis to enhancing teaching and learning capability. The College of Business and Economics' Teaching and Learning Committee has been formally charged with responsibility for leading the College's curriculum development and enhancing teaching and learning in line with the College's strategic plan. The College of Engineering's Academic Committee has the enhancement of teaching and learning capability in its terms of reference. The College of Arts' Learning and Teaching Committee ensured that its strategic emphases were aligned with the Arts Future Project. The College of Science's Teaching and Learning Committee developed a teaching and learning plan in line with university strategy. Among other things, the College of Education's Teaching and Learning Committee considered proposals relating to upgrading teaching infrastructure and equipment in its lecture theatres and in a significant number of its smaller teaching spaces. By the end of the year the School of Law's Teaching and Learning Committee had a Teaching and Learning Plan at an advanced draft stage.

Reviewing infrastructural support for teaching and learning was the subject of a number of discussions during the year between key members of the Teaching and Learning Committee, Facilities Management and the Facilities Advisory Committee. Consultation with external visitors, expert in learning space provision, also took place. A key concern was to develop a coordinated and integrated approach to the improvement and enhancement of teaching and learning facilities. In this regard discussions focused on the development of strategies to ensure effective consultation on planned enhancements to teaching facilities. These discussions will continue into 2008 and will form the basis of an annual review of infrastructural support for teaching and learning.

The 2007 operational plan of the University Centre for Teaching and Learning (UCTL) contained provisions for developing and implementing strategies to increasingly support and enhance teaching and learning capability across the campus. Various initiatives were put in place to address this such as working with departmental staff to help them redesign first year courses to better prepare students for second year study; researching the use of specific technologies to support student learning, in particular the recording of lectures; providing a wider range of staff development sessions from short 15-minute breakfast sessions to three-hour workshops; and working with individual academics to undertake and publish pedagogic research.

During 2007 Student Administration piloted an exit survey for students who withdrew completely from study. A report on the pilot exercise was presented to a meeting of interested staff in November. As compared with the total student population, the main characteristics of the students who responded (28% of 328 students surveyed) were that they tended to be first-year domestic students who were older (i.e., over 25), had been in paid employment prior to enrolment and who were studying part-time when they withdrew.¹⁰ Of interest is the fact that the Grade Point Average of these students was equal to if not slightly better than the University population as a whole, indicating that it is not only failing students who withdraw and that some of these students may well return to study at a later date. In parallel with the Student Administration pilot exercise, the University Centre for Teaching and Learning (UCTL) researched exit surveys as part of its routine activity and was involved in the trial of an Australasian Survey of Student Engagement (AUSSE).

The Teaching and Learning Committee established a working group to look at student evaluations of course and teaching quality. A report was presented to the Academic Board in October. Recommendations are to be discussed by faculties early in 2008.

¹⁰ This was in line with the findings of a UCTL December 2006 "One in Five" study which looked at the cohort of first-year students who "exited" in 2005.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Teaching Development Grants, number and value	7 \$63,983	17 \$70,025	17 \$75,000	14 \$103,184
Number of staff enrolled in tertiary teaching qualifications	16	16	18	17
Number of new staff enrolled in teaching induction courses	20	21	25	25
Development of a Student Exit Survey programme	-	Initial planning carried out	Exit Survey developed	Exit Survey developed
Annual review of teaching and learning infrastructure	-	Initial planning carried out	Review carried out	Review strategy under development

Strategic Target 2.3: Relevant Teaching and Learning

Ensure that curricula, teaching and modes of assessment are relevant to learners' needs and reflect accepted academic and professional standards

Planned activities to achieve this target included establishing appropriate benchmark measures; carrying out academic programme reviews; developing flexible modes of delivery; and undertaking an analysis of assessment methods used in courses throughout the campus.

Under the direction of the Assistant Vice-Chancellor (Academic), a benchmarking working group was set up to identify a range of teaching and learning benchmark measures to be applied across the University. An initial report from the Working Group was presented to the November meeting of Academic Board. Methodologies have been piloted and a review of the use of benchmarking criteria in programme evaluations is in progress.

Following confirmation of the programme review schedule for 2007, the necessary planning for reviews took place. During the year an academic and accreditation review was completed for Engineering with review documentation being submitted to the Institution of Professional Engineers New Zealand (IPENZ); an academic review was completed for Music; and an accreditation review was completed for the Master of Business Administration (MBA). By the end of the year reviews had also been completed of the Bachelor of Sport Coaching, a range of Education qualifications, the Graduate Certificate in Antarctic Studies and the Bachelor of Science. Consultation on the Bachelor of Arts review report also occurred as did consultation on the core of the Bachelor of Commerce programme.

Discussions took place early in the year around the development of three flexible delivery pilot projects, one in Computer Science, one in the National Centre for Research in Europe (NCRE) and a third based around courses in the College of Arts. Work on these projects continued through the year and these projects helped identify a number of challenges that need to be addressed in this area. Alongside this, talks took place between UCTL staff and staff of the College of Education to confirm the allocation of support for the College's student intranet (StudentNet) while a major review of learning management systems was carried out. This continues to be in progress with initial recommendations expected early in 2008.

The College of Education continued to offer flexible learning options for many of its students. During 2007 more than 1,850 students were enrolled in Flexible Learning Option (FLO) courses within teacher education qualifications in early childhood, primary and secondary teaching as well as a range of postgraduate educational qualifications. The students were based throughout New Zealand with clusters around regional campuses in Rotorua, Tauranga, New Plymouth and Nelson.

During the year five academic staff explored options to use Teaching Development Grants for flexible delivery developments. A working group on video recording of lectures was set up within the University Centre for Teaching and Learning (UCTL). The working group reported to the Teaching and Learning Committee in September and continued work on the topic was endorsed with the suggestion that a pilot study be run in one faculty. Aspects of the implementation are being explored to ensure the pilot will be effective.

Systematic work has been done, particularly with the Chemistry Department and the National Centre for Research in Europe (NCRE), on issues of assessment. For example the NCRE has devised a uniform set of assessment criteria for all their courses in consultation with UCTL staff, NCRE staff and students. Staff in the Chemistry Department are considering ways of widening their range of assessments in the context of curriculum review. These discussions were additional to guidance on a wide range of assessment issues that is regularly provided by UCTL staff through individual consultations.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Number of programme reviews carried out ¹¹	1	1	28	14 ¹²
Proposals to the Committee on University Academic Programmes (CUAP)	21	10	10	10
Percentage of courses that are web-enabled	-	37% ¹³	75%	49%
Development of a KPI relating to professional accreditation and review processes	-	Initial planning carried out	Carry out development	KPI under development
Development of a KPI relating to the external moderation of courses	-	Initial planning carried out	Carry out development	KPI under development
Development of a KPI relating to assessment practices	-	Initial planning carried out	Carry out development	Methodological issues being assessed

¹¹ The high number of reviews forecast for 2007 and carried out reflected the reviews of educational qualifications that were scheduled to be carried out following the merger.

¹² As at the end of 2007 a number of programme reviews were still in process and were not due to be completed until early 2008. Many of these were in the Faculty of Education and reflected reviews to be carried out subsequent to the merger of the Christchurch College of Education with the University.

¹³ Refinements to methodology led to a revision of the 2005 and 2006 actuals that appeared in Profile 2007-2009. Unfortunately the 2007 forecast predated the methodological revision and so was set unrealistically high.

Strategic Target 2.4: Access, Retention and Academic Success

Encourage the adoption of modes of teaching and academic support which will enhance access by appropriately qualified students and improve their rates of retention and success

Planned activities to achieve this target included identifying and removing barriers to student access; and increasing student retention and achievement.

Barriers to access were identified in a paper on flexible learning presented to the Senior Management Team late in 2006. Issues identified for attention in the paper included adult entry and the need for appropriate preparatory standards in order to ensure subsequent student success. These matters were taken into account by relevant service units, specifically the Student Recruitment and Development Unit (SRDU), the University Centre for Teaching and Learning (UCTL) and Student Administration. A full-time Adult Student Advisor was appointed to SRDU in August and late in 2007 the Learning Skills Centre was transferred from UC Opportunity to UCTL. In mid-year a Retention Coordinator was appointed within Student Administration. An early task was to begin collecting data relating to student withdrawals. A report on retention issues was subsequently presented to a meeting of interested staff in November. A pilot exit survey for students was successfully trialled and is now available online.

The Assistant Vice-Chancellor (Academic) met with secondary school principals on several occasions during the year to discuss issues related to transition to university and identification of potential curriculum pathways. At the same time, a project involving staff from the School of Biological Sciences allowed the University Centre for Teaching and Learning (UCTL) to explore ways of addressing retention issues from a curriculum perspective.

As a matter of course, good practice in relation to modes of teaching and academic support which will enhance access and retention is promoted by UCTL staff when offering advice on course and curriculum design, assessment and teaching practice. This is especially the case where the efficacy of such modes of teaching and support has been confirmed by research.

A University Centre for Teaching and Learning research project examined the usefulness of NCEA results as a predictor of first year academic success. The results of this work have been presented to high school principals. This will become part of the routine work of UCTL. UCTL staff also undertook an analysis of the University's Certificate in University Preparation (CUP) programme to identify the success rate of students who moved on to further university study.

In the latter part of the year staff from the Student Recruitment and Development Unit (SRDU) worked on developing a retention strategy in consultation with key stakeholders internal to the University. Regular meetings between the Directors of SRDU and the University Centre for Teaching and Learning (UCTL) ensured a fruitful and positive exchange of ideas between the two Units. These meetings were facilitated by the Assistant Vice Chancellor (Academic). Staff from Student Administration and the Academic Quality Assurance Unit were also involved, thus ensuring that a coordinated approach to the issue is taken across the campus.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Number of academic progress advice letters sent to students	596	637	680	707
Preparatory programme EFTS	337	375	375	385
Student GPA in year following completion of preparatory programme	3.9	4.6	3.9	Not available until Q1 2008 ¹⁴

¹⁴ Data will not be available for reporting until Quarter One 2008.

Key Strategic Area 3

Students

Strategic Target 3.1: Domestic Students

Increase the University's proportionate share of high quality domestic students

Planned activities to achieve this target included monitoring the University's 2007 levels of recruitment of "high quality domestic students;" monitoring the University's market share of domestic students; monitoring the University's 2007 pattern of regional recruitment of first year domestic students; and developing 2008 targets for the recruitment of first year domestic undergraduate and postgraduate students.

Following the review and restructure of Student Services in late 2006 a new Student Recruitment and Development Unit (SRDU) was set up and a number of initiatives relating to this strategic target were embarked on by the unit as an early priority. First-year domestic enrolment information was analysed and plans for identifying and increasing the University's share of "high quality domestic students" were developed. Alongside this, a target-setting exercise took place within SRDU to assist in fine tuning domestic recruitment strategies for 2008. A key part of this involved analysing halls of residence application numbers and the schools-of-origin of first-year halls of residence students. Targets for the 2008 recruitment of first-year domestic undergraduate and postgraduate students were also revised in light of the April announcement of Performance-Based Research Fund (PBRF) partial quality rankings. In this regard, strategies for postgraduate student recruitment received particular attention.

Staff from the colleges accompanied SRDU Liaison staff to key events around the country, targeting areas where interest was high in subject areas particular to each College. Regional Information Evenings were held in Invercargill, Palmerston North, Napier, Wellington and Nelson as a pilot exercise. Staff from the University's Auckland Office also held events for Careers Advisers in the North Island for the first time with a good response from schools.

In July a record number of students attended the University's Information Days programme with visitors coming from as far afield as Sydney and Indonesia. Over the two days more than 4,550 people attended lecture presentations hosted by 50 departments and service units. This represented an increase in attendees of around 39 per cent from 2006 and a 30 per cent increase on the previous record of 2004. The two-day programme included introductory lectures, campus tours and tours of the libraries, Recreation Centre and halls of residence.

Application dates for the University's Emerging Leaders Scholarships were brought forward with an eye to securing early commitments from high-quality achievers. In response to the University's 2006 PBRF partial round ranking a new marketing campaign was developed around quotes from students. This campaign was linked closely to qualifications on offer at the University. Brand development work that focused on personalising advertising and expanding understanding of the University's qualification offerings was undertaken in conjunction with colleges. This was intended to aid the recruitment of "high quality domestic students."

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Domestic students				
Enrolments (headcount)	11,291	11,865	17,658	16,053
EFTStudents	10,322	10,218	12,930	13,005
Percentage of total EFTS	82%	85%	89%	89%
First-year domestic students				
Enrolments (headcount)	2,937	3,520	4,242	4,207
EFTStudents	2,158	2,893	4,071	3,386
Percentage of first-year EFTS	84%	86%	94%	87%
Percentage of first-year domestic students with weighted level 3 NCEA credits greater than 200	27%	27%	28%	26%
Percentage of first-year domestic students from outside the Canterbury region	53%	51%	53%	50%

Strategic Target 3.2: International Students

Achieve a balanced international student profile across an appropriate range of disciplines, countries of origin and levels of study

Planned activities to achieve this target included developing 2008 targets for the recruitment of first year international undergraduate and postgraduate students; monitoring the 2007 pattern of first year international student recruitment; and developing and implementing an action plan to ensure that key student recruitment priorities in the University's International Plan were actioned during 2007.

As planned, the 2007 pattern of first-year international student recruitment (disciplines, countries of origin and levels of study) was analysed in the light of trends over the past three years. This set a context for firming up targets for first-year international recruitment for 2008. Preliminary results from this analysis were incorporated into the 2007 International Marketing and Recruitment Plan which, in turn, reflected key recruitment priorities from the University's International Plan.

The University's international student profile is now more balanced than it has been for several years, despite the overall drop in international student numbers and EFTS. As with all New Zealand universities, Canterbury's cohort of international students has been dominated by China for the past few years, with attendant risks. However, the large group of Chinese students who enrolled at Canterbury between 2003 and 2005 are now graduating or have graduated and, to that extent, the profile of the University's Chinese students has normalised somewhat. Rather than being a dominant source, as it has been in the past, China now ranks with the United States, Germany and Malaysia as source countries for new international students. Saudi Arabia is also now poised to become a significant source country.¹⁵ While growth from these other markets has not matched the Chinese decline, it has nevertheless mitigated the negative impact of that decline.¹⁶

The trends outlined above have also altered the spread of international students across the campus. Historically the large majority of Chinese undergraduate students chose to take a Commerce degree. The decline in overall numbers of students from China has therefore reduced the proportion of international students in the College of Business and Economics. The Colleges of Arts and Science have traditionally received fewer international students than other colleges; vigorous development work is under way to open up a flow of undergraduate full-degree students from the United Kingdom and the USA, where traditional Arts and Science degrees are in strong demand. Study Abroad (single semester) students from the United States continue to grow in numbers and new business opportunities have been identified to further develop this market.

Key documents for guiding the recruitment of international students are the University's International Plan, the International Student Recruitment Management Policy and the International Student Plan. The International Office also produces an annual International Marketing and Recruitment Plan which outlines activities and initiatives relative to each market and region.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Full fee paying foreign students				
Enrolments (headcount)	2,264	2,043	1,840	1,913
EFTStudents	2,332	1,872	1,561	1,641
Percentage of total EFTS	18%	15%	11%	11%
First-year full fee paying foreign students				
Enrolments (headcount)	911	623	817	706
EFTStudents	411	452	269	496
Percentage of first-year EFTS	16%	14%	6%	13%
Percentage of International EFTS from China	53%	48%	42%	34%
Percentage of International EFTS from other top five countries	23%	29%	29%	36%
Percentage of International EFTS from rest of world	24%	23%	29%	30%

¹⁵ In 2007 there were approximately 50 students from Saudi Arabia in the University's preparatory English Language and Foundation programmes. Looking to the future, strong growth is predicted.

¹⁶ Compared with 2005, the number of Chinese students at Canterbury declined by 40% in 2007, whereas overall international numbers declined by just 15% over the same period.

Strategic Target 3.3: Retention and Support

Increase student retention and achievement by providing appropriate and effective academic, social and cultural support

Planned activities to achieve this target included developing and meeting targets for student retention and achievement in 2007; monitoring the 2007 levels of student retention and achievement; ensuring that the implementation plan for the new Student Recruitment and Development Unit is carried out successfully; and reviewing academic skill support provision within the University and determining a long-term strategy for it.

During the year the new Student Recruitment and Development Unit (SRDU) took shape as vacancies were filled, roles were clarified and strategies were developed. By August the new leadership team was in place and key student support positions had been filled.

Retention and achievement targets for Māori and Pacific students were set early in the year. This process was later extended to other groups of under-represented students. Retention strategy meetings became a core part of the activities of SRDU from third quarter onwards. To this end, key links were established with the University Centre for Teaching and Learning (UCTL), the Academic Quality Assurance Unit and the newly appointed Retention Coordinator within Student Administration. Developing such links ensured that a University-wide approach was taken to student retention. Reporting and data requirements were focused on as key components of the planning process in order to ensure that the range and quality of support services to students in 2008 is improved.

In July, SRDU employed an additional student advisor in a fixed-term capacity to provide support and advice to international students, particularly students from Saudi Arabia enrolled in the University's English Language programme.

Progress was made during the year on reviewing academic skill support needs within the University. A mid-year report was presented to the UC Opportunity Board of Studies which included consideration of the future location and reporting lines of the Learning Skills Centre. Out of this came a recommendation that the Centre become part of UCTL. The transfer took place late in 2007.

Retention and recruitment plans for 2008 are currently under development by SRDU staff following consultation with colleges. Included in this is a project to examine the data and reporting information SRDU requires to effectively track participation, retention and success rates.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Undergraduate scholarships, number and value	54 \$172,000	96 \$270,374	135 \$300,000	110 \$295,700
Undergraduate retention rates ¹⁷	72%	72%	72%	73%
Undergraduate completion rates	94%	92%	94%	92%
Undergraduate pass rates	78%	78%	78%	78%
Number of students enrolled in study skill courses	1,799	1,484	1,800	2,157

¹⁷ In this document, 'retention' and 'completion' are defined in accordance with definitions used by the Tertiary Education Commission: <http://www.tec.govt.nz/templates/StandardSummary.aspx?id=451>

Strategic Target 3.4: Adult Students (>24 years old)

Increase participation, retention and success rates for adult students

Planned activities to achieve this target included developing 2008 targets and plans for increasing the participation, retention and success rates of adult students; monitoring the 2007 patterns of adult student participation, retention and success; and investigating appropriate academic models for increasing and enhancing participation, retention and support rates for adult students.

Delays early in the year in appointing an Adult Student Advisor within the Student Recruitment and Development Unit (SRDU) and a Retention Coordinator within Student Administration had an initial adverse impact on plans for increasing participation, retention and success rates for adult students. Despite this, orientation, mentoring activities, and day-to-day support for adult students were still able to be implemented. A full-time Adult Student Advisor was appointed to SRDU in August. Subsequent to this, Student Advisory Services held an inaugural planning day when work was begun on developing key strategies for increasing adult student participation, retention and success. The appointment of a Retention Coordinator within Student Administration meant that issues related to adult student retention could also be addressed. The Retention Coordinator provided statistics on a quarterly basis to assist the Adult Student Advisor with participation, retention and support trends. In October, further statistics and feedback information were gathered from a survey of adult students. One outcome of this was that in November the name of the Family House was changed to the Adult Student Centre. This helped clarify the purpose of the support facility and should contribute to increased usage and a greater awareness of support provided for adult students.

In September the University participated in Adult Learners' Week (He Tangata Mātauranga), an international event to both celebrate adult learning and provide information for those who are considering taking up learning later in life. Campus events and activities were coordinated by the Adult Student Advisor.

Within the University Centre for Teaching and Learning, (UCTL) work commenced on investigating appropriate academic models for increasing and enhancing retention and support rates for adult students. Work on this is expected to continue into 2008.

The number of adult students at the University increased in 2007. This can be attributed, in part, to the merger of the Christchurch College of Education with the University. In recognition of this, Student Advisory Services opened a "hot office" in the new College of Education in October to provide appropriate support to students there.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Adult EFTStudents as a percentage of total EFTS	2,640 21%	2,622 22%	3,931 27%	4,032 28%
First-year Adult EFTStudents as a percentage of first-year EFTS ¹⁸	454 13%	500 15%	1,108 25%	657 17%
Adult student retention rates	59%	65%	65%	62%
Adult student completion rates	90%	68%	90%	73%
Adult student pass rates	73%	61%	74%	62%

¹⁸ As was noted in the University's Annual Report for 2006 (footnote 13 on page 35), the basis on which "First-Year at Canterbury" EFTS was calculated changed from 2006 following the introduction of a new student management system (UCSMS) and a different approach to gathering the data. For this reason 2005 first-year EFTS reported in this Annual Report for Adult, Māori and Pacific students differ from those reported in Profile 2007-2009.

Strategic Target 3.5: Equity and Diversity

Achieve participation and retention targets for under-represented groups of students

Planned activities to achieve this target included developing 2008 targets and plans for increasing the participation, retention and success rates of students from under-represented groups; monitoring the 2007 patterns of participation, retention and success of students from under-represented groups; developing and implementing a holistic EEdO strategy for 2007 within Liaison; implementing and reporting on agreed Special Supplementary Grant initiatives for Māori, Pacific and Tertiary Students with Disabilities (TSDs); developing a plan for ensuring a sustainable future for the support of Māori, Pacific and TSDs; and developing further targeted scholarships for students from under-represented groups.

By the end of Quarter One, a Cultural Support Team was in place within the Student Recruitment and Development Unit (SRDU) and systems had been developed to monitor patterns of participation, retention and success of students from under-represented groups. Meetings were held with Aranui, Linwood, Hornby, Hillmorton and Mairehau High Schools which informed the eventual development of an Equal Educational Opportunity (EEdO) strategy. A six month fixed-term EEdO Coordinator position was established within SRDU to assist with recruiting students from under-represented groups. A report on outcomes will be provided in March 2008. In conjunction with this the University has been working in partnership with the Ministry of Pacific Island Affairs to place mentors into key EEdO schools.

Initiatives to assist with the recruitment, retention and support of Māori, Pacific and disabled students were supported by Special Supplementary Grant (SSG) funding. Implementation of SSG objectives for 2007 progressed according to plan. These initiatives will continue into 2008, supported by equity funding provisions within the government's new tertiary education funding regime. Plans are already in place to initiate new recruitment strategies for under-represented groups in 2008. This has required resources to be combined between Māori Liaison, Pacific Liaison, the EEdO Coordinator and SRDU Cultural Support staff. Work has begun on planning a Christchurch Māori Expo event to be held in 2008. This will involve key Māori organisations working with the University, the Ministry of Education, Career Services and schools.

To enhance support for students with disabilities, relationships have been established by SRDU staff with key disability organisations in the Christchurch area and links are being developed with secondary schools that have specialist disability support units. An open day was held for disability community organisations in October at which the range of support offered to disabled students was showcased. The University supports postgraduate study by students with disabilities through the provision of two scholarships, one for Masters study and the other for Doctoral study.

Colleges continue to give attention to the provision of targeted scholarships for students from under-represented groups. In the College of Engineering, scholarships for first-year women students are in place and have attracted a good response. These will continue into 2008. The College of Engineering has also budgeted for a Māori postgraduate scholarship. The College of Arts has three first-year scholarships targeted to adult, Māori and Pacific students as well as a scholarship for an Honours student in Aotahi: School of Māori and Indigenous Studies. After consideration in the early part of the year, the College of Education established five "first year" fee scholarships for Māori and/or Pasifika students. The College of Business and Economics offered a Māori Emerging Leader and a Pasifika Emerging Leader Scholarship in 2007. Following a review of the College's scholarships policy in mid-2007, this was increased to two Māori and two Pasifika scholarships for 2008. The College of Science has been exploring the possibility of securing external scholarship funding for students from under-represented groups. An outcome is still awaited. The School of Law supports a UC Emerging Leaders Scholarship for Pasifika Students and has been in negotiation with a local law firm for the provision of a Māori Law Student Scholarship. Again, an outcome to the discussions is awaited.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Māori EFTStudents as a percentage of total EFTS ¹⁹	575 4.5%	579 4.8%	813 5.6%	797 5.4%
First-year Māori EFTStudents as a percentage of first-year EFTS ²⁰	145.8 5.7%	153 4.3%	264 6.1%	206 5.3%
Pacific EFTStudents as a percentage of total EFTS	210 1.7%	235 1.9%	305 2.1%	292 2.0%
First-year Pacific EFTStudents as a percentage of first-year EFTS ²¹	49 1.9%	74 2.1%	99 2.3%	81 2.1%

¹⁹ For a fuller set of Māori-related KPIs see the "Māori and the University" section (Key Strategic Area 6, following). A fuller set of Pacific-related KPIs are to be found in the University's Pacific Plan.

²⁰ Refer to footnote 18.

²¹ Refer to footnote 18.

Key Strategic Area 4 Staff

Strategic Target 4.1: Recruitment, Selection and Orientation ²²

Review and redevelop staff recruitment, selection and orientation practices

Planned activities to achieve this target included reviewing staff recruitment and selection practices; developing and offering recruitment and selection courses for recruiting managers; reviewing and revising the University's orientation programme; and developing and testing key performance indicators relating to "recruitment days to offer" and "new staff completing orientation."

A review of staff recruitment and selection practices was completed during the year leading to a revision of relevant policies and processes. Consultation on these revisions was completed before the end of the year by which time planning was underway for education programmes to be run in 2008. Following the successful completion of a "train the trainer" programme for Human Resource staff, the programme will be rolled out to other managers in 2008. A review of University orientation practices was also completed. Implementation of several new elements was well advanced by the end of the year. The effectiveness of the new orientation programme will be monitored during 2008. By the end of the year good progress had been made on developing and testing key performance indicators relating to "recruitment days to offer" and "new staff completing orientation." Reporting against the first of these KPIs will begin in 2008, as planned. Reporting against the second has already begun, on schedule.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Development of a KPI relating to "recruitment days to offer"	-	Initial planning carried out	KPI under development	KPI under development
Development of a KPI relating to "new staff completing orientation"	-	KPI under development	Measure implemented	Measure implemented ²³

Strategic Target 4.2: Learning and Development

Review and develop learning and development systems to ensure that all staff are receiving the learning opportunities they need to perform their roles and develop their careers

Planned activities to achieve this target included confirming the extent of professional development activity within colleges and service units; implementing a University core learning programme; and developing and testing a key performance indicator relating to learning and development "spend" as a proportion of total personnel costs.

Recommendations for a University core learning programme for staff were discussed by the Senior Management Team early in the year. Subsequent to this a review was completed of professional development activities within colleges and service units and relevant programmes were incorporated into the core learning programme. By the end of the year work was continuing on developing a key performance indicator relating to learning and development "spend" as a proportion of total personnel costs. Reporting against this KPI will begin in 2008, as planned.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Review learning and development systems	-	Initial planning carried out	Carry out review	Review completed
Development of a KPI relating to learning and development "spend" as a proportion of total personnel costs	-	Initial planning carried out	KPI under development	KPI under development

²² These strategic targets reflect themes from the University's Human Resources planning framework.

²³ The proportion of new staff completing an orientation programme in 2007 was 70%.

Strategic Target 4.3: Professional Development and Review

Implement effective and appropriate professional development and review processes for all staff

Planned activities to achieve this target included continuing with the implementation of the Professional Development and Review programme; and developing, testing and implementing a key performance indicator relating to the proportion of continuing staff completing a Professional Development and Review discussion.

By the end of the year, implementation of the Professional Development and Review (PD&R) programme had been completed in most areas of the University, except for a small number of units still regrouping after recent restructuring. These will all be included in the programme for 2008. With implementation well underway, the focus moved to adding value to the process via initiatives such as offering coaching workshops for managers. Development of a key performance indicator relating to the proportion of continuing staff completing a Professional Development and Review discussion was completed by the end of the year and reporting has begun, on schedule.

Key Performance Indicator	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Development of a KPI relating to the proportion of continuing staff completing a Professional Development and Review discussion.	-	KPI under development	Measure implemented	Measure implemented ²⁴

Strategic Target 4.4: Remuneration and Reward

Review and develop remuneration and promotion systems to ensure they support the University's objectives, and that they reward and recognise staff appropriately

Planned activities to achieve this target included initiating and completing the review of remuneration and promotion systems; and developing, testing and implementing a key performance indicator relating to "academic promotion rate."

Planned reviews of and enhancements to academic promotions systems, general staff remuneration review systems and job evaluation systems were completed early in the year. Further improvements to these systems are planned for 2008. Likewise, the development of a key performance indicator relating to "academic promotion rate" was completed during the year but ongoing refinement of the measure will still be necessary based on data from other New Zealand universities.²⁵ This will take place early in 2008 with progress on performance against the KPI being reported to Council in the first half of 2008, as planned.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Review of remuneration and promotion systems	-	Initial planning carried out	Carry out review	Review completed
Development of a KPI relating to "academic promotion rate"	-	KPI under development	Measure implemented	Not available until Q1 2008 ²⁶

²⁴ The proportion of continuing staff who completed a PD&R discussion during 2007 was 75%.

²⁵ The measure for "academic promotion rate" is: "successful applications for academic promotion as a percentage of total academic headcount." The New Zealand university sector benchmark, based on 2006 data, is 6.4%. The equivalent international benchmark based on 2006 data from 41 universities in Australia, South Africa and New Zealand is 5.0%.

²⁶ Data will not be available for reporting until Quarter One 2008.

Strategic Target 4.5: Staff Well Being

Continue to develop and maintain a work environment and employee support climate that contributes to the well-being, satisfaction and motivation of all employees and meets statutory requirements

Planned activities to achieve this target included implementing elements of the three-year Health and Safety plan; developing and testing software system changes which will enable the capture and production of detailed reports on HR events; and developing, testing and implementing a key performance indicator relating to “voluntary staff turnover.”

Elements of the three-year Health and Safety Plan scheduled for attention in 2007 were implemented during the year. These included an Employee Participation Agreement, Injury Management and Rehabilitation policy and procedures, Hazard Identification and Management procedures, a Contract Management process and Hazardous Substances and New Organisms Management (HSNO) procedures. Reports on progress were presented to the May and September meetings of the Audit and Risk Committee of Council.

Consequential changes to PeopleSoft were completed during the year. These enabled the capture and production of detailed reports on events such as injuries and accidents. The first quarterly report of performance against key performance indicators related to this was presented to the September meeting of the Audit and Risk Committee of Council and aspects of this reporting were incorporated into UC Profile 2008-2010.

Development of a KPI relating to “voluntary staff turn-over” was completed on schedule. The measure will now be refined as necessary. This will take place early in 2008 with progress on performance against the KPI being reported to Council in the first half of 2008, as planned.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Development of a KPI relating to “number of lost time injuries”	-	Initial planning carried out	KPI under development	KPI under development ²⁷
Development of a KPI relating to “voluntary staff turnover” ²⁸	-	KPI under development	Measure implemented	Not available until Q1 2008 ²⁹

²⁷ There were five “lost time injuries” in 2007.

²⁸ The measure for “voluntary staff turnover” is: “annual employee-initiated separations as a percentage of total university headcount.” The New Zealand university sector benchmark based on 2006 data is 9.8%. The equivalent international benchmark based on 2006 data from 41 universities in Australia, South Africa and New Zealand is 9.5%.

²⁹ Data will not be available for reporting until Quarter One of 2008.

Strategic Target 4.6: Equity and Diversity

Continue to set and achieve participation and retention targets for under-represented groups of staff

Planned activities to achieve this target included promoting the University as an employer to Māori and Pacific audiences; launching the Women In Leadership programme; developing a mentoring system for women staff; developing an Equity and Diversity page for the Human Resources Intranet site; and developing, testing and implementing relevant Equity and Diversity key performance indicators.

During the year Māori and Pacific staff profiles were added to the University's website in order to highlight key contacts for students. Staff profiles were also used in resource materials and publications for Māori and Pacific communities. The creation of the Cultural Support Team within the new Student Recruitment and Development Unit (SRDU), and subsequent appointments to the team, helped raise the profile of employment opportunities for Māori and Pacific peoples at the University.

During 2007 the New Zealand Vice-Chancellors' Committee (NZVCC) launched its "Women In Leadership" programme. Six women staff members from Canterbury attended. As a complement to this, an equivalent University of Canterbury Women in Leadership programme is under development and a mentoring programme for senior female managers has been set up.

The University's second Annual Women in Accountancy and Finance Symposium was held in November with more than 90 women attending. Topics covered during the symposium included whether a glass ceiling existed for women, juggling work and family balance, toxic working environments and women as mentors and role models. The Pro-Vice-Chancellor (Arts) contributed to the panel discussion in his capacity as PVC with responsibility for the Equity portfolio.

An Equity and Diversity web page is nearing completion after detailed consultation with various stakeholders and will be added to the Human Resources Intranet site in 2008.

The projected development of a set of Equity and Diversity key performance indicators was completed on schedule and reporting against these measures has begun.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual ³⁰
Female staff FTE ³¹	761			1,007
% of Academic FTES	29%	Refinement of data gathering	New measure implemented	37%
% of General FTES	65%			60%
% of all FTES	46%			52%
Māori staff FTE	31.2			46.2
% of Academic FTES	1.8%	Refinement of data gathering	New measure implemented	3.5%
% of General FTES	2.3%			2.4%
% of all FTES	2.2%			2.8%
Pacific staff FTE	11.1			16.0
% of Academic FTES	0.6%	Refinement of data gathering	New measure implemented	0.9%
% of General FTES	0.9%			1.0%
% of all FTES	0.8%			1.0%

³⁰ 2007 increases reflect staff additions following the merger of the Christchurch College of Education with the University.

³¹ The New Zealand university sector benchmark for female participation, based on 2006 data, is as follows: proportion of academic staff 40.2%; proportion of general staff 63.2%; proportion of all staff 51.7%. The international benchmark used by the University for female participation, based on 2006 data from 41 universities in Australia, South Africa and New Zealand is 40.3% of academic staff; 57.9% of general staff; and 52.6% of all staff.

Key Strategic Area 5

Community Engagement

Strategic Target 5.1: Community Engagement

Foster links and collaborative relationships with a broad range of local, national and international communities of interest

Planned activities to achieve this target included fostering University links and relationships with communities of interest; delivering research-informed learning to external communities; and enhancing the value and impact of the Erskine Programme.

By the end of the year, twenty issues of the *Chronicle*, eight issues of *UC Engage* and two issues of the *Canterbury* magazine had been produced. An external firm had also been contracted to develop an integrated events database. Such a database had been identified as being crucial to giving external parties access to information about forthcoming events at the University.

During October and November the *UC in the City* lecture series was held in the Christchurch Art Gallery auditorium. The six speakers, representing the University's colleges and the School of Law, were: Professor Jack Copeland (Philosophy), Professor Bob Reed (Economics), Professor Ian Shaw (Pro-Vice-Chancellor Science), Professor Gail Gillon (Pro-Vice-Chancellor Education), Professor Duncan Webb (School of Law) and Professor Tim David (Centre of Bioengineering). The lectures were well attended and the initiative will be repeated in 2008.

One of the strategic goals in the UC Opportunity Business Plan for 2007 was to enhance the University's delivery of research-informed learning to communities. Within Community Education, this involved introducing "Understanding Science" and "Sustainability" streams as a means of profiling research and teaching in these areas. Discussions took place with refugee and migrant contacts about the possibility of delivering preparatory and/or Community Education courses for their respective communities. In addition to this, the first University preparatory courses were run off-campus at Risingholme and the South Learning Centre. Community Education staff also worked with staff from Biological Sciences and the National Institute of Water and Atmosphere on planning a Wetlands Symposium, and with the PVC Science who delivered a public lecture on motor neurone disease in Nelson in September.

Conference Office staff within UC Opportunity organised several significant academic conferences in the first half of the year (e.g., the Australian and New Zealand Society for Mass Spectrometry Conference and the XII Marine Natural Products Conference). This was done in conjunction with staff from the Chemistry Department. Support was also provided to Biological Sciences staff who organised the NZ Ecological Society Conference in November. In December the University hosted 465 delegates to the Australasian International Congress on Modelling and Simulation (MODSIM07). This brought together academics and students involved in modelling and simulations in climates change and sustainability research. The conference was also an opportunity to showcase the University's Blue Fern supercomputer facility.

An important point of contact with the international community of scholars is the University's Erskine Programme. A work plan to further develop the impact of the programme was developed and implemented during the year. The Deputy Vice-Chancellor met individually with all sixty-six Erskine visitors to ensure that they left with a positive image of the University and that clear opportunities for further collaboration were identified and documented. The International Plan, adopted by the Academic Board in October, emphasised the strategic importance of the Erskine Programme.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Number of media releases	133	139	150	173
Distribution of "Canterbury" magazine (two issues per year)	35,000 per issue	37,000 per issue	41,000 per issue	41,000 per issue
Number of public lectures	591	620	600	574
Number of creative arts activities open to the public	126	130	130	137
Adult and Community Education funded EFTS	116	101	103	99
Other Adult Education unfunded EFTS	31	24	63	20
Erskine Fellowships (visitors)	67	65	72	66
Erskine Grants (UC staff)	23	22	20	16
Total Erskine expenditure	\$1.4m	\$1.5m	\$1.5m	\$1.4m
Other UC international fellowships and grants	6	6	8	7

Strategic Target 5.2: Relationship with Key Communities

Nurture effective relationships with Pacific, Asian and other key communities and support their educational aspirations

Planned activities to achieve this target included convening regular meetings of the Pacific Peoples' Advisory Group; implementing strategic priorities from the University's Pacific Plan; and giving consideration to ways in which the University's relationships with other key communities could be fostered and developed.

The Pacific Peoples' Advisory Group (PPAG) met twice during the year, in May and November. Following endorsement by the Senior Management Team and the Pacific Peoples' Advisory Group, work commenced on implementing the University's Pacific Plan. In conjunction with this a project was developed and funded to coordinate Pacific-related academic developments in the Colleges of Arts and Engineering. Reporting against key objectives in the Pacific Plan is planned to begin in the first half of 2008.

Aspects of the Pacific Plan that related to students received attention from staff of the Student Recruitment and Development Unit (SRDU) with the establishment of a Pacific Advisory Group (PAG). The Advisory Group comprised the Director of SRDU, the SRDU Cultural Support Manager, a number of academic staff and an external Pacific representative. The purpose of the group is to give effect to a range of recruitment and retention strategies for Pacific students and to implement initiatives developed by the University's Pacific Peoples' Advisory Group.

Consideration was also given to practical ways in which the University's relationship with other key communities could be effectively fostered and developed. A position paper on the matter was planned but preparation of this was delayed pending further changes within SRDU. This will now receive attention in 2008.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Meetings of Pacific Peoples' Advisory Group	3	2	2	2
Implementation of the University's Pacific plan	-	Pacific Plan developed	Implemented	Implementation commencing

Strategic Target 5.3: Relationship with Schools

Develop strong and mutually beneficial relationships with schools in the Canterbury region and beyond

Planned activities to achieve this target included ensuring that regular communication with principals occurred during the year; monitoring access by and performance of STAR students; and continuing to meet regularly with school Careers Advisers.

As part of the programme of maintaining communication with school principals, a first-term letter was drafted and sent out. Formal communication with principals continued during the first half of the year. In addition to sending out a "first-term" letter, the Assistant Vice-Chancellor (Academic) and University Centre for Teaching and Learning (UCTL) staff did a presentation to the term-two meeting of Canterbury principals. The second-term letter to principals was sent during Quarter Three. During this quarter the Assistant Vice-Chancellor (Academic) also visited principals in South and Mid-Canterbury. During Quarter Four she and a UCTL staff member attended a meeting of West Coast principals, and hosted an on-campus meeting of selected principals specifically to discuss NCEA-related research being carried out by UCTL staff.

Through membership of the Secondary Principals and Leaders Forum, the AVC (Academic) also engaged in policy consultation on a range of secondary curriculum and University Entrance matters with principals from throughout New Zealand.

In August more than 70 secondary school principals from Auckland to Invercargill gathered at the College of Education to talk to prospective teachers enrolled at the University. Principals' Day is an annual event that allows Secondary School Graduate Diploma of Teaching and Learning and Bachelor of Education students to ask questions of principals about the nature of their schools and jobs and also gives principals an opportunity to meet prospective teachers and to network together.

The performance of school students in the University's STAR programme was monitored during the year along with other aspects of the programme.³² Strong, positive relationships with participating schools have been maintained and the number of distance learning courses offered to regional schools has increased. Schools have been advised of student results, and a summary report based on 2007 results is in the process of being prepared and will be sent to interested groups. Overall, students and schools report that the programme provides a very worthwhile transition between school and university.

The Director of the Student Recruitment and Development Unit met with careers advisers from key EEdO schools in Quarter One, accompanied by the SRDU Events Manager. Update Days for key careers advisers were held on 26 and 27 April with over 80 people in attendance. The SRDU Events Team organised a professional development day for Christchurch Boys High School staff in March. Ongoing contact with other school Careers Advisers was maintained by the Liaison Team as part of the day-to-day operational activities of the Liaison Office. During Quarter Three, SRDU staff held Careers Advisers update events in Tauranga and Hamilton for the first time. These were well attended. Six regional information evenings were also held for prospective students and parents in Nelson, Timaru, Napier, Palmerston North, Wellington and Invercargill. These represented an excellent collaboration between SRDU and the University's colleges. An end-of-year breakfast was held for Christchurch Careers Advisers.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Number of Liaison visits to schools	389	434	490	463
Number of on-campus tours and prospective students attending	101 420	101 420	120 575	184 552
Students in STAR programme	119	124	130	159

³² STAR is an acronym for Secondary Tertiary Alignment Resource programme. Under this programme the University offers a range of courses for secondary school students. These provide a challenging and stimulating option for more-able secondary school students. Students are nominated by their school and can enrol in a maximum of 36 points in any one year.

Strategic Target 5.4: Relationship with Alumni, Friends and Supporters

Engage with alumni, friends and supporters nationally and internationally in mutually supportive and productive relationships

Planned activities to achieve this target included developing and implementing a Development work plan for the year to underpin the University's fundraising activities and to support the work of UC Foundation; and developing and implementing an Alumni work plan for the year to underpin the University's alumni relations programme and support the activities of the UC Alumni Association.

The Development Steering Group, convened by the Deputy Vice-Chancellor, met monthly throughout the year and considered strategic projects for the Alumni and Development Office. The UC Foundation Board of Trustees met bi-monthly during the year. Two Patrons functions were held in April and October that showcased innovative University projects. A strategic planning session for the Foundation was held in April arising from which a strategic plan for 2007-2008 was developed and adopted. As part of this planning a short term goal was set of doubling the \$3.6 million held in total funds as at 31 March 2007. Strategies for achieving this included fundraising for scholarships, extending fundraising relationships with alumni in New Zealand and overseas, extending the annual appeal and raising in excess of \$2 million for two large capital projects.

A strategic plan for alumni engagement was commissioned and the report was presented in April. Following this, the Alumni Association Executive Committee held a strategic planning day in May. This resulted in a list of action points being developed to guide the activities of the Executive Committee for the rest of the year. Responsibility for attending to action points was allocated to several subcommittees. A subcommittee of the Alumni Association Executive Committee and UC Foundation, specifically for alumni relations in New Zealand, was formed to work on a reunion and fundraising strategy to be implemented in 2008. A subcommittee for International Alumni Relations was also formed. Further subcommittees to look at various other projects in the strategic plan were also established to carry the plan forward into 2008.

By the end of the year a number of targets in the alumni engagement strategic plan for 2007-2009 had already been achieved, including the appointment of a second full-time Database Officer, approval for the appointment of a Research Officer in 2008, the appointment of a part-time fund raising consultant in the United Kingdom, increased collaboration with Colleges and Senior Management in international alumni relations, and a successful scholarship fundraising initiative with international alumni in Malaysia. As a result of the appointment of an Events Officer at the beginning of the year, there was also a dramatic increase in the number of alumni, campus and community events engaged in and supported by the Alumni Office and Alumni Association.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Donations through UC Foundation ³³	\$1.1m	\$1.9m	\$1.6m	\$2.5m
Number of alumni, including the proportion 'active' ³⁴	60,186 73% active	66,635 53% active ³⁵	67,886 75.5% active	103,599 35.6% active ³⁶
New Zealand-based alumni events and number of attendees	8 780	12 909	14 1,114	21 1,249
Overseas-based alumni events and number of attendees	6 496	0 0	3 90	12 575

³³ This KPI should more accurately read "Total income through UC Foundation" since the figures represent total income rather than simply donations.

³⁴ Alumni are considered to be "active" if their addresses in the alumni database are current and up-to-date.

³⁵ Between 2005 and 2006 refinements were made to the alumni database. This resulted in adjustments being made to the proportion of "active" alumni.

³⁶ This decrease reflects the impact of the merger of Christchurch College of Education with the University.

Key Strategic Area 6

Māori and the University

Strategic Target 6.1: Relationship with Māori Communities

Maintain strong partner relationships with Te Rūnanga-o-Ngāi Tūāhuriri (mana whenua) and Ngāi Tahu (tangata whenua), and also with Ngā Mātā Waka and other Māori living in the takiwā of Canterbury³⁷

Planned activities to achieve this target included ensuring that regular consultative meetings were held with Ngāi Tahu and Ngā Mātā Waka during the year; and developing and implementing a consultation protocol with Ngai Tūāhuriri.

The annual consultative meeting with Ngā Mātā Waka was held early in the year but consultation with Te Rūnanga-o-Ngāi Tahu (TRONT) was hampered by internal issues affecting the leadership and governance of the Rūnanga. Ongoing contact with the Rūnanga was maintained during the year as a result of the University's participation in Te Tapuāe o Rehua and through informal meetings. It is expected that more formal engagement including a renewal of the Memorandum of Understanding will be possible during the first half of 2008.

Consultation also took place between staff of Aotahi: School of Māori and Indigenous Studies and Ngāi Tahu in relation to support for a research proposal comparing indigenous settlements in Canada, Alaska, the United States, Australia and New Zealand.

The planned-for development of a consultation protocol with Ngāi Tūāhuriri has still to take place.

Key Performance Indicator	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Regular discussions with mana whenua, tangata whenua and other Māori communities	Discussions held	Discussions held	Discussions held	Discussions held

Strategic Target 6.2: Treaty Awareness

Increase understanding among staff and students of tikanga Māori and of the relevance that the Treaty of Waitangi has to the University

Planned activities to achieve this target included developing and implementing a Treaty Awareness action plan for the year that would include appropriate events and initiatives to raise understanding and awareness of Treaty and related issues among staff and students.

Initiatives to raise Treaty awareness among staff and students was a topic of discussion between the Assistant Vice-Chancellor (Māori) and the Kaiarahi Group. Work on an action plan to achieve this was delayed somewhat by other priorities, including work on the Māori content of graduation. The achievements of 32 Māori graduates and graduands were recognised at a special celebration held on 26 April. The celebration began in the early afternoon with a powhiri followed by speeches and the presentation of taonga and certificates. Formal addresses were provided by the Assistant Vice-Chancellor (Māori) and the Chancellor. In December a special Māori graduation ceremony was held specifically for graduating students who had transferred to the University from the Christchurch College of Education.

A Treaty Awareness workshop was organised by the Library in the first half of the year. Sixteen Library staff attended. This represented the end of an awareness raising process, stretching over the past two years, during which nearly all Library staff (approximately 100 people) attended Treaty workshops. In addition, a number of cultural awareness workshops were run during the year by a member of the Kaiarahi Group with just over 100 staff in attendance. From 2008 the emphasis will extend to the development of a cultural induction programme for staff.

As part of Māori Language Week (Te Wiki a Te Reo Māori) in late July, three pounamu carving workshops were held in the Central Library and the Education branch library. Other activities that took place on campus included weaving and korowai displays, poi making, waiata sessions and kapahaka.

In September the University's Central Library adopted a new Māori name – Te Puna Mātauraka o Waitaha. The need for a Māori name was highlighted as a result of the development of standardised signage for the library. Following on from this, each branch of the library will be given a Māori name that reflects its unique nature.

³⁷ For the purposes of this document, mana whenua refers to the rūnanga (Ngāi Tūāhuriri), which has responsibility for the area that includes the part of Christchurch City within which the University of Canterbury is located. Tangata whenua means (i) specifically – Ngāi Tahu within the takiwā of Ngāi Tahu Whānui; and (ii) generally – iwi katoa (all tribes).

On 5 September, Professor Gail Gillon (Ngāi Tahu) took up the position of Pro-Vice-Chancellor within the University's new College of Education. The event was marked with a powhiri attended by more than 130 staff from throughout the University. Professor Gillon was supported by more than 40 family, friends and colleagues from the College of Science. Staff from Aotahi: School of Māori and Indigenous Studies provided cultural support and guidance.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Number of Treaty workshops	9	0	7	1
Attendees at Treaty workshops	130	0	140	16

Strategic Target 6.3: Māori Research programmes

Develop research programmes which will contribute to achieving Māori development aspirations and will advance Māori knowledge, culture and identities

Planned activities to achieve this target included developing and implementing strategies for increasing and enhancing the recruitment, support and success of Māori postgraduate research students; and progressing discussions with Ngāi Tahu and Te Tapuāe o Rehua on developing an appropriate Māori research agenda for the University.

After discussion between the Assistant Vice-Chancellor (Māori) and the Kaiarahi Group, action on developing a Māori research programme for the University was deferred until 2008 at which time it will be the focus of a Māori research hui. The hui was to have been held in 2007 but this was deferred until 2008 at the request of other Te Tapuāe o Rehua partners. Te Tapuāe and Aotahi: School of Māori and Indigenous Studies will host the research hui (Matariki: Inaugural Māori Research Symposium Te Wai Pounamu) in June 2008. The symposium will focus on three areas: a research stocktake from each institution; research papers from disciplines broadly including Arts, Education, Science, Engineering, Business and Law; and a third stream aimed at capacity-building of Māori research by Māori.

Aotahi: School of Māori and Indigenous Studies became the host site for the Manu Ao teaching, research and leadership professional development scheme for Māori academic staff. Manu Ao is a collaborative venture involving Māori Studies departments at the Universities of Auckland, AUT, Massey, Victoria, Lincoln, Waikato and Canterbury.

In line with priorities in the Government's Tertiary Education Strategy, the University is directing attention towards developing and implementing strategies for increasing and enhancing the recruitment, support and success of Māori postgraduate research students. This is receiving attention from colleges and staff in relevant service units, particularly the Student Recruitment and Development Unit (SRDU).

The Aoraki Māori Postgraduate Support Programme of Aotahi: School of Māori and Indigenous Studies reported an increase in Māori dissertation, PhD and MA theses from four to thirteen over the last two years. In 2008, Aotahi will become the host site in the Canterbury region for the Tū Mai Paerua Nga Pae o Te Māramatanga Māori postgraduate support initiative.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Stocktake of Māori research programmes	-	Stocktake commenced	Complete stocktake	Stocktake completed. Research hui in prospect
Māori postgraduate research EFTStudents as a percentage of total Māori EFTS	36.7 6.0%	21.1 3.7%	30.7 3.8%	29.0 3.6%

Strategic Target 6.4: Māori Content in Curricula

Develop and implement strategies for increasing, extending and enhancing Māori content in the University's curricula particularly those that reflect Kaupapa Māori aspirations and are led by Māori

Planned activities to achieve this target included completing a stocktake of the Māori content of existing curricula; and developing and implementing strategies for increasing, extending and enhancing the scope and coverage of Māori content in curricula.

After due consideration, the planned stocktake of Māori content in existing curricula was deferred. Initial discussions proved inconclusive in determining a robust methodology for assessing curriculum content in a way which was academically meaningful. Key to the deferral was the fact that other priorities within the reconstituted Academic Quality Assurance Unit meant that staff had little time available to devote to the project. The matter will receive renewed attention in 2008.

In the last quarter of the year the Assistant Vice-Chancellor (Academic) was a member of a working party convened by Te Tapuāe o Rehu, to develop Te Reo curriculum pathways and credit transfer protocols between Christchurch Polytechnic Institute of Technology (CPIT), the University of Canterbury and Lincoln University. A working brief for development and implementation of a protocol has been drafted for further discussion by staff in participating institutions in 2008.

In relation to plans for increasing, extending and enhancing the scope and coverage of Māori content in the curricula, new Māori immersion courses were added to the summer school programme of Aotahi: School of Māori and Indigenous Studies. Further developments in indigenous studies are proposed for the School. Alongside this Aotahi was part of a large collaborative bid to the Tertiary Education Commission to develop a National Te Reo Māori Institute and advanced digital Te Reo Māori resources across all language programmes. Participating institutions include the University of Auckland, Auckland University of Technology, Massey University, Victoria University, Lincoln University, Canterbury University and Christchurch Polytechnic Institute of Technology. One component of the bid, the design of high-end digital resources for teaching Te Reo, has been approved and will roll out early in 2008. These resources are highly advanced and accessible via computer language laboratory, intranet, web, textbook-DVD combinations and are iPod compatible. A decision on the remaining components is expected early in 2008.

In a related development, the University Library has adopted Māori subject headings for items that are acquired for the collection. These subject headings were developed by a working party led by the National Library of New Zealand. This allows a level of detail for Māori subjects not possible using the Library of Congress subject headings. As a result of this initiative the library's Māori materials have been made more accessible to students of Māori language and culture, thus helping to promote the language and the culture.

Key Performance Indicator	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Stocktake of Māori content in curricula	-	Carry out stocktake	Complete stocktake	Deferred because of other priorities

Strategic Target 6.5: Recruitment and Retention of Māori Staff and Students

Develop and implement strategies to recruit, retain and support increasing numbers of Māori staff and students

Planned activities to achieve this target included developing and implementing action plans for increasing and enhancing the recruitment, retention and support of Māori staff and students; and developing an integrated support network for Māori students.

A number of initiatives were put in place during the year to increase and enhance the recruitment, retention and support of Māori students. These included the appointment of a Māori Liaison Officer, establishing a Cultural Support Team, and using Māori images and text in promotional advertising. Support networks for Māori students were developed at the two Whare on campus (Ilam and Dovedale). The Cultural Support team organised regular events at both locations to enhance social interaction and student-staff relationships. Administrative support was provided to Te Akatoki to help reduce the workload of its executive members. Regular academic support workshops were held during the year at the Whare. Plans were also developed to provide better support and facilitation for college-based Māori focus groups.

In September, Ministry of Education officials and 120 people involved in Māori education attended an inaugural two-day Māori Education Hui held at the University's College of Education. Co-hosted with Te Rūnanga-o-Ngāi Tahu and local rūnanga, the hui considered Māori achievement in schools, maximising Te Reo Māori and developing relationships. It is hoped that the hui will become an annual event.

Activities to support Māori students studying by distance were implemented by the University in 2007 for the first time. This followed the merger with the Christchurch College of Education.

Plans have been developed to initiate new Māori student recruitment strategies for 2008, combining resources between Māori Liaison, the EEdO Coordinator and Cultural Support staff. A key focus will be effecting enhancements to campus and school visits throughout the year. Discussions have taken place between Te Tapuāe o Rehua and the MacDiarmid Institute to initiate a Māori Science Outreach programme to schools for 2008.

Formal strategies for increasing and enhancing the recruitment, retention and support of Māori staff have still to be developed. This is to be the focus of discussions between the AVC (Māori), the Director of Human Resources and the PVC Arts (Equity portfolio). In the meantime health and fitness sessions for Māori staff and students were held twice-weekly at the Recreation Centre and weekly advanced Māori language classes were offered for Cultural Support staff to enhance cultural development.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Māori staff FTE	31.2			46.2
% of Academic FTES	1.8%	Refinement of	New measure	3.5%
% of General FTES	2.3%	data gathering	implemented	2.4%
% of all FTES	2.2%			2.8%
Māori EFTStudents as a percentage of total EFTS	575 4.5%	579 4.8%	813 5.6%	797 5.4%
First-year Māori EFTStudents as a percentage of first-year EFTS ³⁸	145.8 5.7%	153 4.3%	264 6.1%	206 5.3%
Māori undergraduate retention rates	66%	66%	67%	68%
Māori undergraduate completion rates	93%	92%	94%	93%
Māori undergraduate pass rates	69%	71%	70%	72%

³⁸ Refer to footnote 18.

Strategic Target 6.6: Consultation with Māori internal to the University

Facilitate consultative processes that recognise the contribution and role of Māori entities, staff and students in the achievement of University goals

Planned activities to achieve this target included developing and implementing a Māori plan for the University; and establishing and convening regular meetings of a Māori Advisory Board.

The Kaiarahi Group continued to meet regularly during the year. Preliminary discussions took place on developing a Māori Plan for the University. With further background documentation available, development of the plan will now take place in 2008. In the meantime, plans for establishing a Māori Advisory Board were deferred pending further consultation.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Establishment of a Māori Advisory Board	-	Preliminary planning	Set up	Establishment deferred
Development and implementation of a Māori Plan	-	Preliminary planning	Developed	Development deferred

Key Strategic Area 7

Financial Viability

Strategic Target 7.1: Financial Management Plan

Develop, implement and maintain a Financial Management Plan for the University

Planned activities to achieve this target included developing and implementing a Financial Management Plan for the University.

Following the successful implementation of the Financial Recovery Plan (2002-2006) work was begun on developing a Financial Management Plan that will build on the progress already made. Templates were designed to collect key information and a scoping document was prepared by Deloitte in the first half of the year. Development of a draft of the financial model was completed by Deloitte in the last quarter of the year following confirmation of long-term assumptions for the plan. This will now have to be revisited, however, given confirmed funding from TEC for 2008 and a better understanding of how the government's new tertiary education funding regime will work. The model will be updated when new forecasts are completed thus ensuring that it remains a current and valuable planning tool for the University.

Key Performance Indicator	2005 Actual	2006 Actual	2007 Forecast ³⁹	2007 Actual
Development and implementation of Financial Management Plan	-	Initial planning carried out	Developed and implemented	Development completed, implementation begun

Strategic Target 7.2: Operating Surplus

Generate and maintain a consistent annual operating surplus of between four and six percent of revenue with an average of at least five percent

Planned activities to achieve this target included reporting monthly progress against budget and updating the financial forecast as necessary; reporting specific financial risks to the Senior Management Team and the Finance, Planning and Resources Committee of Council; and ensuring that actions were taken to address issues of financial risk.

Strategies were put in place early in the year to ensure that the University achieved an annual surplus of between four and six percent of revenue. Reports to the Senior Management Team, Finance, Planning and Resources Committee and Council were prepared monthly with key indicators and results highlighted. Progress against targets was thus regularly tracked with forecast performance against targets being updated as necessary. Specific financial risks were highlighted in reports as and when they occurred. The Vice-Chancellor reviewed and discussed financial accountabilities and college and service unit performance with individual Senior Management Team members as appropriate. By the end of the year all relevant financial indicators were tracking within the targeted ranges.

Key Performance Indicators	2005 Actual	2006 Actual ⁴⁰	2007 Forecast	2007 Actual
Operating Surplus to Income (>4%)	4.7%	3.9%	3.4%	5.4%
Surplus plus Depreciation to Income (>10%)	13.7%	14.7%	15.0%	14.8%
Surplus plus Depreciation to Capital Expenditure (>100%)	150.4%	157.8%	94.0%	126.5%

³⁹ As intimated earlier, the 2007 Forecast figures in this section of the document did not accurately reflect the impact that the merger of the Christchurch College of Education with the University would have on the University's financial position in 2007. The timing of the merging of the financial systems of the two organisations meant that it was not possible to produce the necessary measures and ratios by the submission deadline for UC Profile 2007-2009, the document against which this Statement of Service Performance report has been prepared.

⁴⁰ Some of the 2006 Actuals in this Financial Viability section differ from those reported in the 2006 Annual Report because they have been recalculated to reflect NZ IFRS adjusted comparative figures.

Strategic Target 7.3: Staffing Costs

Maintain staffing costs within predetermined and agreed levels

Planned activities to achieve this target included providing regular reports to the Senior Management Team on the percentage cost of staffing for Colleges and the University as a whole; ensuring that staff cost percentage targets were met; ensuring that the 60% staff cost percentage target was taken into account in negotiating and approving employment terms and conditions and promotions; and ensuring that actions were taken to address issues of over-staffing through the accountabilities of SMT members to the Vice-Chancellor.

During the year staffing costs were kept under constant review through monthly reports to the Senior Management Team (SMT) and to the Finance, Planning and Resources Committee of Council. In addition to this, monthly reports were provided to SMT on the percentage cost of staffing for colleges and the University as a whole. These were supplemented with quarterly reports which highlighted specific issues as necessary. The Vice-Chancellor received monthly staffing reports from Human Resources along with the monthly reporting of financial performance from Financial Services. Issues that needed to be addressed were taken up with individual SMT members as necessary.

During Quarter Three the wage settlement with staff was ratified by the unions. Target adjustments were then made in the light of the detail of the settlement. During the year performance against staffing targets ran higher than projected. In large part this was due to the impact of the merger of Christchurch College of Education with the University.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Increase/(decrease) in total personnel expenditure (<5%)	9.1%	5.9%	1.4%	23.7% ⁴¹
Total personnel costs as a proportion of University revenue (<60%)	59.6%	60.1%	59.0%	59.9%
Total personnel costs as a proportion of University expenditure (<60%)	62.6%	62.6%	61.5%	63.1%

⁴¹ This increase was a direct result of the merger of the Christchurch College of Education with the University.

Strategic Target 7.4: Financial Viability Measures

Consistently meet financial viability measures set by Government and the University

Planned activities to achieve this target included providing regular reports to the Senior Management Team on results against financial targets; working with relevant SMT members to ensure budget targets were met; ensuring that business cases were reviewed by Financial Services prior to approval for impact on financial goals; and ensuring that debt levels were monitored stringently.

Relevant financial viability measures set by Government and the University had been included in Profile key performance indicators. Performance against these indicators was monitored regularly by Financial Services and reported on in monthly and quarterly financial statements. Financial reports were prepared for the Senior Management Team immediately after the close of each month's accounts. These were then discussed at the next available meeting of the Senior Management Team. The information in these reports provided the basis of any resulting discussions that the Vice-Chancellor had with individual SMT members. Debt levels in particular were monitored on a monthly basis against a debt strategy embedded in the University's Treasury Management policy. The Treasury Management policy was reviewed during the year. Business cases were reviewed as a matter of course by Financial Services in order to assess their impact on financial goals. During 2007 business cases relating to the Campus Health Centre, the Blue Fern computer and the University's Primary Data Centre were prepared and reviewed.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
A. Government financial viability measures ⁴²				
Net Surplus as a proportion of total operating income (> 3%)	4.8%	3.9%	3.4%	5.4%
Operating Cash Inflows as a proportion of Operating Cash Outflows (> 111%)	134.4%	117.3%	120.0%	117.3%
Interest Cover Ratio (> 3.75 x)	30.2 x	42.6 x	40.0 x	64.2 x
Liquid funds ratio (> 12%)	15.1%	14.9%	20.0%	20.1%
Debt as a proportion of Debt plus Equity (<10%) ⁴³	1.9%	1.6%	2.5%	1.4%
B. University financial viability measures				
Depreciation to Capital Expenditure (>100%)	99.0%	115.9%	82.0%	80.2%
Current Assets to Current Liabilities ratio (>100%)	120.0%	151.7%	150.0%	166.7%
Total Liabilities to Total Tangible assets (< 34%) ⁴⁴	9.3%	9.4%	10.0%	8.0%
Cash reserve in months (>1.5 months)	1.8	1.8	2.0	2.4
Return on Assets (>1.2%)	1.6%	1.3%	1.3%	1.8%

⁴² Government financial viability guidelines are set by the Tertiary Advisory Monitoring Unit (TAMU).

⁴³ Debt is defined as "Loans Payable/Convertible Within 1 year plus Loans and Leases."

⁴⁴ This measure reflects "Total Non-Current Liabilities to Total Non-Current Assets less Intangible Assets."

Key Strategic Area 8

Governance, Leadership and Management

Strategic Target 8.1: Integration of Christchurch College of Education

Complete the integration of Christchurch College of Education with a view to ensuring the successful establishment of the new UC College of Education

Planned activities to achieve this target included completing the integration of University and Christchurch College of Education service units; ensuring that key performance indicators negotiated with the government for merger funding were completed on time; and successfully managing the establishment of the University's new College of Education.

The merger of the Christchurch College of Education with the University was formally acknowledged at a powhiri in early February. More than 420 staff and invited guests attended the ceremony which was addressed by the Vice-Chancellor and the then Pro-Vice-Chancellor (Education). Major service units had been amalgamated by this stage in line with change proposals and implementation plans and the work of establishing the College's academic and administrative infrastructure and making the necessary staffing appointments was begun.

By year's end establishment of the new College was well underway. Associate Professor Gail Gillon (Communication Disorders and Ngāi Tahu) was appointed Professor and College Pro-Vice-Chancellor effective from 5 September. Academic and administrative infrastructures of the College were in place and functioning well. Various academic working parties had been established and were making good progress on their respective tasks. A discussion paper had been released on academic workloads within the College and the restructuring of Education Plus had been completed. Two merger-funded professorial appointments had been made and two more were in process. College of Education Research and Teaching and Learning committees were also in place. All of the College's Schools had relocated into new accommodation. The College Office was operational (albeit in temporary facilities). Proposals for College Office accommodation had been developed to sketch plan stage and a cost estimate prepared. Completion of the project is targeted for May 2008. Appointments had been made to most College Office positions and outstanding vacancies continue to be advertised. Following staff fora and planning days in September and November, a draft College Strategic Plan was developed and prepared for circulation to staff in January 2008. It had also been confirmed by year's end that the University's Health Sciences Centre would transfer to the College of Education early in 2008, thus providing the College with significant research collaboration possibilities. Previously the Health Sciences Centre had been managed centrally.

In addition to this the main performance indicators negotiated with government for merger funding had been met with some having to be renegotiated as a result of circumstances emerging from the merger. Relevant progress reports had been prepared and submitted according to the schedule agreed with the Tertiary Education Commission.

Key Performance Indicator	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Meet merger KPIs that have been agreed with government	-	KPIs agreed with government	KPIs met as agreed	Revised KPIs have been met

Strategic Target 8.2: Governance, Leadership and Management Capability

Develop and implement effective strategies to build governance, leadership and management capability across the University

Planned activities to achieve this target included ensuring Council members attended appropriate governance workshops; continuing with the University's leadership and coaching programme; and further developing and enhancing the University's risk, emergency planning and business continuity planning capabilities.

During the year eight Council members attended governance workshops organised by the Tertiary Advisory Monitoring Unit (TAMU). Feedback confirmed the benefit gained from attendance both for new and continuing members.

Following inauguration in 2006, the "Leading and Managing in an Academic Environment" programme and coaching workshops continued during 2007. Thirteen staff attended. An additional programme focusing on stress management ("Growing Personal Resilience") was also introduced and was run three times during the year. While this was open to all staff, a number of staff in management and leadership positions took advantage of this additional professional development opportunity.

Key strategic risks were identified in UC Profile 2007-2009. Following submission of the Profile to the Tertiary Education Commission in October 2006, work began on developing a Master Risk Register for the University. Comprehensive risk assessments were completed for all risks identified in the Profile and mitigating actions were developed in consultation with risk owners. A mid-year risk report was presented to the Audit and Risk Committee of Council. An end-of-year report was prepared and will be presented to the second meeting of the Audit and Risk Committee in 2008.

Early in the year a review of emergency management arrangements at the University was completed, an Emergency Planning Group was established and work commenced on developing an Emergency Plan. By mid-year excellent progress had been made and a draft document had been considered by the Emergency Planning Group. The document was then circulated for wider consultation. By year's end the consultation process had been completed, feedback on the draft plan had been received and incorporated into the plan, Emergency Management training sessions had been held with senior staff, an Incident Management Team and UC Response Team had been set up and a flip chart of emergency procedures had been developed, printed and circulated. The Emergency Plan will be reviewed and revised as necessary during implementation in 2008.

Development of a Business Continuity Plan for the University was commenced in Quarter Two. A consultant was contracted to develop the document. By the end of Quarter Three work had been completed with the first organisational unit (ICTS) and had been commenced with one other (the Library). By the end of the year, business continuity planning had commenced with other organisational units (Student Administration, Facilities Management and the College of Education) and will continue into 2008. Preparation of the plan was on schedule and was progressing well.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Number of UC attendees at TAMU governance and management workshops	8	7	8	8
Number of attendees at UC leadership workshops	15	12	20	13
Development of a Master Risk Register	-	Initial development	Updated and refined	Modified and refined
Development of an Emergency Management Plan	In place	Updated and refined	Incorporated into Profile	Implemented and tested
Development of a Business Continuity Plan	-	Scoped	Under development	Development on track

Strategic Target 8.3: Infrastructural Support

Further develop and maintain high quality infrastructural support appropriate to research, teaching, learning and administrative needs across the University

Planned activities to achieve this target included continuing the development and implementation of the University's Asset Management Plan; developing a Campus Master Plan; and developing and implementing a Capital Expenditure (Capex) plan that will ensure appropriate levels of high quality infrastructural support for the University's research, teaching, learning and administrative needs.

Following on from work commenced in 2006, progress continued on developing and implementing the University's Asset Management Plan which was expanded to incorporate Site Services and Ground assets. By mid-year the plan was well-developed and had been discussed by the Audit and Risk Committee of Council. Towards the end of the year a Request for Proposal (RFP) exercise was initiated for a consultant to carry out a condition audit that would include the Dovedale buildings of the former Christchurch College of Education. The extended site Asset Management Plan is expected to be completed in the first half of 2008.

By mid-year, initial work was underway on development of a Campus Master Plan. A project plan was developed setting out the methodology of design consultancy selection to assist with preparation of the plan. A scoping document and communications plan were developed for the project but further progress had to be suspended following the secondment of the project manager to other duties within the University. Development work will now continue into 2008.

In preparation for development of the next instalment of the Capital Expenditure Plan, all colleges and service units were asked in the first half of the year to provide details of short- and medium-term facilities capital requirements. Submissions received were prioritised by Facilities Management in conjunction with the Facilities Advisory Committee. This enabled the development of a prioritised facilities Capex plan which was then submitted to the Budget Advisory Committee. Following this, a draft 10-year capital expenditure plan was developed. This will be reviewed and revised on an ongoing basis to ensure it delivers appropriate levels of high quality infrastructural support for the University's research, teaching, learning and administrative needs within the financial constraints of the University.

In September the University Council considered and approved a capital expenditure proposal to commence work on a major redevelopment of the University's biological sciences facilities. Council approved expenditure for stage one of the project which involves the construction of a new building housing research laboratories, an aquarium, seawater storage, plant and growth room facilities. By year's end a contract to the value of around \$22.5 million had been awarded to a local contractor. Site establishment commenced in February 2008 with the construction period on this initial phase expected to last twenty-two months.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Facilities Capex as a % of total Capex ⁴⁵	32.0%	21.8%	41.0%	40.2%
Library Capex as a % of total Capex	31.0%	24.9%	19.0%	23.0%
Information Technology Capex as a % of total Capex ⁴⁶	2.0%	14.9%	5.0%	12.2%
Asset Management Plan	-	Initial development	Implemented	Implemented and refined
Campus Master Plan	-	Not in place	Under development	Project plan developed for implementation in 2008

⁴⁵ The proportionate increase in the Facilities Capex for 2007 reflects the financial impact of the proposed School of Biological Sciences capital expenditure project.

⁴⁶ The relative increase in IT Capex for 2006 reflects the financial impact of the new high performance computer.

Strategic Target 8.4: Internal Communication

Devise and implement robust and effective communication processes that will assist in building and sustaining an internal culture that supports the achievement of Charter and Profile goals

Planned activities to achieve this target included developing and implementing an internal communications work plan for the year in order to enhance the effectiveness of communication within the University.

The Vice-Chancellor undertook a series of meetings with academic departments and key service units during the year to discuss the strategic vision for the University. This was followed in November by a series of three all-staff “strategic issues” fora, led by members of the Senior Management Team. These were well attended and feedback was used to develop a Vision 2020 strategic issues document. This will be circulated widely within the University early in 2008 for further feedback and comment prior to the development of a long-term strategic plan for the University.

Alongside this the Senior Management Team considered the wider issue of internal communication within the University and concluded that present vehicles such as the *Chronicle* and *UC Diary* were working well. It was decided to make greater use of all-staff email communication to keep staff informed about major events and decisions.

Internal communication with the University was given appropriate emphasis in Communications and Development planning for 2007. A key feature of this was the establishment of regular fortnightly meetings between Communications and Development staff and college marketing co-ordinators to ensure better internal communication. A paper entitled “Communicating One-University” was presented to the Senior Management early in the year, setting out a framework for communication within the University. It covered the need for a central site on the web for all university newsletters, the creation of an integrated database for events, and development of a *UC in the City* lecture series.⁴⁷

Communications and Development staff began work with the web team to create a central University newsletter website and to feature staff profiles, similar to profiles for students and graduates. Work on this initiative continued through to the end of the year.

Development of an integrated events database was identified as being crucial to giving external parties access to what is happening at the University through being able to search for forthcoming events on campus. Following initial delays due to internal resourcing issues, an external contractor was hired to complete the database and this is due to go live early in 2008. Discussions have also been held with an Australian company with a view to providing a scrolling news feed of University of Canterbury stories on the Internet.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Number of issues of UC Diary	48	48	48	49
UC Chronicle				
Number of issues	20	20	20	20
Distribution	2,800	2,900	3,300	3,200
Intranet announcements	142	113	175	148
Hits on UC Intranet site	1,209,031	1,221,842	1,750,000	1,917,682

⁴⁷ Information on the *UC in the City* lecture series can be found earlier, in the report on strategic target 5.1.

Strategic Target 8.5: Sustainability

Advance the University's sustainability planning and integrate socio-ecological sustainability principles and practices throughout the University's activities

Planned activities to achieve this target included continuing to implement the University's Sustainability Plan, reviewing and revising it as necessary; and developing and implementing a project plan to assess the University's sustainability performance.

In the first half of the year, implementation of the University's existing Sustainability Plan continued by means of a number of initiatives including the development of an academic staff network to advance sustainability research and teaching; preparation of a draft Transport Plan; and developing an expanded campus-wide recycling programme proposal. Draft operational measures were developed to enable an initial assessment of the University's sustainability performance.

In the second half of the year, at the request of the Vice-Chancellor, the Pro-Vice-Chancellor (Science) assumed responsibility for overseeing the University's sustainability initiatives. A Sustainability Advisory Committee was set up consisting of representatives from colleges, service units and the student body. The first meeting of the committee was held in Quarter Three. An off-campus planning day was organised to begin the process of formally developing a Sustainability Strategy for the University, building on targets from the existing Sustainability Plan. In the meantime, progress continued on a wide range of individual sustainability initiatives covering building design, recycling, transport, student engagement, and individual departmental projects. As part of the Vice-Chancellor's end-of-year consultation on strategic issues a Sustainability Forum was held in November. This will be followed up by a related set of fora in the first half of 2008.

In October the University was named as a founding partner of the New Zealand Climate Change Centre. The Centre will be a virtual entity. While there will be some support staff, most of the work of the centre will be carried out at the core organisations which comprise the University of Canterbury, Victoria University of Wellington, AgResearch, Crop and Food Research, ESR, GNS Science, HortResearch, Industrial Research, Manaaki Whenua Landcare Research, NIWA and Scion. The University's Pro-Vice-Chancellor (Science) will be the University's representative on the centre's development group.

Key Performance Indicators	2005 Actual	2006 Actual	2007 Forecast	2007 Actual
Implementation of Sustainability Plan	Initial development	Implemented	Reviewed and revised	Revised in light of new strategy
Annual assessment of the University's sustainability performance	-	Initial planning carried out	Draft indicators developed	Draft indicators developed

