



Statement of Service Performance

Report Summary

The vision of the University is people prepared to make a difference. The mission of the University is to contribute to society through knowledge in chosen areas of endeavour by promoting a world-class learning environment known for attracting people with the greatest potential to make a difference. We seek to be known as a university where knowledge is created, critiqued, disseminated and protected and where research, teaching and learning take place in ways that are inspirational and innovative. The primary components of our strategy are Challenge, Concentrate and Connect.

The disruptions experienced in 2011 resulted in a significant number of students deciding to study in other centres or withdrawing from tertiary study. The smaller 2011 cohort will have an impact on total enrolment until 2015. Reduced student numbers have a direct impact on the income of the University and the surplus required for reinvestment. The University released an additional \$6 million to fund additional scholarships to bolster student enrolments in 2012.

The University is actively seeking to generate revenue through innovations such as the International College and the expansion of earthquake-related research. Navitas (an Australian-based education provider) will run the International College on the Ilam campus and will use its global network to promote the University of Canterbury to international students. Over 200 earthquake-related research projects have commenced, covering disciplines from arts to applied sciences. A range of central and local government agencies, Crown Research Institutes and industry partners are involved in the support of these projects. This activity contributed to a record \$27.3 million in research income.

During 2012, the Government announced, in principle, support for the UC Futures plan. This plan comprises capital funding and the implementation of educational opportunities that will better equip graduates as they take their place in society. Cultural competence and confidence, service learning, work based learning and international opportunities will give graduates a broader perspective on their world, better preparing them to make a difference. Input from the University's stakeholders, including Ngāi Tahu, industry and community representatives, staff and students shaped the final plan.

The University's focus is on four priority objectives:

1. Aligning provision with the Tertiary Education Strategy (TES) priorities of improving participation by underrepresented groups, obtaining stronger financial return and making the best use of the assets of the institution;
2. Challenge – Improving the educational performance of priority learning groups;
3. Concentrate – Enhancing the quality and impact of research outputs;
4. Connect – Maintaining strong, collaborative and mutually beneficial relationships with stakeholders.

Improving educational outcomes for all students will assist in the recovery of student numbers. Enhancing the research outcomes generated by the University will assist in the development of knowledge and inform decision-making in an increasingly complex world. Connection with our stakeholders (including Government) will ensure that the expectations and needs of our community are recognised and responded to. University of Canterbury graduates will move into the wider community prepared and equipped to make a difference.

This document should be read in the context of strategic targets and key performance indicators in UC Investment Plan 2011–2013 submitted to the Tertiary Education Commission (TEC) in September 2010.

Priority Objective 1

Aligning Provision with the Tertiary Education Strategy Priorities

Priority Learner Group participation		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments ¹				
Increased participation by priority learner groups	Māori enrolments	6.4%	6.4%	6.8%	7.0%
	Pacific enrolments	2.1%	1.8%	1.9%	3.0%
	Under-25 enrolments	73.3%	75.1%	74.6%	75.0%

Māori and Pacific pathways		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments				
Enhanced Māori and Pacific pathways into tertiary study	First-year Māori enrolments as a proportion of first-year domestic enrolments ²	6.7%	6.0%	7.4%	7.0%
	First-year Pacific enrolments as a proportion of first-year domestic enrolments ³	2.0%	2.0%	2.4%	2.0%

Sub-degree provision		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments				
Reduced sub-degree provision	Sub-degree enrolments as a proportion of all enrolments	1.6%	1.4%	1.2%	1.3%

International (Full Fee) Participation		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments ⁴				
Increased and more diversified international (full fee) participation	International enrolments	8.2%	6.9%	6.4%	9%
	Concentration ratio (C3) ⁵	52.3%	53.9%	58.5%	48%

International students did not arrive or left soon after the 2011 earthquake, which has resulted in fewer EFTS.

¹ Percentage of SAC funded enrolments

² At the 2006 Census, 7.3% of the Canterbury Region population identified as Māori (c.f., New Zealand 14.6%). It should be noted the 2011 census has been delayed until 2013.

³ At the 2006 Census, 2.3% of the Canterbury Region population identified as Pacific (c.f., New Zealand 6.9%). It should be noted the 2011 census has been delayed until 2013.

⁴ Percentage of total EFTS enrolments

⁵ The C3 Concentration Ratio is a measure of the proportion of the University's international (full fee) student body contributed by the three largest source countries. Reducing the ratio mitigates the risk of over-exposure to a few source countries. In the period 2009-2012 the three largest contributing countries were the United States of America, China and Malaysia.

Pathways		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments				
Enhanced pathways into university study	Number of active articulation agreements related to credit transfer within NZ	3	3	3	7
	Number of students transferring with credit from other Tertiary Education Organisations	383	309	351	450

More students are transferring from other institutions than in 2011 as a result of increased confidence, due to the seismic stability of the past year. Fewer students than originally anticipated in the Investment Plan, have transferred from other institutions as a result of the earthquakes.

Scholarship Support – Freshers ⁶		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments				
Enhanced scholarship support for beginning students	Undergraduate scholarships for fresher students	111 \$531,300	119 \$475,200	1380 \$2,818,814	250 \$963,750
	Targeted scholarships for under-represented freshers	17 \$81,500	17 \$85,000	17 \$86,956	14 \$70,000

Additional scholarships have been made available to encourage students with university entrance to study in Christchurch.

The Tertiary Education Strategy has four main priorities relevant to universities:

- Increase the number of Māori, Pacific and young people (aged under 25) achieving qualifications at higher levels
- Increase the number of young people moving successfully from school into tertiary education
- Improve the educational and financial performance of providers
- Strengthen research outcomes

The importance of the relationship with Ngāi Tahu has been reaffirmed through a number of developments through 2012. The Kaiwhakahaire met with the Chancellor and Council to review the relationship. Rautaki Whakawhanake Kaupapa Māori, the UC Strategy for Māori Development, was presented to Council with the support of Ngāi Tahu. The strategy promotes the institutional relationship with Ngāi Tahu, the development of research programmes focusing on indigenous development primarily under the aegis of the Ngāi Tahu Research Centre, recruitment of Māori students and staff members, and input to the Campus Master Plan.

2012 saw the expansion of the Homework academy pilot programme to five low decile secondary schools in Christchurch. This programme was developed in response to the post-earthquake privation of secondary students whose homes were damaged or lacked appropriate study spaces. The funding was provided by the American New Zealand Association Inc. The initial pilot, Te Ru Tauwera, resulted in 72 students participating and favourable feedback from students and families. This initiative will be refined and expanded in the future to provide a pathway to university for students who have no family history of tertiary study or are of Māori or Pacific descent.

The University placed significant effort and resources into attracting and informing students about the opportunities for further education. These efforts included a nationwide marketing campaign

⁶ The figures are based on centrally funded scholarships paid and do not include College/departmental awards. Freshers are incoming first year students.

via television including the challenging “what if?” campaign. This was supported locally by the “What if Wednesday” community lectures and local advertising. 2012 recruitment initiatives included the offering of additional scholarships to first year students who achieved strong NCEA results. These students were eligible for scholarships of up to \$3000 per student. The number of scholarships awarded and the associated investment resulted in the significant increase in the number and expenditure shown above.

As the entire region was affected by the 2011 earthquakes, a regional response to falling student numbers was developed. The three major tertiary institutions—University of Canterbury, Lincoln University and Christchurch Polytechnic Institute of Technology—worked together in the Canterbury Tertiary Alliance (CTA). The main achievements were to formally define the pathways for students to transition between the institutions to “trade up” their qualifications and to market the services internationally under the “Christchurch Educated” banner. This initiative is a joint venture between the CTA and Education New Zealand to promote the educational opportunities in Christchurch to prospective students in a number of key international markets. This initiative is expected to support the recovery of international student numbers studying at the University.

The UC Futures programme outlines changes that differentiate the University of Canterbury’s offering from other institutions. These changes include a renewed focus on:

1. Degree programmes that produce graduates that are more work-ready and employable;
2. Generating increased numbers of graduates in disciplines such as engineering and science that are more innovative and capable of contributing to this country’s competitiveness and economic growth;
3. Being a part of system-wide improvements to the education sector in Canterbury, sharing infrastructure with schools and other Tertiary Education Institutions, and working with schools to create programmes that improve numbers of students choosing to undertake tertiary studies in areas such as science and engineering;
4. Creating programmes and an environment that encourage more Māori and Pacific students to start and successfully complete tertiary study;
5. Co-location and collaboration arrangements with Crown Research Institutes, Canterbury Tertiary Education Institutes and industry to grow the quality and quantity of knowledge transferred to regional and national industry;
6. Working across the education sector in Christchurch to promote the city as a desirable education destination.

The number of international students is important to the University as this enables our students to glean an understanding of other cultures through engagement with classmates from other countries and cultures. Once an international student has decided to study overseas, they have many options. One of the major factors in the decision of where to study is the ranking of the institution. The University of Canterbury was ranked 221st in the world, which is in the top 3%⁷. Given the disruption of 2011 this was a significant achievement. The University is the only New Zealand institution to achieve five stars in the QS STARS ranking that reflects the relative quality of the University.

At the end of 2012 an agreement was reached with Navitas to open an international college in Christchurch. This college will offer University of Canterbury 100-level course content in a teaching intensive environment. On successful completion of the year, the students will be eligible for direct entry into 200-level courses at the University. Navitas are a recognised international education provider teaching over 55,000 students each year with university campuses in the United States, United Kingdom, Australia, Canada and Singapore⁸. The partnership with Navitas is expected to assist the University of Canterbury to rebuild the international student population to 2009 levels in the medium term.

In an effort to engage students under 25 years old, the University prioritised the development of the Student Events Centre and the redevelopment of the James Hight Undercroft. The Student Events Centre provides function facilities for up to 1400 students and has become a focal point for the student social experience. The University has also worked closely with NZ Police and its local community to manage antisocial behaviour. The community leaders complimented the University Council on the progress that had been made. The James Hight Undercroft development has seen a previously underutilised space below the library refurbished to a welcoming study hall and social space complete with food court.

The Tertiary Education Strategy requires the University to focus on the efficient use of its assets. To this end, a central timetabling tool was implemented for semester 1 in 2012. This resulted in better use of teaching space. As the campus is remediated and redeveloped, the space usage is being reviewed and further efficiencies in use of space are anticipated. Over the next two years the University is redesigning the student processes (including enrolment, academic progression and graduation) to reduce time and complexity for both students and staff. Central to this project will be the implementation of a new student management system which will be completed in 2015.

⁷ QS World University Rankings 2012
⁸ http://www.navitas.com/about_navitas.html

Priority Objective 2: Challenge

Improving the educational performance of priority learning groups

Successful Course completion ⁹		Actual 2010	Actual 2011 ¹⁰	Actual 2012 ¹¹	Investment Plan Target
Impact	Output commitments				
Increased successful course completions by priority learner groups	Māori completion rates	75.5%	83.0%	80.0%	78%
	Pacific completion rates	62.0%	73.0%	69.0%	64%
	<25 completion rates	84.8%	88.0%	86.0%	84%
	All SAC eligible students	85.0%	86.5%	86.0%	84%
NZ university median		84%	86%		

The percentage calculations for both Māori and Pacific students are derived from small numbers of students. The metric is very sensitive to relatively minor movements in numbers of students enrolling.

Qualification completion ¹²		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Output commitments				
Increased qualification completions by priority learners	Māori completion rates	45.3%	68.0%	2012 Rates Not Available Until mid 2013	67%
	Pacific completion rates	51.5%	59.0%		44%
	<25 completion rates	62.4%	70.0%		65%
	All SAC eligible students	66.3%	76.0%		72%
NZ university median		69%	76%		

The percentage calculations for both Māori and Pacific students are derived from small numbers of students. The metric is very sensitive to relatively minor movements in numbers of students enrolling.

Retention ¹³		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Output commitments				
Increased retention of priority learner groups	Māori retention rates	76.6%	71.0%	2012 Rates Not Available Until mid 2013	80%
	Pacific retention rates	73.0%	64.0%		74%
	<25 retention rates	86.3%	84.0%		89%
	All SAC eligible students	84%	81%		85%
NZ university median		82%	81%		

Retention rates in 2011 reduced as students left Christchurch in the aftermath of the February event.

⁹ Successful Course Completion: SAC eligible successful course completion EFTS, as a proportion of the total SAC eligible EFTS delivered.

¹⁰ These figures have been updated from the provisional figures provided in the 2011 Annual Report. There is no significant difference between the above reported results for 2011 and those previously reported.

¹¹ These figures are provisional and may be subject to further adjustment.

¹² Qualification Completion: Qualifications completed by SAC eligible students, weighted by the EFTS value of the qualification, as a proportion of total SAC eligible EFTS enrolled in qualifications. This calculation provides a favorable outcome when the number of students falls and unfavourable when the number of students increases.

¹³ Student Retention: The proportion of SAC eligible students in a year who either re-enrol in the next year or complete a qualification.

Student Engagement		Actual	Actual	Actual	Investment
Impact	Output commitments	2010	2011	2012	Plan Target
Improved student engagement (AUSSE)	Active learning	33%	Involvement suspended	Involvement suspended	35%
	Student staff interactions	18%	Involvement suspended	Involvement suspended	21%
	Supportive learning environment	55%	Involvement suspended	Involvement suspended	56%

Scholarship Support – Continuing Students ¹⁴		Actual	Actual	Actual	Investment
Impact	Input commitments	2010	2011	2012	Plan Target
Enhanced scholarship support for undergraduate continuing students	Scholarships for undergraduate continuing students	28	35	130	130
		\$40,366	\$55,200	\$673,935	\$390,000

The University offered additional scholarships to returning students. These scholarships assisted in retaining existing students and assisting exchange students (both inbound and outbound) to take up the opportunities available. The plan (prepared in 2009) did not contemplate the University offering scholarships for exchange students.

The University continued to meet the targets for the achievement of students despite the unprecedented level of disruption faced by this cohort of students with 2657 students graduating in person in 2012. This is a tribute to the tenacity of both students and staff. Additional funding of scholarships was introduced to provide a further incentive for students to complete their studies at UC.

The primary challenge for UC in 2012 was to improve the academic performance of students as reflected in the course and qualification completion measures, and also the retention of students who may otherwise have not achieved to their potential. In 2012, the position of Student Success Manager was created to oversee and develop programmes that would improve retention and engagement of students, and lead to improved academic success. Various strategies have been developed to identify “at risk” students. Once identified, the students are encouraged to attend meetings with staff members to identify barriers to learning. The meeting provides an opportunity for the student to then be referred to existing support services such as the Health Centre (medical and counselling), disability support, Learning Skills Centre or student advisors. The student’s performance is monitored to ensure that the interventions are effective. It is more cost effective to retain existing students than it is to recruit new students, therefore initiatives to assist students to succeed will positively contribute to the recovery of student numbers in total, and the retention and course completion measures.

The implementation of Rautaki Whakawhanake Kaupapa Māori, the UC Strategy for Māori Development, is expected to have a positive impact on the recruitment, retention and success of Māori students. The strategy was adopted in November 2012, after an extensive consultation process.

Up to 2010, the University participated in the Australasian Survey of Student Engagement (AUSSE). It was expected that this would be an annual event to reflect the level of engagement with the student body. The disruption of 2011 precluded this activity. During 2012, students were frequently surveyed by both the UCSA and University (for both institutional and academic purposes) to the point that survey fatigue had started to emerge. As a result, it was decided to defer re-entry to the ASSE survey until at least 2013.

¹⁴ The figures are based on centrally funded scholarships paid and do not include College/departmental awards or summer research scholarships. Expenditure on summer scholarships has been reclassified to research scholarships.

Students were regularly asked to provide feedback on their courses and teachers through the course surveys and teaching surveys. This information is used to assist academic staff in evaluating the content of the courses and the teaching methods employed.

Information provided by the UCSA about student priorities supported the business cases for developments such as the James Hight Undercroft, and provided a useful perspective as marketing campaigns were developed. The University and UCSA jointly administer the funding derived from the Student Services Levy and contract various providers to deliver services ranging from student advocacy to sports and welfare to entertainment.

The University of Canterbury did participate in the international Student Barometer Survey which gave insight into the satisfaction of our international students. The International Student Barometer surveyed over 200,000 students in 16 countries around the world, including the USA, UK, Australia and Canada, to receive feedback on the quality of their experience at the university where they studied. When compared with the other countries, the average scores for UC were consistently higher than the overall average in all four categories: arrival, learning, living and support. UC scored the best in New Zealand in several categories including campus environment, registration process and language support. The outcome underpins our expectation that the number of international students will recover to previous levels.

The University offered additional scholarships to returning students. These scholarships assisted in retaining existing students and assisting exchange students (both inbound and outbound) to take up the opportunities available. The plan (prepared in 2009) did not contemplate the University offering scholarships for exchange students.

Priority Objective 3: Concentrate

Enhancing the quality and impact of research outputs

Research Outputs		Actual 2010	Actual 2011 ¹⁵	Actual 2012 ¹⁶	Investment Plan Target
Impact	Output commitments				
Increased research degree completions and external research income	Number of research degree completions	317	315	270	385
	External research income	\$24.3m	\$27.0m	\$27.3m	\$27.2m

Postgraduate enrolments		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments				
Increased postgraduate enrolments as a % of total EFTS	Postgraduate taught EFTS	6.9%	7.3%	8.0%	7.5%
	Postgraduate research EFTS	7.1%	8.1%	8.6%	8.5%
	Total postgraduate EFTS	14.0%	15.4%	16.6%	16.0%

The percentage calculations for both postgraduate students are derived from relatively small numbers of students. The metric is very sensitive to relatively minor movements in the total number of students enrolling.

Māori and Pacific Research Students		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments				
Increased postgraduate enrolments on the part of key priority learner groups	Māori postgraduate research students as a proportion of total Māori EFTS	3.3%	4.2%	4.0%	4.6%
	Pacific postgraduate research students as a proportion of total Pacific EFTS	5.4%	5.9%	5.5%	5.7%

Work integrated learning		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Output commitments				
Improved work integrated learning (AUSSE)	Work integrated learning	37%	Involvement suspended	Involvement suspended	39%

Approximately one third of all University of Canterbury students are involved in some form of work integrated learning in the course of their study. Under the UC Futures project it is planned that this proportion will increase in the coming years.

¹⁵ These figures have been updated from the provisional figures provided in the 2011 Annual Report. There is no significant difference between the above reported results for 2011 and those previously reported.

¹⁶ A number of research programmes were disrupted due to seismic activity resulting in extensions of time for students completing research degrees. The quantum of the completions may be subject to minor change.

Scholarship Support – Research Students ¹⁷		Actual	Actual	Actual	Investment
Impact	Output commitments	2010	2011	2012	Plan Target
Enhanced scholarship support for research students	Research scholarships awarded by the University	319 \$5.3m	546 \$6.2m	492 \$7.1	403 \$6.3m

The increased cost of scholarships resulted from extensions to research programmes granted as a result of earthquakes in 2011.

Research income for the year was a record \$27.3 million. The smaller number of research degree completions achieved this year was anticipated. The disruptions of 2011 significantly affected postgraduate students who were in the early stages of their research. Students were offered extensions to their submission dates and these were generally accepted. This has led to an increase in scholarship expenditure. It is expected that the uptake of targeted scholarships will increase when Rautaki Whakawhanake Kaupapa Māori, the UC Strategy for Māori Development, is fully implemented.

University of Canterbury researchers continued to be recognised for their achievements during the year. Of particular note, Emeritus Professor Roy Kerr became the first New Zealander to be awarded the Einstein Medal by the Albert Einstein Society in Switzerland. Professor Kerr earned the award for his 1963 discovery of a solution to Einstein's gravitational field equations.

The following University researchers were awarded Marsden Grants: Dr Heather Wolfram (Criminal minds: A history of forensic psychology, 1850–1950), Dr Donald Derrick (Saving energy vs. making yourself understood during speech production), Dr Maarten McKubre-Jordans (Non-classical foundations of mathematics), Dr Aaron Marshall (Electrocatalytic conversion of carbon dioxide to methanol), and Professors Mike Steel and Charles Semple (Genetic jigsaws with missing pieces: Mathematical challenges for piecing together evolution from patchy taxon coverage).

In conjunction with commercial partners, University of Canterbury researchers are working on developments to enhance the quality of life in New Zealand. At industry level, The Electric Power Engineering Centre (EPECentre) has a \$6 million project looking at renewable energy and smart grids. This will contribute to a future NZ with greater renewable generation and improved energy security through development of a smarter, efficient, cost-effective and robust electricity generation system. The bid, led by the EPECentre¹⁸ and the Electrical and Computer Engineering Department of the University of Canterbury, includes the University of Auckland and the Centre for Sustainability at the University of Otago. Industry partners include Transpower, Orion, Unison, Vector, Mighty River Power, Mercury Energy, the Electricity Engineers Association, and Fisher and Paykel.

At an individual level, in collaboration with Canterbury Scientific Limited, Dr Renwick Dobson has been awarded \$1.1 million for the development of new blood tests for detecting people who have a high risk of developing secondary complications to diabetes. By 2020, one in 22 pakeha and one in six Māori and Pacific Island adults are predicted to have diabetes, in line with a worldwide epidemic. This is a major public health issue and a significant economic burden that could be substantially reduced if those most at risk of developing diabetic complications could be identified early and treated appropriately. The research aims to benefit a range of New Zealanders. The diabetes epidemic also secures a growing local and international market for Canterbury Scientific Limited (CSL), a highly successful emerging NZ company, to provide biomarkers to diagnostic companies and clinicians, building their product base and revenue streams.

The University has also been able to leverage the earthquake experience to attract additional funding for research across a wide range of disciplines, from psychology to engineering. There are now more than 200 research projects being undertaken in conjunction with central and local government agencies, Crown Research Institutes and industry partners.¹⁹ Much of this research activity is informing decisions relating to the rebuild of Christchurch and the economic recovery of the region. This close relationship with the community provides opportunities for students (particularly postgraduate) to work with external agencies and to appreciate the challenges and pressures of various workplaces. Under the UC Futures programme, these opportunities will also be progressively offered to undergraduate students.

¹⁷ With the change of KPI format, 2010 figures were restated in line with the 2011 calculations. The figures are based on centrally funded, paid scholarships and do not include College/departmental awards.

¹⁸ The EPECentre is a joint venture between the University of Canterbury and the electric power industry.

¹⁹ For the full description of the research activity, see the University of Canterbury Research Report.

Priority Objective 4: Connect

Maintaining strong, collaborative and mutually beneficial relationships with stakeholders

Engagement with Māori		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments				
Enhanced engagement with Māori	Regular discussions with mana whenua, tangata whenua and other Māori groups	Achieved	Achieved	Achieved	Achieved

Engagement with Pacific Communities		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments				
Enhanced engagement with Pacific communities	Regular meetings of the Pacific Peoples' Advisory Group	Achieved	Not Achieved	Achieved	Achieved

Staff engagement and satisfaction		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Output commitments				
Feedback from staff surveys	Passion Index/engagement	73%	Not measured	Not measured	74%
	Progress Index/satisfaction	53%	Not measured	Not measured	54%

Relationship with Alumni and Supporters		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments				
Strengthened relationships with alumni and supporters	Total income through UC Foundation	\$4.7m	\$4.5m	\$4.9m	\$4.5m
	Number of alumni and proportion with current addresses	111,019 46%	115,090 47%	118,030 47%	114,900 50%

International Engagement		Actual 2010	Actual 2011	Actual 2012	Investment Plan Target
Impact	Input commitments				
Enhanced international networks ²⁰	Visiting Fellowships awarded	70	58	69	76
	Take-up of Outgoing awards	26	25	16	22

The number outgoing awards was less than planned as a numbers of staff members' personal circumstances precluded being overseas for an extended period.

²⁰ Visiting fellowships comprise Erskine Fellowships, Oxford Fellowships, Cambridge Fellowships and Canterbury Visiting Fellowships. These enable distinguished overseas scholars to visit the University. Outgoing awards comprise Oxford awards, Cambridge awards and Erskine awards. These enable University of Canterbury staff to visit overseas institutions.

In 2012, the University made significant advancements in its engagement with external stakeholders.

This was driven, in part, by the UC Futures project to secure government support to aid UC's recovery from the financial implications of the 2010 and 2011 earthquakes.

The University engaged with and received broad-based endorsement from Ngāi Tahu and a wide range of educational, business and community leaders who shared our view that a strong university goes hand-in-hand with a robust, cohesive and growing economy and community.

The University has also provided a number of support measures for staff who have faced disruption at home and in the workplace. Courses have been provided to assist in the development of personal resilience, the employee assistance programme has provided assistance to a number of staff members who needed additional support, and the provision of earthquake leave of up to three weeks has enabled staff to be available to meet with insurers and the Earthquake Commission during working hours. The staff survey was not undertaken this year as the results were deemed unlikely to provide data that was comparable to previous survey results.

We are committed to supporting the recovery of Christchurch through closer partnerships with the business sector, secondary schools, Ngāi Tahu, partner institutions, other tertiary education providers and Crown Research Institutes.

Our relationship with Ngāi Tahu has evolved significantly since the development of the Investment Plan. The collaboration with Ngāi Tahu spans the University from meetings at governance level to research (through the Ngāi Tahu Research Centre) and teaching through the implementation of Rautaki Whakawhanake Kaupapa Māori, the UC Strategy for Māori Development, which includes in its aims that all staff and graduates will have cultural competence and confidence to contribute to Māori and indigenous knowledge economies. Our engagement with Pacific peoples has not evolved to the same level of sophistication. Meetings are held with the community. We expect to see the relationship mature and broaden in a similar manner to the relationship with Ngāi Tahu.

A new, medium term (2013-2015) stakeholder engagement strategy has been developed to ensure a consistent and coordinated approach to stakeholder relations. A key component of our strategy is to advance the University's connectedness with the local community, particularly businesses and schools.

Another important component of our plan for the future is a commitment to engage in Christchurch's new central city health precinct, reflecting our vision of a university that isn't just a place students come to when they want a degree, but a university that is a learning environment well connected with its communities.

Other significant activities in 2012 included the introduction of a new, free, weekly public lectures series known as the What If Wednesday series. The series consisted of 24 lectures, with an overall attendance figure of 2,400 people. The 2013 series will consist of 39 lectures.

The University was a supporter of the inaugural Seismics and the City conference, which saw public and private organisations share their learning from the February 2011 earthquake. UC was also a strategic partner in the inaugural Icefest festival which attracted 97,000 visitors and enabled UC to share its scientific expertise with the wider community.

Enhanced engagement with our alumni contributed to the University achieving record levels of philanthropic support. This level of support would not have been achieved without current contact details for alumni. The maintenance and development of our alumni database will be critical to maintaining the level of philanthropic support.

An affinity telephone fundraising campaign saw just over 4,000 alumni contacted with 1,260 pledging, between them, just under \$300,000 to the University. The telephone campaign was part of the 2012 Annual Appeal, which was a component of the University's overall fundraising activities which raised \$6 million.

The University would like to take this opportunity to thank all its stakeholders for their support in 2012. There is still work to be done and we look forward to continuing to work with our stakeholders on building a learning environment that is well connected with our local, national and international communities.