



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 relationship between the University’s activities and the wider goals is shown in table 1.

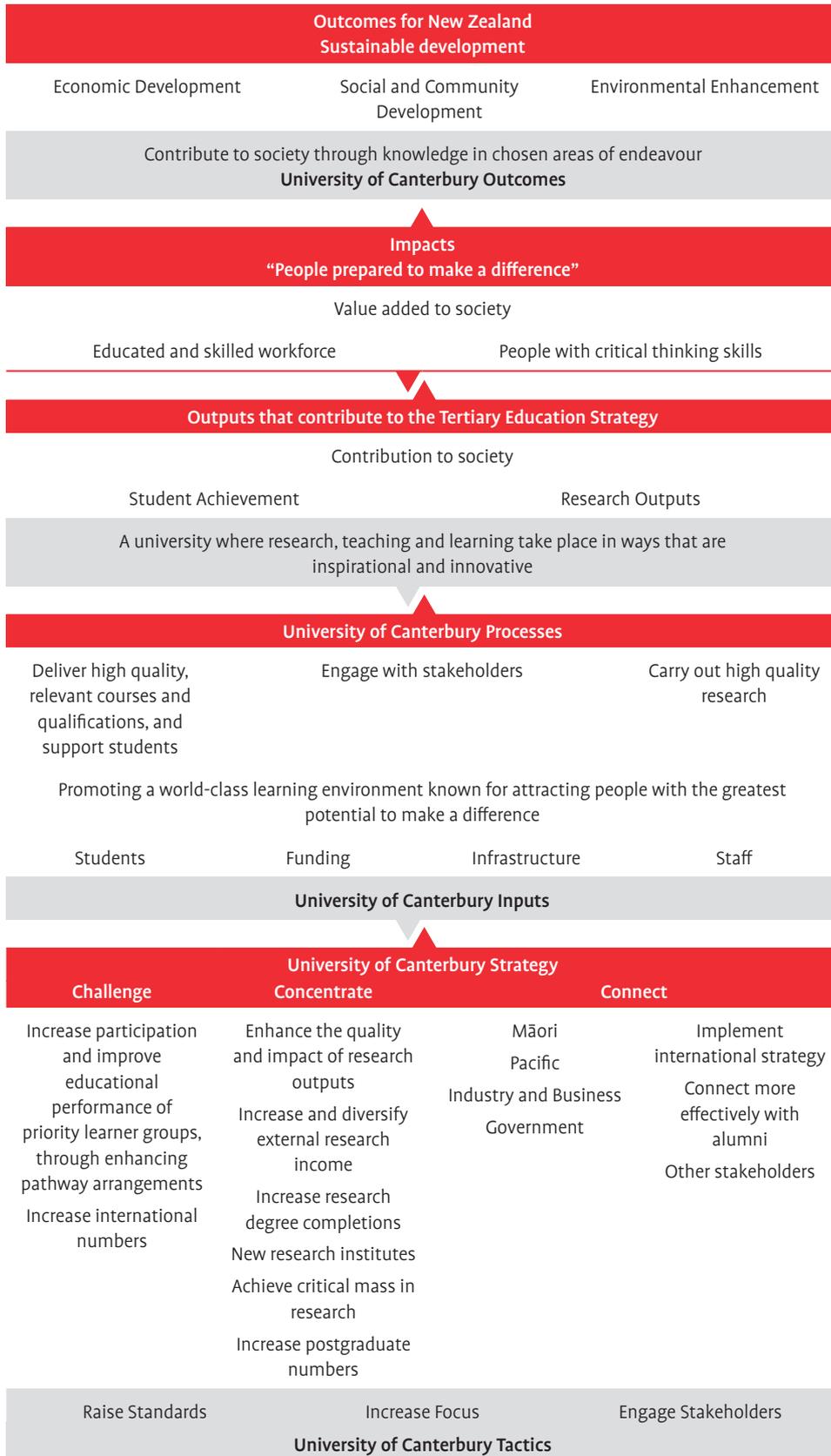
Through achieving the University’s mission we will contribute to the wider societal objectives of economic development, social and community development and environmental enhancement. It has been widely recognised that an educated community will enjoy a longer and more comfortable life than one which does not have access to education. The educated community are likely to have the opportunity to pursue interests and past-times that add to the perceived quality of life. University graduates bring critical thinking to bear on problems and issues. They will develop innovative solutions which contribute to the social and economic development of the wider community. Measurement of progress towards these broader societal goals and, in particular, the proportion that can be attributed to this institution is not an exact science. Accordingly, a variety of surrogate measures used reassure stakeholders that resources are deployed in a manner that supports the achievement of the University’s vision and mission and, by implication, the wider societal goals.

The environment in which the University of Canterbury exists is dominated by the impact of the 2010 and 2011 earthquakes. The University is engaged in a remediation programme that will continue for a decade. Critical to the on-going development of the campus has been the Government commitment of up to \$260 million to the development of the Regional Science and Innovation Centre and redevelopment of the College of Engineering facilities. Whilst the redevelopment of the physical infrastructure is an element of the recovery, the rebuilding of student numbers will be critical to the University returning to sustainable financial health. The University lost 22% of its students between the 2010 enrolment levels and 2013. At the end of December 2013, there were 12,180 Equivalent Full Time Students (EFTS) enrolled which was ahead of the forecast position.

There are major initiatives at varying stages of development to increase the numbers of domestic and international students. The short-term domestic initiatives have included running an introductory programme called “UC Explorer”, which allowed prospective students selected from a range of schools to come to Canterbury to experience life as a student for a weekend. Our investment in scholarships was maintained for the 2013 year. Student surveys show that the scholarship programme was a factor in their decision to study in Christchurch. Our summer research scholarships have been reconfigured with support from industry partners to allow promising students to gain experience in a research environment, and to gain insight into the relationship between research and the wider application of that knowledge.

At the time of the earthquakes, many international students elected to leave Christchurch due to personal safety concerns, family pressure and uncertainty about their programme of study. The levels of enrolment of international students have been well below 2010. The impact of the students who elected to study elsewhere in 2011 will be felt until the end of the 2014 academic year. An International Growth Strategy that details how international students will be attracted to study at the University has been developed and is being implemented.

Table 1



As a result of experiences gained in the aftermath of the earthquakes and the significant impact of the Student Volunteer Army on the initial recovery of many affected homeowners, the University has been challenged to reconsider its teaching paradigms. The graduate profile has been revised to now include a much wider range of skills and experiences that students will have the opportunity to access when studying at the University. Over time, the goal is to generate graduates that are:

- a) more work ready through relevant work experience and engagement with the community;
- b) more innovative and entrepreneurial;
- c) better prepared for the global workplace;
- d) capable of contributing in a bi-cultural New Zealand and multi-cultural society.

Such opportunities are not currently available elsewhere in the country. We expect that students will be inspired and challenged to engage with opportunities to learn in very different ways. The unique offering provides a point of difference that will distinguish the University among the New Zealand universities.

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.

Priority Objective 1

Aligning Provision with the Tertiary Education Strategy Priorities

Priority Learner Group participation		Actual	Actual	Actual	Target
Impact	Input commitments	2011	2012	2013	2013
Increased participation by priority learner groups	Māori enrolments	6.4%	6.8%	7.0%	6.8%
	Pacific enrolments	1.8%	1.9%	2.1%	2.1%
	Under-25 enrolments	75.1%	74.6%	76.4%	75.3%

The desired mix of students was achieved in 2013.

Māori and Pacific pathways		Actual	Actual	Actual	Target
Impact	Input commitments	2011	2012	2013	2013
Enhanced Māori and Pacific pathways into tertiary study	First-year Māori enrolments as a proportion of first-year domestic enrolments	6.0%	7.4%	7.2%	7.5%
	First-year Pacific enrolments as a proportion of first-year domestic enrolments	2.0%	2.4%	2.8%	2.4%

The evaluation of recruitment of students from Māori and Pasifika backgrounds has resulted in an evolutionary process. Changes are made to the recruitment programme each year in order to ensure that Māori and Pasifika students are more appropriately engaged.

Sub-degree provision		Actual	Actual	Actual	Target
Impact	Input commitments	2011	2012	2013	2013
Targeted sub-degree provision (EFTS)	Sub-degree enrolments as a proportion of all enrolments	1.4%	1.2%	1.2%	1.0%
Enrolments in sub-degree courses	Māori enrolments (Sub-degree EFTS)	8.6%	12.2%	10.0%	12.0%
	Pacific enrolments (Sub-degree EFTS)	6.8%	7.8%	6.1%	8.0%
	Under-25 enrolments (Sub-degree EFTS)	72.4%	76.1%	83.5%	79.0%

Provision of sub-degree qualifications is one of a number of pathways that students can enter into University study. This pathway will be of particular importance for Māori and Pasifika students who are more likely to be second chance learners.

International (Full Fee) Participation		Actual 2011	Actual 2012	Actual 2013	Target 2013
Impact	Input commitments				
Increased and more diversified international (full fee) participation	Full Fee enrolments (as a percentage of total enrolments)	6.9%	6.4%	6.6%	7.0%
	Concentration ratio (C3) ¹	53.9%	58.9%	58.7%	57.0%

Growing the number of international students is a key element of the recovery plan. Providing students with opportunities to engage and understand other cultures, be they indigenous or international, will enable them to succeed as global citizens of the 21st century.

The Tertiary Education Strategy 2011–2013 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

Māori Students

In 2012, Rautaki Whakawhanake Kaupapa Māori (UC Māori Development Strategy) was launched in conjunction with and endorsed by Ngāi Tahu. As an integral part of this strategy, the Māori Development Team has been repositioned to focus on the recruitment of students who have the academic potential and the drive to succeed in tertiary education. The recruitment process will involve a personal interview and a subsequent discussion with the wider whanau to ensure that the student and their whanau are aware of and accept their responsibilities in undertaking or supporting a student undertaking tertiary study.

Pasifika Students

The UC Pacific Strategy is currently being developed in consultation with the various communities. There are several initiatives aimed at attracting Pacific students from targeted scholarships and dedicated liaison staff working with University-ready students through targeted secondary schools to the UC Me XL outreach programme. This programme is provided with support from the Australian and New Zealand Association based in New York. The programme was initially developed in the post-earthquake environment where students lacked appropriate study facilities. Sessions were run at the schools by University staff and postgraduate students to provide insight to tertiary study for students who have no family connection to university study. The programme has now evolved to an after school and holiday programme to support students studying NCEA levels 1–3. There are now 12 secondary schools participating in the UC Me XL programme.

International Students

Whilst the proportion of international students enrolled is important to the financial sustainability of the University, their presence 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 238th in the world, which is in the top 3%. 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 institution.

¹ 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 2011 – 2013, the three largest contributing countries were the United States of America, China and Malaysia.

The International Growth Strategy details how international students will be attracted to study in Christchurch. This strategy has been developed with extensive input from Education New Zealand and focusses on growth in five main areas:

- a. The new Navitas-run University of Canterbury International College (UCIC). This new pathway college brings students to the University who would not normally meet UC's entry requirements and provides a first year programme structured so that, on completion, students are able to gain direct entry to UC's second year courses. UCIC was launched in September 2013 and, as at December 2013, has more than 100 applications for the February 2014 intake.
- b. Developing the University's agent network, particularly in China, Malaysia, India, Indonesia and the United States.
- c. Working with local Christchurch high schools to develop partnerships that attract more international students to secondary study on the basis that it provides preparation for tertiary study and guaranteed entry where academic requirements are met.
- d. Developing a small number of close partnerships with second tier universities in China, Indonesia and India with a view to offering 2+2 type articulation agreements, where students do their first two years of undergraduate study at the overseas institution, then complete their degree and a postgraduate degree at the University.
- e. Strengthening the University's mix of courses and programmes to better support the expectations of the international market.

Undergraduate Students

In order to be successful, the University must rebuild domestic student enrolments to at least the pre-earthquake levels. The University's goal is to generate graduates that are:

- more work ready through relevant work experience and engagement with the community;
- more innovative and entrepreneurial;
- better prepared for the global workplace; and
- capable of contributing in a bi-cultural New Zealand and multi-cultural society.

Several initiatives have been implemented to support these objectives. In most cases, they involve discrete pilot projects that will inform the development of a more formal strategy in 2014. The initiatives that are currently being piloted are all cross-cutting programmes that will be integrated into the main undergraduate and postgraduate degree programmes. Most of these support more than one of the four graduate profile objectives listed above.

Work integrated learning — providing all students with the opportunity for gaining relevant work experience at some point during their degree studies. This experience is likely to be gained from some combination of internships, volunteer work and/or project work done with or for industry. The objective will be to have all graduates able to enter the workforce with at least one referee able to speak to their skills and competencies and some experience demonstrating relevant work skills to potential employers. Currently some 38% of graduates (mainly in vocational subjects such as Engineering and Teaching) already have relevant work experience as a graduating requirement. The strategies for providing work integrated learning experience will necessarily include roles focused on developing generic transferrable competencies and skills at undergraduate level for a large proportion of students.

Co-curricular transcript — All students have the opportunity to have their non-academic experience and competencies independently validated and documented in a co-curricular transcript that can be shared with employers. A co-curricular transcript would record such things as membership of clubs and societies, including leadership roles assumed in them. It would include volunteering experience and part-time/holiday work experience. The transcripts would include an assessment of a range of skills and competencies (team work, can-do attitude, work ethic, etc) based on interviews with employers and supervisors.

UC Innovators — provided students with opportunities to learn how to test the commercial viability of their ideas and to get them to market. Opportunities were provided to link students' ideas with industry and venture capital. In December 2013, 25 students were enrolled in the UC Innovators Summer Scholarship Programme with financial support from community and industry partners.

Internationalisation Agenda – provided opportunities for students to do a semester’s study abroad to gain experience of working and living in different cultures. The network of more than 100 exchange partnerships is already in place with overseas universities. More than 200 UC students currently go on exchange each year.

Opportunities were created for the mixing and mingling of cultures within the University by curriculum and study programmes that brought domestic and international students together more often to showcase international cultural and business perspectives.

Bi-cultural competence – working with Ngāi Tahu to mainstream Māori knowledge and experience across all University programmes. Working with Ngāi Tahu on programmes for iwi aimed at encouraging more young Māori into university and improving progression and success rates. UC has a memorandum of understanding with Ngāi Tahu and is in on-going discussions. In 2013, a Māori Strategy was developed in consultation with Ngāi Tahu and adopted by the University Council. The University has allocated additional resources to support curriculum development, including creating an enhanced understanding of indigenous knowledge across a range of courses and programmes.

University success planning – High school students considering university studies and other students starting university study were provided with a tool that indicates the sort of careers open to them and the sort of academic and non-academic experiences (clubs and societies, volunteering, paid work, etc) that will best position them for the career areas they are interested in. This tool guided students to think about options around work integrated learning, developing strong co-curricular transcripts and developing both vocational and non-vocational skills, competencies and experiences, including across areas such as innovation, entrepreneurship, international experience and bi-cultural competence.

More than 80 Study to Career guides have been developed and have been distributed as a free resource for New Zealand high schools.

Priority Objective 2: Challenge

Improving the educational performance of priority learning groups

Successful Course completion		Actual 2011	Actual 2012 ²	Actual 2013 ³	Target 2013
Impact	Output commitments				
Increased successful course completions by priority learner groups	Māori completion rates	83%	81%	80%	84%
	Pacific completion rates	73%	69%	70%	73%
	<25 completion rates	88%	87%	87%	88%
	All SAC eligible students	88%	87%	87%	88%
	<i>NZ university median</i>	86%	86%		

Course completion rates have exceeded sector medians. Completion rates for Māori and Pasifika students have not met the targeted levels. The numbers of Māori and Pasifika students are comparatively small and therefore small movements materially impact performance.

Qualification completion		Actual 2011	Actual 2012 ⁴	Actual 2013 ⁵	Target 2013
Impact	Output commitments				
Increased qualification completions by priority learners	Māori completion rates	68%	81%	67%	65%
	Pacific completion rates	59%	75%	58%	52%
	<25 completion rates	70%	77%	74%	76%
	All SAC eligible students	76%	85%	86%	76%
	<i>NZ university median</i>	76%	79%		

Qualification completion rates have exceeded expectations and significantly exceeded the sector medians. Percentage completion figures were forecast to reduce in the light of a declining number of students enrolled. The academic progression of a number of students was adversely impacted by factors related to the earthquakes, such as housing and employment. The number of Māori and Pasifika students is comparatively small and therefore small movements materially impact performance.

Retention		Actual 2011	Actual 2012 ⁶	Actual 2013 ⁷	Target 2013
Impact	Output commitments				
Increased retention of priority learner groups	Māori retention rates	71%	83%	81%	74%
	Pacific retention rates	64%	78%	77%	65%
	<25 retention rates	84%	89%	88%	84%
	All SAC eligible students	81%	87%	86%	84%
	<i>NZ university median</i>	81%	81%		

Retention rates have exceeded expectations and significantly exceeded the sector medians.

² 2012 results previously reported have been updated and may differ from those previously reported.

³ Interim result to 28 January 2014.

⁴ 2012 results previously reported have been updated and may differ from those previously reported.

⁵ Interim result to 28 January 2014.

⁶ 2012 results previously reported have been updated and may differ from those previously reported.

⁷ Interim result to 28 January 2014.

Student Engagement		Actual 2013 ⁸	Target 2013
Impact	Output commitments		
Improved student engagement (AUSSE) ⁹	Active learning	35%	35%
	Student staff interactions	21%	20%
	Supportive learning environment	55%	56%

Student engagement survey results were in line with expectations.

The measures described above are prepared by the University using the TEC methodology. TEC reports annually to the sector well after our reporting timeframe. The 2013 figures for qualification completion and student retention are the best estimates currently available¹⁰ and have an expected margin of error of two percentage points.

The 2012 figures show a positive trend when compared to the 2011 results. It should be remembered that the students whose results are reflected here are those who bore the brunt of the earthquake impacts. This makes the positive trends in qualification completion and retention all the more noteworthy.

Course completion data for priority groups is the subject of on-going monitoring. Whilst the numbers of students are small, it is important that the institution understands the causes for non-completion and implements strategies to manage the trend. At an institutional level, UC continues to deliver above the sector median course completions.

The University Council continues to support and encourage teaching excellence through the award of the Teaching Medal. Professor Eric Pawson was awarded the medal in recognition of his outstanding leadership at both the institutional level in teaching management and nationally in Quality Assurance. Professor Pawson enjoys the respect and support of his peers within the Department of Geography at the University, the local Canterbury community, and in the national and international context of his research and teaching.

Student engagement is a significant element of the University's strategy to increase student enrolments. The Australasian Survey of Student Engagement (AUSSE) is the primary tool used to measure student engagement. The responses from a random sample of students are compared with benchmarking groups defined by the participating institutions. "Student engagement is an idea focused on students and their interactions with their institution." The University of Canterbury exceeded the benchmarks for the amount of time students spent on campus (indicating a higher level of satisfaction with the physical environment), careers advice available to students, opportunities and facilities provided by the University to socialise and exercise, and a larger number of final year experience opportunities such as final year projects and exhibitions. Initiatives developed under the UC Futures programme will enhance areas such as workplace experience, community learning and internationalisation. Implementation of the planned changes is expected to result in higher levels of student engagement.

⁸ The survey undertaken in 2012 was reported in 2013.

⁹ Australasian Survey of Student Engagement

¹⁰ February 2014

Priority Objective 3: Concentrate

Enhancing the quality and impact of research outputs

Research Outputs		Actual 2011	Actual 2012	Actual 2013	Target 2013
Impact	Output commitments				
Increased research degree completions and external research income	Number of research degree completions	311	270	443	335
	External research income	\$27.0m	\$27.5m	\$26.3m	\$28.0m

The over delivery in 2013 and the shortfall in 2012 represents the impact of events in 2010 and 2011. A significant proportion of the postgraduate research was disrupted and resulted in extensions being granted. During the year, a number of research contracts ended and were not immediately replaced with new contracts.

Quality Assured Research Publications		Actual 2011	Actual 2012	Actual 2013	Target 2013
Impact	Output commitments				
Increasing Knowledge	Number of quality assured research publications	3534	3485	3000 ¹¹	4100

The number of academic staff has reduced over the past two years resulting in a reduced aggregate number of publications being forecast.

Postgraduate enrolments		Actual 2011	Actual 2012	Actual 2013	Target 2013
Impact	Input commitments				
Increased postgraduate enrolments as a % of total EFTS	Postgraduate taught EFTS	7.3%	8.0%	7.9%	8.0%
	Postgraduate research EFTS	8.1%	8.6%	9.4%	8.7%
	Total postgraduate EFTS	15.4%	16.6%	17.3%	16.7%

The number of postgraduate enrolments has not reduced at the same rate as undergraduate, which is reflective of the teaching and research offered at the University of Canterbury.

Māori and Pacific Research Students		Actual 2011	Actual 2012	Actual 2013	Target 2013
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	4.1%	3.9%	4.3%	4.2%
	Pacific postgraduate research students as a proportion of total Pacific EFTS	5.9%	5.5%	6.6%	5.6%

The population of Māori and Pacific students is small so minor movements in enrolment have disproportionate impact on the performance metrics.

¹¹ Estimate based on extrapolation of interim reporting as at 21 January 2014.

Work integrated learning		Actual ¹²	Target
Impact	Output commitments	2013	2013
Improved work integrated learning (AUSSE) ¹³	Work integrated learning	38%	38%

The target proportion of students participating in work integrated learning was met. The target levels will be revised as the UC Futures programme initiatives are fully developed.

The number of research degree completions is likely to exceed the target for 2013 based on current trends. The research revenue excluding Performance Based Research Funding continues to exceed budget with a favourable variance of \$1.2m.

The quality assured publications completed by academic staff members in 2013, is estimated to reach 3000. Since the target was set, the number of staff members has reduced which has resulted in a reduction in the number of papers published. This situation is further exacerbated by the fact that a number of those academic staff members, who have completed papers, have faced challenges such as departments being relocated to allow building remediation or their homes being remediated or a combination of both. The level of output is a reflection of the commitment of the academic staff to their disciplines.

Despite the reduction in the total number of students enrolling, the proportion of postgraduate students increased. 2013 saw the largest number of doctoral students enrolled in the 140 years of the University of Canterbury. The proportion of postgraduate students from priority groups is also increasing beyond expectations.

The quality of the research undertaken at the University of Canterbury has been recognised in various ways over the past year. Among the many of successes enjoyed there are two that are worthy of particular note. The University secured the highest level of Performance Based Research Funding¹⁴ per eligible academic staff member of any university in New Zealand in the six yearly “quality evaluation” of all education institution based researchers in New Zealand. There were nine departments ranked in the top 100 in the world in their respective disciplines by the international QS University Ranking by Subject¹⁵.

The University has elected to invest in a number of initiatives across a number of disciplines to foster on-going excellence in research. Increased investment has been made in the Ngāi Tahu Research Centre and CEISMIC, the digital repository of earthquake materials. In conjunction with external partners, the University has established the UC Quake Centre and the Centre for Risk, Resilience and Renewal (UCR3). The Quake Centre has been established in response to the Canterbury earthquakes, to deliver tomorrow’s earthquake engineering solutions today, for Christchurch, New Zealand and the world. UCR3 aims to improve understanding of risk, resilience and renewal, and to apply this to the development of improved strategies for risk reduction, development of resilience and implementation of post-disaster renewal.

A number of University of Canterbury researchers were recognised externally for their efforts in 2013. Emeritus Professor Roy Kerr was the first New Zealander to be awarded the prestigious Einstein Medal by the Albert Einstein Society in Switzerland. Professor Kerr developed a specific solution to Einstein’s field equations which described a structure now termed a Kerr black hole. The discovery was so remarkable as to compare favourably with the discovery in physics of a new elementary particle. Professors Mark Billingham (HIT Lab NZ) and Charles Semple (Mathematics & Statistics) were awarded Fellowships of the Royal Society of New Zealand. The RSNZ Hutton Medal for Plant Science was awarded to Professor Dave Kelly (Biological Sciences) and the RSNZ R.J. Scott Medal for Engineering Science & Technologies was awarded to Professor Andy Buchanan (Civil and Natural Resources Engineering). Dr Daniel Stouffer (Biological Sciences) and Dr Brendon Bradley (Civil and Natural Resources Engineering) were awarded Rutherford Discovery Fellowships.

The University Council awarded Innovation Medals to Professor Andy Buchanan, Professor Stefano Pampanin and Dr Alessandro Palermo (Civil and Natural Resources Engineering). Their pioneering UC research has lifted engineered timber buildings into serious contention for the Christchurch rebuild. This work is a further reflection of the practical contribution which the University is making to the rebuild of Christchurch. Research Medals were awarded to Professor Dave Kelly in recognition of his world leading research in plant ecology and plant-animal interactions, and to Professor Angus Macfarlane (Teacher Education) in recognition of his outstanding contribution to Māori research and education.

Internally, the University continued to foster excellence through the inaugural Distinguished Professor Award to Professor Geoff Chase (Mechanical Engineering) recognising his research work, which includes metabolic, pulmonary and cardiovascular research applied in intensive care units in New Zealand and overseas. He is a leader of an international research consortium, funded by the European Union and the Royal Society of New Zealand, which is undertaking research to apply engineering technology and innovation in collaboration with clinicians to improve healthcare.

¹² The survey undertaken in 2012 was reported in 2013

¹³ Australasian Survey of Student Engagement

¹⁴ Performance Based Research Funding is funding provided to the tertiary education institutions to ensure that excellent research in the tertiary education sector is encouraged and rewarded.

¹⁵ History, Linguistics, Philosophy, Civil and Structural Engineering, Psychology, Geography, Accounting and Finance, Education and Law.

Priority Objective 4: Connect

Maintaining strong, collaborative and mutually beneficial relationships with stakeholders

Engagement with Māori		Actual 2011	Actual 2012	Actual 2013	Target 2013
Impact	Input commitments				
Enhanced engagement with Māori	Regular discussions with mana whenua, tangata whenua and other Māori groups (two meetings annually of a UC-TRONT Governance Group and 3 meetings per year of the AVC Māori Advisory Group)	Achieved	Achieved	Achieved	Achieved

The evolving nature of the relationship with Ngāi Tahu is such that this measure will be superseded in the near future.

Engagement with Pacific Communities		Actual 2011	Actual 2012	Actual 2013	Target 2013
Impact	Input commitments				
Enhanced engagement with Pacific communities	Regular meetings of the Pacific Peoples' Advisory Group (two meetings per year)	Not Achieved	Achieved	Not Achieved	Achieved

The Pacific People's Advisory Group did not meet in 2013. However, there has been an extensive consultation process feeding into the creation of the Pacific Development Strategy. Once the Pacific Development strategy is endorsed by the various stakeholders, new measures are expected to be adopted. These will provide a better indication of the relationship with the Pasifika communities.

Engagement with Industry		Actual 2011	Actual 2012	Actual 2013	Target 2013
Impact	Input commitments				
Building strong relationships with industry	Number of participants on industry advisory boards	145	145	145	150

Participation by industry in the teaching and research activities will change significantly with the changes to the graduate profile described above. A much closer relationship is envisaged which will fundamentally change the way in which the University and industry engage.

Staff engagement and satisfaction		Actual 2010 ¹⁶	Actual 2013	Target 2013
Impact	Output commitments			
Feedback from staff surveys	Passion Index/engagement	73%	72%	74%
	Progress Index/satisfaction	53%	45%	54%

The passion index measures the level of engagement of staff with the mission of the University. Whilst the commitment to the institution has been maintained there is a level of frustration with the on-going state of flux. This has resulted in a fall in the level of satisfaction with the rate of progress toward the ideals espoused in the Statement of Strategic Intent. It is expected that this measure will recover in later years as tangible progress is made.

¹⁶ Staff surveys were not taken in 2011 or 2012.

Relationship with Alumni and Supporters		Actual 2011	Actual 2012	Actual 2013	Target 2013
Impact	Input commitments				
Strengthened relationships with alumni and supporters	Income through UC Foundation to UC	\$4.5m	\$3.8m	\$2.9m	\$6.0m
	Number of alumni (thousands) and proportion with current addresses (electronic or physical)	115 47%	118 47%	118 47%	N/A 47%

The funding received from the UC Foundation expected for 2013 included a substantial contribution to the undergraduate scholarship costs. This contribution was not required as the scholarships were funded from alternate sources.

International Engagement		Actual 2011	Actual 2012	Actual 2013	Target 2013
Impact	Input commitments				
Enhanced international connection	Visiting Fellowships awarded	58	69	72	68
	Take-up of Outgoing awards	25	16	29	18

International connections exceeded expectations, reflecting the return to more normal levels of engagement with international collaborators.

The University is now focused on cementing the relationship with Ngāi Tahu through the implementation of Rautaki Whakawhanake Kaupapa Māori (UC Māori Development Strategy). This strategy focuses on six key areas: Strategic Relationships, Student recruitment and retention (as noted above), Research, Quality programmes for both Māori and non-Māori students, staff development and an appropriate physical environment. When successfully implemented, this strategy will see more Māori students completing degree level study and above, and non-Māori students will understand the foundations of cultural competence and confidence. Our staff will be engaged in research and supported to contribute Māori and indigenous knowledge economies. These elements will be underpinned by the special relationship with Ngāi Tūāhuriri and Te Rūnanga o Ngāi Tahu.

The draft Pacific Development plan has been carefully developed with input from the Pacific communities. Through the process of consultation the University response to the aspirations of the communities has been developed. The consultation process is expected to be completed by mid-2014.

The UC Futures programme has provided a broad platform for engagement with a wide range of stakeholders. The relationship with industry has strengthened appreciably as the University has sought to define its role in the Christchurch recovery. The University of Canterbury's role in the recovery of the region is multifaceted:

- a provider of skilled labour;
- a source of solutions to problems through research expertise; and
- a generator of economic activity.

The graduates of the University now need a greater range of skills to make a difference in the post-quake world. The University has developed a community learning programme in which students apply an academic framework to experience they have gained volunteering in the community. Students are also exposed to the workplace through a range of internships and work experience requirements in disciplines as diverse as engineering, education and law. The value of experience gained working with people from other cultures is also recognised as we seek to increase the number of international students studying in Christchurch. Increased opportunities are also being developed to allow students to study abroad for a semester. These experiences will allow students to develop an understanding of the significance of cultural confidence and competence.

The University attracts thousands of students, staff and visitors to Christchurch every year. As a result, the contribution to the economic activity of the city is in excess of \$1.5 billion per annum. This figure does not include the hundreds of millions of dollars that will be spent in the capital development (announced by Government in 2013) and the on-going remediation, funded by insurance and the University.

The engagement with industry has also recently resulted in the implementation of eight new academic programmes¹⁷. These qualifications have been developed to meet specific industry skills shortfalls and to offer a differentiated product in an increasingly competitive world education market.

The strength of a teaching institution is dependent on the skills and motivation of its academic staff. The academic staff attitudes and values are reflected by the support staff. The students quickly absorb the culture of the institution. Over the past three years the staff members of this University have demonstrated a level of enthusiasm, determination and resilience that exceeded expectations. Some departments will be in temporary accommodation for over three years, others have had to move annually to areas that were initially not ideal and yet the level of commitment to the institution has remained remarkably high. The ability to implement positive change has been reduced and this has seen the progress index decline. As a result of the Government support announcement and the completion of some remediation projects, staff members are now able to see tangible progress to the strategic intent of the University.

Alumni are an increasingly valuable resource to the University. Support from alumni has ranged from letters of endorsement for the UC Futures project to contributions for scholarship funds and the funding of the homework academies by the American New Zealand Association (ANZA). The University has a current relationship with 47% of its living alumni. With the use of social media and an on-going recruitment programme it is expected that this number will increase over time.

¹⁷ These programmes are Bachelor of Criminal Justice, Master of Business Management, Postgraduate Diploma in Business, Master of Professional Accounting, Master of Speech Language Pathology, Master of Applied Finance and Economics, Graduate Certificate in Sport Coaching, Certificate in Language

