

# Statement of Service Performance

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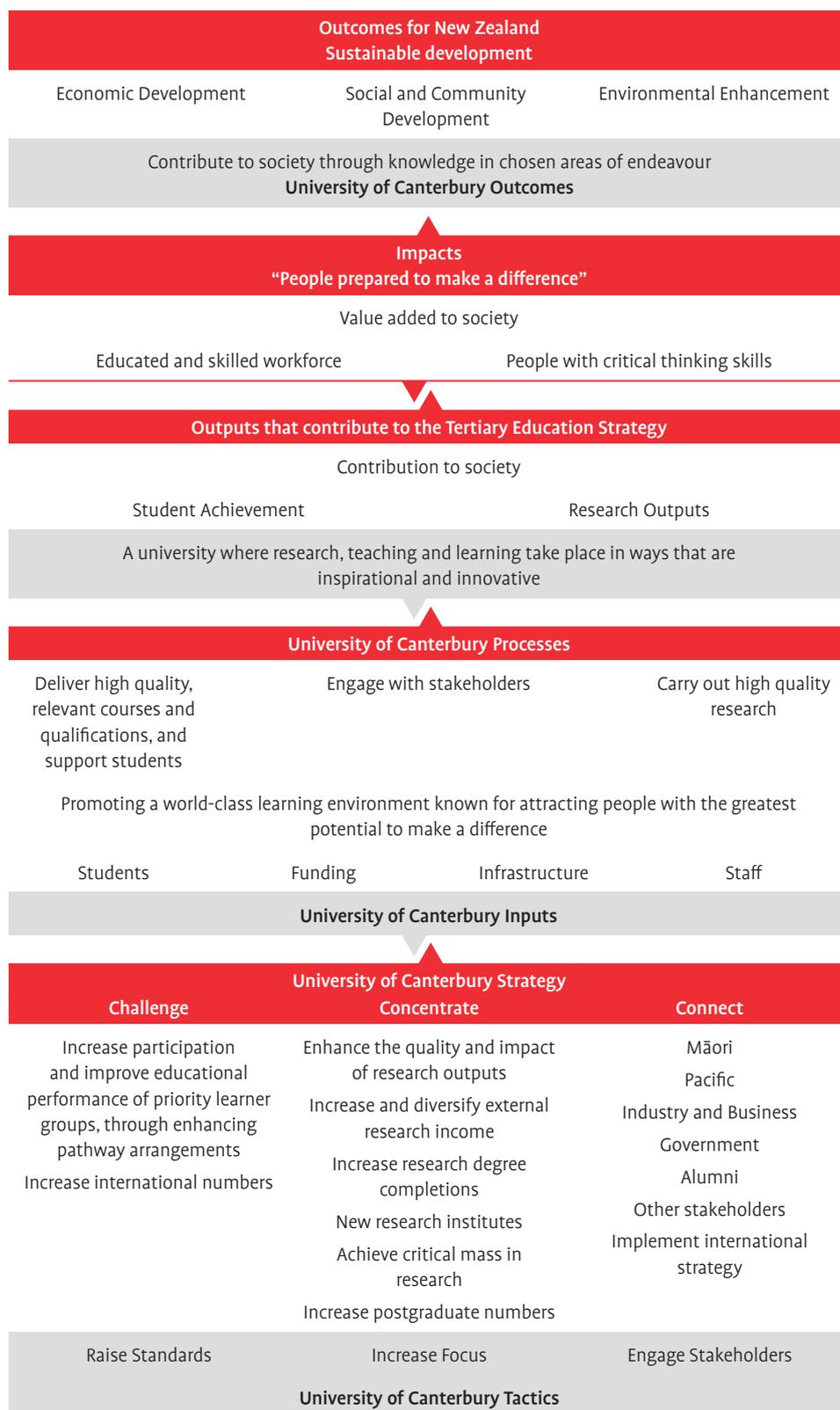
*The vision of the University is “People Prepared to Make a Difference”. The mission of the University is to contribute to society through knowledge in chosen areas of endeavour by promoting a world-class learning environment known for attracting people with the greatest potential to make a difference. 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. An educated community is likely to have the opportunity to pursue interests and pastimes 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 are used to 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 has existed has been dominated by the impact of the 2010 and 2011 earthquakes. The University will be engaged in a building remediation programme that will continue until the end of this 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 Rutherford Science and Innovation Centre and redevelopment of the College of Engineering facilities, and the successful resolution of the insurance claim for the disruption and damage resulting from the earthquakes. 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. At the end of December 2014, there were 11,943 Equivalent Full Time Students (EFTS) enrolled.

Table 1



The Government requirements for tertiary institutions are laid out in the Tertiary Education Strategy 2014–2019. The priorities relevant to universities are to:

- Deliver skills for industry;
- Boost the achievement of Māori and Pasifika students;
- Strengthen research based institutions;
- Grow international linkages.

The University has internalised these priorities as being to:

- Challenge: Recover student numbers, boost student achievement (especially Māori and Pasifika) and to deliver skills for industry;
- Concentrate: Strengthen research;
- Connect: Develop relationships internationally and domestically and deliver skills to industry.

# Priority Objective 1: Challenge

Improving the educational performance and participation of students

Student Enrolments (EFTS)		Actual 2013	Actual 2014 <sup>1</sup>
Impact	Input commitments		
Increased student enrolment	Domestic	11,381	11,168
	Full Fee	799	775
	Total	12,180	11,943

The decline in total student numbers was expected as the reduced intake of 2011 progressed to the end of their studies. The number of new students enrolling has shown a steady increase over recent years.

Priority Learner Group participation		Actual 2012	Actual 2013	Actual 2014 <sup>2</sup>	Target 2014
Impact	Input commitments				
Increased participation by priority learner groups	Māori enrolments	6.8%	7.0%	7.3%	6.9%
	Pacific enrolments	1.9%	2.1%	2.6%	2.2%
	Under-25 enrolments	74.6%	76.4%	76.7%	75.4%

The planned mix of students was achieved in 2014.

Māori and Pacific pathways		Actual 2012	Actual 2013	Actual 2014 <sup>3</sup>	Target 2014
Impact	Input commitments				
Enhanced Māori and Pacific pathways into tertiary study	First-year Māori enrolments as a proportion of first-year domestic enrolments in first year of tertiary study.	7.4%	7.2%	7.4%	7.6%
	First-year Pacific enrolments as a proportion of first-year domestic enrolments in first year of tertiary study.	2.4%	2.8%	3.5%	2.5%

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 2012	Actual 2013	Actual 2014 <sup>4</sup>	Target 2014
Impact	Input commitments				
Targeted sub-degree provision (EFTS)	Sub-degree enrolments as a proportion of all enrolments	1.2%	1.2%	1.2%	1.0%
Enrolments in sub-degree courses	Māori enrolments (Sub-degree EFTS)	12.2%	10.0%	11.4%	14.0%
	Pacific enrolments (Sub-degree EFTS)	7.8%	6.1%	8.1%	9.0%
	Under-25 enrolments (Sub-degree EFTS)	76.1%	83.5%	84.8%	80.0%

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.

<sup>1</sup> The 2014 Actuals are based on enrolments as at 31 December and may differ slightly to the SDR enrolments subsequently submitted.

<sup>2</sup> The 2014 Actuals are based on enrolments as at 31 December and may differ slightly to the SDR enrolments subsequently submitted.

<sup>3</sup> The 2014 Actuals are based on enrolments as at 31 December and may differ slightly to the SDR enrolments subsequently submitted.

<sup>4</sup> The 2014 Actuals are based on enrolments as at 31 December and may differ slightly to the SDR enrolments subsequently submitted.

International (Full Fee) Participation		Actual 2012	Actual 2013	Actual 2014 <sup>5</sup>	Target 2014
<b>Impact</b>	<b>Input commitments</b>				
Increased and more diversified international (full fee) participation	Full Fee enrolments (as a percentage of total enrolments)	6.4%	6.6%	6.5%	8.5%
	Concentration ratio (C3) <sup>6</sup>	58.9%	58.7%	55.8%	56.0%

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 21<sup>st</sup> century.

Successful Course completion <sup>7</sup>		Actual 2012	Actual 2013	Actual 2014 <sup>8</sup>	Target 2014
<b>Impact</b>	<b>Output commitments</b>				
Increased successful course completions by priority learner groups	Māori completion rates	81%	80%	81%	84%
	Pacific completion rates	69%	70%	70%	74%
	<25 completion rates	87%	87%	87%	89%
	<b>All SAC eligible students</b>	<b>87%</b>	<b>87%</b>	<b>87%</b>	<b>89%</b>
	<i>NZ university median</i>	86%	86%		

Course completion rates have exceeded sector medians with an overall course completion rate of 87% (unchanged from the previous year). 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 <sup>9</sup>		Actual 2012	Actual 2013 <sup>11</sup>	Actual 2014 <sup>10</sup>	Target 2014
<b>Impact</b>	<b>Output commitments</b>				
Increased qualification completions by priority learners	Māori completion rates	81%	68%	65%	67%
	Pacific completion rates	75%	51%	45%	55%
	<25 completion rates	77%	78%	75%	75%
	<b>All SAC eligible students</b>	<b>85%</b>	<b>88%</b>	<b>88%</b>	<b>75%</b>
	<i>NZ university median</i>	81%	81%		

Qualification completion rates have exceeded expectations and significantly exceeded the sector medians, with UC recording the highest rate of completion across the eight New Zealand universities. Percentage completion figures were forecast to reduce in the light of an expected decline in the number of students enrolled. The number of Māori and Pasifika students is comparatively small and therefore small movements in student numbers materially impact performance.

<sup>5</sup> The 2014 Actuals are based on enrolments as at 31 December and may differ slightly to the SDR enrolments subsequently submitted.  
<sup>6</sup> 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 2012-2014, the three largest contributing countries were the United States of America, China and Malaysia.  
<sup>7</sup> Where possible confirmed TEC data has been referenced.  
<sup>8</sup> Interim result to 28 January 2015.  
<sup>9</sup> Where possible confirmed TEC data has been referenced.  
<sup>10</sup> Interim result to 28 January 2015.  
<sup>11</sup> Updated since 2013 Annual Report published.

Retention <sup>12</sup>		Actual	Actual	Actual	Target
Impact	Output commitments	2012	2013	2014 <sup>13</sup>	2014
Increased retention of priority learner groups	Māori completion rates	83%	81%	82%	75%
	Pacific completion rates	78%	76%	79%	65%
	<25 completion rates	89%	88%	88%	85%
	<b>All SAC eligible students</b>	<b>87%</b>	<b>86%</b>	<b>86%</b>	<b>85%</b>
	NZ university median	84%	86%		

Retention rates have exceeded expectations and also exceeded the sector median.

Student Engagement		Actual	Actual	Actual
Impact	Output commitments	2013 <sup>14</sup>	2014	2014
Improved student engagement (AUSSE) <sup>15</sup>	Active learning	35%	N/A	35%
	Student staff interactions	21%	N/A	21%
	Supportive learning environment	55%	N/A	57%

The AUSSE survey was not undertaken in 2014. It was recognised that the changes contemplated as part of the UC Futures programme would take longer than 12 months to implement.

Under the heading of Challenge, the University has set targets in conjunction with Government that support the TES goals. The primary objective is to recover student numbers to levels achieved prior to 2010 and to welcome them to an environment that supports students to achieve their potential.

### Domestic students

The University has invested heavily in advertising to ensure that potential students are aware of the opportunities available at the University of Canterbury. Market research has provided valuable insights into the information required by prospective students and their parents. The presentations made to schools have been amended to include more targeted information. Research conducted in late 2014 showed a positive response from high school students in target markets.

The University continued to offer NCEA excellence and merit scholarships for 2014 and will repeat this in 2015. The provision of financial support has reportedly made a difference to a number of students who otherwise may have taken an alternative path. The other major challenge facing prospective students has been the decreasing availability of affordable rental accommodation in Christchurch. The University has responded through a number of initiatives, including the provision of additional student accommodation in conjunction with a third party funder, taking head leases on rental accommodation around the Ilam campus and leasing additional accommodation. These initiatives have ensured that undergraduate students have been able to secure suitable accommodation at affordable rates.

The University has recognised that the aspiration of some students cannot be realised on the basis of their academic results to date. This can be due to poor course selection, lack of base knowledge or inadequate academic results in required areas. TEC has previously indicated that universities should not be providing sub-degree tuition. The University of Canterbury has developed a programme with Hagley Community College to allow students to undertake remedial study to prepare them for university. It is likely that a combined programme will provide a pathway for second chance learners to successfully complete a programme of tertiary study.

In 2014, for the fifth consecutive year, a UC student was awarded a Rhodes Scholarship to study at Oxford University. University of Canterbury students also gained 10 of the 26 Fulbright Scholarships to study in the US.

<sup>12</sup> Where possible confirmed TEC data has been referenced.

<sup>13</sup> Interim result to 28 January 2015.

<sup>14</sup> The survey undertaken in 2012 was reported in 2013.

<sup>15</sup> Australasian Survey of Student Engagement.

### **Māori students**

In 2012, Te Rautaki Whakawhanake Kaupapa Māori (UC Strategy for Māori Development) was launched in conjunction with and endorsed by Ngāi Tahu. A significant aim of the strategy is to increase the number of Māori students enrolling and successfully completing study at UC. The University has recognised the relationship is not that of an institution to individual, but rather that of an institution to the Māori community. UC has implemented a programme of early contact with each Māori student to develop a relationship that aspires to ensure that they have the requisite knowledge and/or experience to achieve in their chosen area of study. This contact will develop into a relationship between the student and their whanau, and the University. Students will be mentored and developed through their programme of study.

The Māori Development Team has been restructured to ensure the appropriate skills are in place to assist in the retention and development of Māori students to improve their qualification completion rates, as well as their experience of tertiary study.

Three kaiarahi have been appointed to assist the College Pro-Vice-Chancellors, their executive teams and staff in developing, in the first case, College strategies to enact Te Rautaki Whakawhanake Kaupapa Māori. A Director of Māori Teaching and Learning has also been appointed to assist academic colleagues in curriculum development, responding to the bicultural pillar of the UC Graduate Profile. UC graduates will be distinguished in the workplace as those who can demonstrate the cultural competence and confidence to live and work in a bicultural Aotearoa New Zealand and a multicultural world.

### **Pasifika students**

The UC Pasifika Strategy 2014–2018 was developed in consultation with the various Pasifika communities and launched in November 2014. This strategy outlines the aspirational goals of the University and the Pasifika community for Pasifika students based on the core themes of Connect, Confidence, Challenge, Concentrate and Contribute. In the implementation of this strategy, we expect to develop a more attractive environment for Pasifika students and provide opportunities for students from other cultures to gain a deeper understanding of our Pacific neighbours.

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 was initially provided with support from the Australian and New Zealand Association based in New York and subsequently by other external donors. The programme was initially developed in the post-earthquake environment. 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 into two outreach strands – UC Generate offers schools an interactive two hour session during school hours for Years 9–11. UC Me XL is a two week holiday programme on campus designed to support students studying NCEA levels 1–3. There are now students from 25 schools in Christchurch participating in the programmes.

The South Island has a very small Pasifika population (21,132 at 2013 Census) distributed across a number of centres. The major concentration of Pasifika is in Canterbury (12,720 people living in the region). Taking a more targeted recruitment approach is expected to result in an increased number of students enrolling at UC.

### **International students**

Whilst the proportion of international students enrolled is important to the financial sustainability of the University, their presence also 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 242<sup>nd</sup> in the world which is in the top 3%, a position maintained since before the 2010 and 2011 earthquakes. Given the disruption of 2011 this was a significant achievement. The University was the first New Zealand institution to achieve five stars in the QS STARS ranking that reflects the relative quality of the University.

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 focuses on growth in five main areas:

- a. The new Navitas-run UC International College (UCIC) is a pathway college that brings students to the University campus 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 2014, has more than 80 applications for the February 2015 intake.
- b. Developing the University's agent network, particularly in China, Malaysia, India, Indonesia and the US.
- 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 of Canterbury.
- e. Strengthening the University's mix of courses and programmes to better support the expectations of the international market.

These actions resulted in a stabilising of international student numbers and the outlook for 2015 shows an increase of 12.8% applications to enrol over the prior year at the same time (week 17 of the enrolment cycle).

### Graduate Profile

In order to be successful, the University must rebuild domestic student enrolments to at least the pre-earthquake levels. To differentiate the University of Canterbury graduate from those who study elsewhere, the University has implemented a graduate profile outlining a package of specific competencies that all undergraduates will be able to participate in developing.

Competence	Learning Objective
Critically competent in a core academic discipline of their degree	Students know and can critically evaluate and, where applicable, apply this knowledge to topics/ issues within their majoring subject.
Employable, innovative and enterprising	Students will develop key skills and attributes sought by employers that can be used in a range of applications.
Biculturally competent and confident	Students will be aware of, and understand the nature of biculturalism in Aotearoa New Zealand and its relevance to their area of study and/or their degree.
Engaged with the community	Students will have observed and understood a culture within a community by reflecting on their own performance and experiences within that community.
Globally aware	Students will comprehend the influence of global conditions on their discipline and will be competent in engaging with global and multicultural contexts.

This graduate profile has been developed in conjunction with employers, key stakeholders, academic staff (both internal and external) and student representatives. This work is ongoing and will take several years to fully implement. Specific programmes that are being implemented include:

**Work integrated learning** — The objective is to provide 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 is 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 34% of undergraduates (mainly in vocational subjects such as engineering and teaching) already have a 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** — From 2015, as part of a pilot programme, all first year 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 not for credit activities such as leadership roles in clubs and societies. It could also include volunteering experience and part-time/holiday work experience. The transcripts could also include an assessment of a range of skills and competencies (team work, can-do attitude, work ethic, etc) and the student's reflection on learning outcomes.

**Internationalisation programme** — The programme provides 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. In 2014, 105 UC students went on exchange.

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.

Late in 2014, the University announced a study abroad award for all new to UC undergraduates enrolling in 2015, who complete a full-time programme of study and are of good academic standing. The award will pay the return economy class airfares to enable eligible students to study abroad in their second or subsequent year at UC.

**Bicultural competence** — An overarching goal is that all UC programmes will have learning objectives that support cultural confidence and competence in graduates, thus providing a unique skill set valued by employers locally and globally. UC has a memorandum of understanding with Ngāi Tahu and is working cooperatively with the iwi to create many valuable outcomes for both parties. To date, this cooperation includes involvement by students and staff in the Colleges of Education and Science. In 2012, Te Rautaki Whakawhanake Kaupapa Māori 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. In 2015 this curriculum development includes courses such as HIST292 Oral Traditions and Modern Histories of Ngāi Tahu, and LAWS326 Treaty Settlement Negotiations.

**University success planning** — In 2014, 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. More than 70 study to career guides have been developed and have been distributed as a free resource for all New Zealand high schools. 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 bicultural competence.

The Educational Performance Indicators (course completion, qualification completion and retention) described above are prepared by the University using the TEC methodology. TEC reports annually to the sector well after our reporting timeframe. The 2014 figures for qualification completion and student retention are the best estimates currently available and have an expected margin of error of two percentage points.

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. Associate Professor Paul Ballantine has received the 2014 UC Teaching Medal in recognition of his outstanding achievements and his contribution to the University as a lecturer, supervisor and head of department. His student-centred approach to teaching with a strong emphasis on 'real world' problem-based learning aligns strongly with the key pillars of learning associated with the UC graduate profile, especially employability and community engagement.

Student engagement is a significant element of the University's strategy to increase student enrolments. The Australasian Survey of Student Engagement (AUSSE) was the primary tool used to measure student engagement in 2013. 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. As the changes are significant, it was decided to defer detailed student engagement surveys until 2015 to ensure that emerging trends would be more visible.

# Priority Objective 2: Concentrate

Enhancing the quality and impact of research outputs

Research Outputs		Actual 2012	Actual 2013	Actual 2014	Target 2014
<b>Impact</b>	<b>Output commitments</b>				
Increased research degree completions and external research income	Number of research degree completions	374 <sup>17</sup>	450 <sup>18</sup>	452 <sup>19</sup>	350
	External research income	\$27.5m	\$26.3m	\$26.7m	\$28.5m

The over delivery in 2014 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. The post-earthquake environment has provided unique opportunities for research in a number of fields, which has resulted in increased numbers of students enrolling in research degrees.

Quality Assured Research Publications		Actual 2012 <sup>20</sup>	Actual 2013 <sup>21</sup>	Actual 2014 <sup>22</sup>	Target 2014
<b>Impact</b>	<b>Output commitments</b>				
Increasing knowledge	Number of quality assured research publications	3926	3435	3077	4200

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

Postgraduate enrolments		Actual 2012	Actual 2013	Actual 2014	Target 2014
<b>Impact</b>	<b>Input commitments</b>				
Increased postgraduate enrolments as a % of total EFTS	Postgraduate taught EFTS	8.0%	7.9%	9.3%	8.0%
	Postgraduate research EFTS	8.6%	9.4%	9.5%	8.8%
	<b>Total postgraduate EFTS</b>	<b>16.6%</b>	<b>17.3%</b>	<b>18.8%</b>	<b>16.8%</b>

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

Māori and Pacific Research Students		Actual 2012	Actual 2013	Actual 2014	Target 2014
<b>Impact</b>	<b>Input commitments</b>				
Increased postgraduate enrolments on the part of key priority learner groups	Māori postgraduate research students as a proportion of total Māori EFTS	3.9%	4.3%	4.7%	4.4%
	Pacific postgraduate research students as a proportion of total Pacific EFTS	5.5%	6.6%	4.6%	5.8%

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

<sup>17</sup> Updated since 2013 Annual Report published.

<sup>18</sup> Updated since 2013 Annual Report published.

<sup>19</sup> Forecast based on December 2014 SDR figures.

<sup>20</sup> This information can be retrospectively updated by academic staff.

<sup>21</sup> This information can be retrospectively updated by academic staff.

<sup>22</sup> As provided to January 2014. This information can be retrospectively updated by academic staff and is forecast to be 3400 for 2014.

Work integrated learning		Actual 2013 <sup>23</sup>	Actual 2014	Target 2014
Impact	Output commitments			
Improved work integrated learning (AUSSE) <sup>24</sup>	Work integrated learning	38%	N/A	39%

The AUSSE survey was not undertaken in 2014. It was recognised that the changes contemplated as part of the UC Futures programme would take longer than 12 months to implement.

The number of research degree completions exceeded the target for 2014. 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 2014 is estimated to reach 3400. 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 sustained 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. 2014 research degree completions are expected to exceed the record number achieved in 2013. The proportion of postgraduate students from priority groups is also increasing beyond expectations. In recognition of the increased interest, five additional doctoral scholarships have been created to support Māori candidates.

The quality and breadth of research undertaken at the University of Canterbury is recognised in the developing responses to the National Science Challenges. UC researchers will contribute to all 10 of the challenges released so far.

There were nine departments ranked in the top 100 in the world in their respective disciplines by the international QS University Ranking by Subject.

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 development of improved strategies for risk reduction, development of resilience and implementation of post-disaster renewal.

The University Council awarded the Innovation Medal to Associate Professor Maggie-Lee Huckabee (Communication Disorders). Her research seeks to reduce swallowing impairment in post-stroke or post-surgical stroke patients. Her work is nationally and internationally recognised and her research has led clinicians from district health boards across New Zealand to change protocols. In the Canterbury District Health Board alone, the rate of pneumonia for patients who struggle to swallow following strokes dropped from 26 percent to 11 percent in a three year time period following implementation of her research results. This has resulted in a potential cost savings to the national health system of about \$1.4 million per annum. This innovation has not only improved patient outcomes and reduced health care costs, but has facilitated a culture of research and innovation for frontline clinicians, which is a key priority for the New Zealand Health Research Council.

UC Research Medals were awarded to Professor Michael Hall in recognition of his world leading research in sustainability and tourism and to Professor Mike Steel in recognition of his outstanding contribution to the application of discrete mathematics and probability theory to contemporary problems in biology. Internally, the University continued to foster excellence through promotion to the rank of Distinguished Professor of Professor Jack Copeland (Philosophy), Professor Mike Steel (Mathematics and Statistics) and Professor Niki Davis (Educational Studies and Leadership).

<sup>23</sup> The survey undertaken in 2012 was reported in 2013.

<sup>24</sup> Australasian Survey of Student Engagement

# Priority Objective 3: Connect

Maintaining strong, collaborative and mutually beneficial relationships with stakeholders

Engagement with Māori		Actual 2012	Actual 2013	Actual 2014	Target 2014
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 three meetings per year of the Advisory Board to the Office of the Assistant Vice-Chancellor Māori and Ngāi Tahu Research Centre).	Achieved	Achieved	Achieved	Achieved

Engagement with Pacific Communities		Actual 2012	Actual 2013	Actual 2014	Target 2014
Impact	Input commitments				
Enhanced engagement with Pacific communities	Regular meetings of the Pacific Peoples' Advisory Group (two meetings per year)	Achieved	Not Achieved	Achieved	Achieved

There has been an extensive consultation process feeding into the creation of the UC Pacific Strategy 2014-2018. The full-time continuing role of Director of the Pacific Development Team was created and appointed. Also, the full time continuing role of Director of the Macmillan Brown Centre for Research into the People of the Pacific was established and appointed.

Engagement with Industry		Actual 2012	Actual 2013	Actual 2014	Target 2014
Impact	Input commitments				
Building strong relationships with industry.	Number of participants on industry advisory boards	145	145	145	155

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 2013	Actual 2014	Target 2014
Impact	Output commitments			
Feedback from staff surveys	Passion Index/engagement	72%	N/A	75%
	Progress Index/satisfaction	45%	N/A	55%

The survey is now conducted biennially to allow the results to inform follow-up actions. The next survey is planned for 2015. The passion index measures the level of engagement of staff with mission of the University and the progress index reflects progress towards delivering the mission.

Relationship with Alumni and Supporters		Actual 2012	Actual 2013	Actual 2014	Target 2014
Impact	Input commitments				
Strengthened relationships with alumni and supporters	Income through UC Foundation to UC	\$3.8m	\$2.9m	\$2.3m	\$7.0m
	Number of living alumni (thousands)	118	118	122	N/A
	Proportion of alumni with current addresses (electronic or physical)	47%	47%	52%	47%

The funding received from the UC Foundation expected for 2014 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 2012	Actual 2013	Actual 2014	Target 2014
Impact	Input commitments				
Enhanced international connection	Visiting Fellowships awarded	69	72	69	73
	Take-up of Outgoing awards	16	29	25	19

The shortfall in the number of incoming awards was offset by an increase in outgoing awards.

The University is now focused on cementing the relationship with Ngāi Tahu through the implementation of Te Rautaki Whakawhanake Kaupapa Māori (UC's Strategy for Māori Development). This strategy focuses on six key areas: strategic relationships; Māori student recruitment, retention and achievement, (as noted above); research; quality programmes; staff development; and the University's physical environment. When successfully implemented this strategy will provide the University with unique courses that will appeal to a wide range of potential students, Māori, local non-Māori and international. All students will develop skills of cultural competence and cultural confidence which will enhance their careers. Māori student success at UC will be improved through the implementation of the strategy and our staff will be engaged in research which is collaborative with Māori and indigenous communities, and which is responsive to their needs. Our staff development programmes will provide opportunities for contribution to indigenous knowledge economies and the campus will be a dynamic space reflecting the histories and aspirations of mana whenua, as well as the bicultural development of the University. All of these elements will continue to be supported by the relationships with Ngāi Tūāhuriri and Te Rūnanga o Ngāi Tahu.

The UC Pasifika Strategy 2014–2018 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 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 University has had, and will continue to have a close connection to the city of Christchurch. The University will contribute up to \$15 billion dollars to the local economy in the period 2014-2024 and is a major source of economic activity in the city. The University has recently committed to lease remediated space in the Arts Centre and will return to occupy the Chemistry Building to allow remediation of buildings on the Ilam campus. The University has also enhanced its presence in the city through participation in the Health Precinct where clinical teaching will be co-located with the clinical services of the Canterbury District Health Board. The University expects to have a role in the proposed ICT Graduate School that will be located in the Innovation Precinct.

The University is also one of the largest employers in the city. University of Canterbury knowledge has always fuelled Canterbury's economic engine. The University has been involved in the recovery since the earthquakes, helping provide an intelligent and innovative response. Examples of new and leading edge research that builds on the already strong and comprehensive academic foundation include:

- UC's Department of Geological Sciences undertook a seismic reflection survey in Christchurch with the University of Calgary's Consortium for Research in Elastic Wave Exploration Seismology (CREWES) and GNS Science.
- The establishment of a Port Hills Geotechnical Group study to inform the rebuild and future land-use planning.
- UC civil, structural and geotechnical engineering experts have been called upon to help inform many aspects of the earthquake and its impacts, including fault mechanisms, energy transmission during a quake, ground surface response and liquefaction.
- Consequence management such as designing lifelines to minimise damage, community preparation and planning for emergency response and recovery.

A major lesson that the University of Canterbury took from the earthquakes and the aftermath was the need to rely on other members of its network for support. This support was greatly appreciated by UC students and staff. In the early months of 2011, students were transferred to Adelaide University, Oxford University and Auckland University. Students were accommodated at Tait Electronics and Jade Software, laboratory space was made available at other universities and Crown Research Institutes. Additional staff support was provided by Massey University. The alumni of the University have provided a range of support including sponsorships and scholarships to donations and messages of support. As the case for support to government was developed, the support of the local civic, commercial and industrial leaders was sought and provided.

The University currently maintains relationships with more than 100 partner universities representing all continents. These relationships can include a wide range of activities and can include research, intellectual property licenses, teaching, and student and staff exchanges. In 2014, UC was invited to join the AC21 consortium. This group of universities has representatives from around the globe. This group includes some of the oldest universities, including the University of Freiburg (Germany, founded 1457), University of Strasbourg (France, 1621), Chemnitz University of Technology (Germany, 1836), Stellenbosch University (South Africa, 1866), Peking University (China, 1898) and Nagoya University (Japan, 1871). The consortium members are committed to innovation in education, research and academic governance through collaborative action. The universities of Canterbury and Adelaide are the only members in Australasia.

Through AC21, University of Canterbury students will have opportunities to participate in programmes such as the World Student Forums (2015 Strasbourg, France), international student exchanges with member universities, community learning programmes which are run in a variety of locations in emerging and developed economies, and research opportunities linking with students from across the globe. The AC21 members are also committed to undertaking projects involving collaboration between industry, academia and government. Drawing on the wider pool of international expertise of the members is expected to provide more effective results than could be achieved through the efforts of individual members.

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 and remediation, funded by Government and the University.

The opportunity for further engagement with the ICT industry has arisen as the University has taken a lead role in developing the South Island bid for the Christchurch based ICT Graduate School with a range of industry and educational partners (CPIT, Otago Polytechnic, Lincoln and Otago universities). If the bid is successful, enrolment is expected to commence in 2015.

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 four years, the staff members of this institution have demonstrated a level of enthusiasm, determination and resilience that exceeded expectations. As a result of the Government support announcement and the completion of a number remediation projects, staff members are now able to see tangible progress toward the strategic intent of the University.

The UC Foundation in North America, under the leadership of Professor David Teece, has taken the leading role in seeking funds to meet the cost of the fitout of the Chemistry Building at the Arts Centre. This leased space will house the Logie Collection of Greek and Roman antiquities, the Department of Classics and the School of Music. The 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. The University has a current relationship with 52% 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.