Statement of Service Performance
Key Strategic Area 1: Research and Creative Work
To consolidate and maintain the University’s status as a top research-led university

Strategic Target 1.1: Research Quality
Enhance the quality and impact of University research outputs

Planned activities to achieve this target included implementing the University’s PBRF strategy and implementing strategies to value, reward and celebrate research excellence within Colleges and the University.

• The University officially launched two new Research Institutes – the Biomolecular Interaction Centre (BIC) and The New Zealand Institute of Language, Brain and Behaviour (NZILBB). The establishment of these two new research institutes reflects a multi-year investment by the University to raise its international profile and promote its reputation as a world-class higher education institution.

• Establishment of the new research institutes was commended in the Academic Audit report, released in mid-September. The University’s ability to fund additional research institutes in 2011, however, is in doubt since additional government funding is unlikely to completely compensate for the impact of inflation.

• Preparations continued to be made for the 2012 Performance-Based Research Fund (PBRF) round. The University’s aim is to maintain or improve its current top three ranking. A strategy has been developed to achieve this and additional resources committed to assist its implementation. Aligned with this, Pro-Vice-Chancellors have been reviewing the research performance of academic staff as part of the “demonstrable measurable research outputs” criteria and setting improvement targets prior to the PBRF assessment round.

• In April, Professor Steve Weaver (Dean of Postgraduate Research) was appointed to the newly created position of Assistant Vice-Chancellor (Research). He joined the Senior Management Team in September, thus ensuring that research issues will continue to feature prominently in SMT work plans.

• Research excellence was celebrated at the December graduation when Professor Denis Dutton (Humanities) was presented with the University’s Research Medal for 2010. The University was saddened by the death of Professor Dutton on 28 December following a period of illness.

Key Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality assured research outputs 6</td>
<td>3,009</td>
<td>3,150</td>
<td>2,650</td>
<td>The final number will be confirmed in 2011 7</td>
</tr>
<tr>
<td>Doctoral thesis completions 8</td>
<td>129</td>
<td>119</td>
<td>125</td>
<td>110</td>
</tr>
<tr>
<td>Masters thesis completions 9</td>
<td>187</td>
<td>178</td>
<td>185</td>
<td>207</td>
</tr>
</tbody>
</table>

Key Performance Indicators

5 Academic staff are required to produce research outputs of a standard and at a rate appropriate to their discipline and above a designated minimum.

6 The definition of quality assured research output is that used for the Performance-Based Research Fund (PBRF): any output that prior to its publication or dissemination has successfully completed a formal quality-assurance process i.e. has been subject to formal, independent scrutiny by those with the necessary expertise and/or skill to assess its quality.

7 Research & Innovation does not collate research publication information until the middle of the following year.

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

9 Masters thesis completions exclude dissertations.
Strategic Target 1.2: Research Activity

Increase research activity throughout the University

Planned activities to achieve this target included implementing strategies to increase research activity within Colleges; increasing the amount and value of external research grants; and continuing to build strong relationships with funding agencies and the private sector.

- In September, 13 University research projects received Marsden funding totalling $8.3 million. This was an increase of more than $1 million over similar funding received in 2009. The University’s share represented 14% of the total funding available to the sector, a record outcome. In addition, University researchers are also sub-contractors in at least three other projects that received Marsden funding.
- The Waterways Centre for Freshwater Management was officially opened in July. A joint initiative between Canterbury and Lincoln universities, the new centre was established under the leadership of Professor Jenny Webster-Brown in response to calls by local authorities and businesses for more water management specialists and advanced research to inform decision-making. The Centre is supported by a Tertiary Education Commission (TEC) Encouraging and Supporting Innovation Fund award.
- In response to a request from the Finance, Planning and Resources Committee of the University Council, a report on the University’s external research income was discussed at a meeting of the Committee in August. The report, which highlighted strategies for improving overall research performance, was also discussed by the Senior Management Team and its recommendations endorsed. Implementation will be overseen by the Deputy Vice-Chancellor, Professor Ian Town, in conjunction with the Assistant Vice-Chancellor (Research), Professor Steve Weaver, and the Director of Research & Innovation, Dr Nigel Johnson.

Key Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total contract value of external research grants awarded</td>
<td>$37.6m</td>
<td>$26.1m</td>
<td>$35.0m</td>
<td>$26.67m</td>
</tr>
<tr>
<td>Postgraduate research EFTS as a percentage of total enrolments</td>
<td>5.7%</td>
<td>5.9%</td>
<td>6.3%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

10 The economic downturn continues to impact on the reduced value of grants for 2010. Overall there was a slight increase on 2009 figures.
Strategic Target 1.3: Research Collaboration

Pursue national and international research collaborations with other leading tertiary institutions and research organisations

Planned activities to achieve this target included encouraging and supporting research collaborations with national tertiary institutions and research organisations as well as leading universities and research institutions worldwide.

- In 2010 the University of Canterbury had a record number of research students.
- In February, the University officially launched Research & Innovation (R&I) to support research and innovation development, from initial funding through to commercialisation. R&I has assumed responsibility for services previously provided by the Research & Consultancy Unit and Canterprise. The stated purpose of R&I is to “Connect UC’s research with the world.” Later in the year NZi3 (the New Zealand ICT Innovation Institute) was brought under the responsibility of the Director of R&I.
- In conjunction with the launch of Research & Innovation the University also established a Technology Transfer Committee with external expertise under the chairmanship of Bill Lee to guide the transfer of new intellectual property arising from the University’s research.
- In June, it was announced that a University engineer is to work with American scientists on the next generation of space vehicle. Associate Professor Susan Krumdieck (Mechanical Engineering) was named as an investigator to work on the new hypersonic vehicle. The project is being carried out by the US National Hypersonic Science Center for Materials and Structures (NHSC) and is funded by the US Air Force and NASA.
- In July, two senior University academics, Pro-Vice-Chancellor (Engineering) Professor Jan Evans-Freeman and Assistant Vice-Chancellor (Research) Professor Steve Weaver were appointed to the boards of two Crown Research Institutes – Industrial Research Ltd and CNS Science respectively.
- A vine-pruning robot that could save New Zealand’s horticulture industry $27.5 million a year is being developed by a University research team led by Dr Richard Green working in conjunction with a Lincoln University viticulture researcher. The project received $2.8 million in funding from the Foundation for Research, Science and Technology (FRST) and is being undertaken with the support of Scott Technology Ltd, developers of image-based robot systems, the New Zealand Wine Growers Association and Pernod Ricard NZ Ltd, New Zealand’s largest wine and spirit company.
- The Food Safety Centre, a joint venture between the University of Canterbury and Lincoln University, has been established to respond to the needs of the food industry by creating courses to support the development of New Zealand’s food products. It was set up with funding support from the Tertiary Education Commission. The fellowship is funded by ECAN for a period of two years starting from 1 March 2011.
- Microsoft New Zealand became a Platinum Partner of NZi3, the national ICT Innovation Institute. Valued at $100,000 per year for three years, this support will help the University drive industry relationships and innovation and maximize the impact its research has on the world.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and value of NZ industry research contracts</td>
<td>21</td>
<td>$2.5m</td>
<td>15</td>
<td>$1.5m</td>
</tr>
<tr>
<td>Number and total contract value of research grants with other NZ tertiary institutions</td>
<td>24</td>
<td>$2.0m</td>
<td>19</td>
<td>$1.7m</td>
</tr>
<tr>
<td>Number and total contract value of research grants with other NZ research institutions (CRIs)</td>
<td>21</td>
<td>$2.3m</td>
<td>20</td>
<td>$2.2m</td>
</tr>
<tr>
<td>Number and total contract value of research grants with overseas organisations</td>
<td>16</td>
<td>$0.8m</td>
<td>15</td>
<td>$1.5m</td>
</tr>
</tbody>
</table>

11 Figures quoted in this section are GST exclusive.
Strategic Target 1.4: Research Capability

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

Planned activities to achieve this target included implementing strategies to enhance research capability and productivity within Colleges; and continuing to increase support for postgraduate research students.

- In January, two University of Canterbury researchers, Dr Aaron Le Compte and Dr Fiona Cross, were recognised as being among New Zealand’s brightest young scientists with the awarding of Postdoctoral Fellowships from the Foundation for Research, Science and Technology (FRST). The two were among 15 emerging researchers nationwide to share in a funding pool of nearly $4 million.

- A month-long celebration of postgraduate research took place during May when a series of seminars, discussions, workshops and social events were held that focused on postgraduate research, students and their supervisors. The event was hosted by the Office of the Deputy Vice-Chancellor and the University Postgraduate Students’ Association and was intended to raise the profile of support and services available to postgraduate students as well as to encourage networking.

- In July, Professor Lucy Johnston (Psychology) was confirmed as the new Dean of Postgraduate Research.

- In July, through its National Centre for Research on Europe (NCRE), led by Professor Martin Holland, the University became a partner in an international student exchange programme that has been run by the European Commission for the past 10 years. With a total budget of NZ$2.65 million, the programme will support 99 fully funded doctoral and postdoctoral nine-month exchanges between the 10 participating universities over the next four years. Scholarships are open to doctoral or postgraduate students working on European Union-related topics within the social sciences.

- In September, University geologist Dr Rose Turnbull received a prestigious Rutherford Foundation postdoctoral research fellowship. Only two such fellowships are awarded by the Royal Society of New Zealand each year to top early-career scientists. Dr Turnbull will receive salary and research costs for two years to undertake further research work at GNS Science’s Dunedin research centre.

- In October, Prime Minister John Key officially opened the University’s new Biological Sciences Research building – Pūtaiao Koiora. The state-of-the-art building, designed by Courtney Architects, houses six stories of modern research laboratories, a seawater aquarium, controlled growth room facilities, and an ancient DNA laboratory, all of which will reinforce UC’s position as the premier place in New Zealand to study biological sciences.

- Three UC researchers were among the first recipients of a new government-funded scheme designed to support early to mid-career researchers. Dr Jason Tylianakis (Biological Sciences), Professor Jennifer Hay (Languages, Cultures and Linguistics) and incoming staff member Dr Paul Gardner, who will take up a position at UC in April 2011 based in the School of Biological Sciences, were awarded Rutherford Discovery Fellowships. The fellowships provide financial support of up to $200,000 per year over a five-year period, with funding going towards both their salary and programme of work.

- Approximately 150 University summer scholarships, worth more than $750,000 in total, were on offer over the summer period. Recipients were able to spend ten weeks undertaking supervised research projects. Twenty-three of the 150 scholarships were jointly funded with external partners. The scholarships were available to students considering enrolling at the University at 400-level or in a masters or doctoral programme in 2011.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and value of research scholarships funded by the University</td>
<td>229</td>
<td>301</td>
<td>230</td>
<td>319</td>
</tr>
<tr>
<td></td>
<td>$4.1m</td>
<td>$4.9m</td>
<td>$4.1m</td>
<td>$5.3m</td>
</tr>
<tr>
<td>Number and value of internal research grants, including equipment</td>
<td>274 grants</td>
<td>288 grants</td>
<td>225 grants</td>
<td>333 grants</td>
</tr>
<tr>
<td></td>
<td>$2.4m</td>
<td>$1.9m</td>
<td>$2.3m</td>
<td>$1.64m</td>
</tr>
</tbody>
</table>
Key Strategic Area 2: Teaching and Learning

To consolidate and maintain excellence in curricula, teaching and learning to standards appropriate to an international research-led university

Strategic Target 2.1: Teaching and Learning Quality

Encourage, support and reward excellence in teaching and learning

Planned activities to achieve this target included continuing to develop and implement strategies to value, reward and celebrate excellence in teaching and learning.

- In recognition of their outstanding teaching achievements, seven University academics were awarded 2009 teaching awards at graduation ceremonies in April 2010. Recipients were Dr Rua Murray (Mathematics and Statistics), Dr Jason Tylianakis (Biological Sciences), Dr Paul Ballantine (Management), Dr Chris Gallavin (Law), Professor Bob Reed (Economics and Finance), Associate Professor Emily Parker (Chemistry) and Associate Professor Uwe Ring (Geological Sciences).
- In February, 62 of New Zealand’s brightest young students took part in the inaugural UC Emerging Leaders’ Development Programme retreat. The students, all recipients of UC Emerging Leaders’ Scholarships, spent three days learning about leadership styles and skills, familiarising themselves with the campus and testing their limits. The University introduced the programme as a means of helping prepare tomorrow’s leaders.
- The 50th anniversary of the death of alumnus John (Jack) Angus Erskine, whose generous bequest to the University resulted in the Erskine fellowship programme, was marked in May with a special public lecture. The lecture was presented by UC alumnus and Visiting Erskine Fellow Professor Terry Peters of the University of Western Ontario, Canada.
- In July, Associate Professor Emily Parker (Chemistry) was recognised as one of New Zealand’s top tertiary teachers when she received one of 11 national Tertiary Teaching Excellence awards. Administered by Ako Aotearoa, New Zealand’s National Centre for Tertiary Teaching Excellence, the annual awards recognise and encourage excellence in tertiary teaching.
- A working party of the University Teaching and Learning Committee completed preparation of a report on improving teaching and learning quality at the University. This will be a key focus for development in 2011.

Key Performance Indicators

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement appropriate teaching and learning benchmarks</td>
<td>Benchmarking discussions with University of Adelaide underway</td>
<td>Benchmark project is ongoing</td>
<td>Benchmark strategy evaluated</td>
<td>Approach to benchmarking is being reconsidered</td>
</tr>
<tr>
<td>UC Teaching Awards</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>NZVCC and Bright Futures Doctoral Scholarships won</td>
<td>27</td>
<td>16</td>
<td>35</td>
<td>12&lt;sup&gt;12&lt;/sup&gt;</td>
</tr>
<tr>
<td>Erskine Fellowships (visitors)</td>
<td>69</td>
<td>63</td>
<td>70</td>
<td>70&lt;sup&gt;13&lt;/sup&gt;</td>
</tr>
<tr>
<td>Erskine Grants (University staff)</td>
<td>23</td>
<td>30</td>
<td>20</td>
<td>26&lt;sup&gt;14&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

12 Bright Futures Doctoral Scholarships were discontinued by the Government in 2009.
13 Includes three visiting Canterbury Fellows and one visiting Oxford Fellow.
14 Includes three fellowships to Oxford University and two fellowships to Cambridge University.
Strategic Target 2.2: Teaching and Learning Relevance

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

Planned activities to achieve this target included preparing for the academic audit in 2010; carrying out planned academic programme reviews; implementing the Moodle (Learn) learning management system; and reviewing academic programmes in conjunction with implementation of the Common Course Size project.

- As part of the five-yearly cycle of audits of New Zealand universities, an independent academic review of the University was carried out at the end of May by the Academic Audit Unit of Universities New Zealand (formerly NZVCC). The five-person review panel undertook an extensive review of documentation and interviewed more than 100 people, including members of the Senior Management Team, academic staff, student groups, Council and external stakeholders. The resulting audit report was released in mid-September and contained an array of commendations, affirmations and recommendations for action. The recommendations will be responded to over the next twelve months.

- The project to convert all undergraduate degree courses to a common course size (15 points or multiples thereof) continued on track. With the exception of some professional programmes, full implementation is expected in 2011. Progress with the project was commended in the recent Academic Audit report.

- Following endorsement from Academic Board the Teaching and Learning Committee has been tasked with formulating a means by which the University can systematically assess and measurably improve teaching quality.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of new programme proposals approved by CUAP$^{15}$</td>
<td>10</td>
<td>14</td>
<td>8</td>
<td>24$^{16}$</td>
</tr>
<tr>
<td>Number of programmes gaining professional and international accreditation</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Percentage of programmes that are externally moderated</td>
<td>Methodology undergoing refinement</td>
<td>Work continues on gathering relevant data</td>
<td>Regular reporting</td>
<td>Work underway to gather relevant data</td>
</tr>
<tr>
<td>Number of programme reviews carried out</td>
<td>34</td>
<td>6</td>
<td>10</td>
<td>3$^{17}$</td>
</tr>
</tbody>
</table>

15 The Committee on University Academic Programmes (CUAP) considers academic matters across the university system.
16 The large number of new programme proposals is largely accounted for by the restructuring of the BCom as a result of a programme review and a number of new postgraduate qualifications in Te Reo Māori and Māori and Indigenous Studies.
17 The difference between the planned number of programme reviews carried out and the actual figure is accounted for by the prioritisation of the move to common course sizes ahead of scheduled programme reviews and the lack of resource available to undertake both tasks.
Strategic Target 2.3: Teaching and Learning Capability
Support and further enhance key aspects of teaching and learning capabilities

Planned activities to achieve this target included continuing with initiatives and strategies to support and enhance teaching and learning capability; and ensuring that teaching and learning interests are appropriately represented in facilities projects relating to teaching spaces.

- Associate Professor Richard Duke (Electrical and Computer Engineering) was appointed to the Assistant Vice-Chancellor (Academic) position for a one-year term in August (0.8 FTE) and has joined the Senior Management Team.
- Working in partnership with Massey University, the University will provide new specialist qualifications in special education from 2011. The project is part of a significant commitment to building the professional capacity of teachers to ensure the provision of high-quality services to children with disabilities and special needs.
- The uptake of the University’s Learning Management System (Learn) by academic staff has been very good, with more than 2,000 courses making use of the system.
- A Learning Technologies Roadshow was staged in Colleges over a week in August. Sponsored by the PVC Learning Resources in association with Electronic Learning Media and Information and Communication Technology Services (ICTS), the roadshow featured a series of presentations designed to showcase ICT-related initiatives being used by academic staff to facilitate teaching and learning and deliver content to classes.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Development Grants, number and value</td>
<td>13</td>
<td>12</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>$93,083</td>
<td>$118,958</td>
<td>$120,000</td>
<td>$74,400</td>
</tr>
<tr>
<td>Number of staff enrolled in tertiary teaching qualifications</td>
<td>13</td>
<td>8</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Proportion of new staff enrolled in teaching induction courses</td>
<td>60%</td>
<td>64%</td>
<td>64%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Professor Niki Davis (left) and Jo Fletcher of the College of Education believe e-learning could improve literacy, language and numeracy skills.
Key Strategic Area 3: Students

To attract, value, retain and graduate students from a wide diversity of backgrounds, especially those who are dedicated to the pursuit and achievement of excellence

Strategic Target 3.1: Participation

Develop and implement strategies to optimise student participation rates

Planned activities to achieve this target included researching and analysing participation rates, and developing and implementing plans to optimise the recruitment of domestic and international students.

- As at 31 December, domestic enrolments totaled 14,107 EFTS, 103.5% of the target agreed with the Tertiary Education Commission for 2010. As at 31 December, the number of “assessed” international (full fee) EFTS totaled 1,265 EFTS, 137 EFTS (-9.8%) short of budget. End-of-year full fee tuition revenue is $2.3 million below budget (-8.6%) while end-of-year domestic tuition revenue (tuition) is $1.9m above budget (+3.1%).
- With domestic enrolments forecast to exceed the target agreed with the Tertiary Education Commission, a draft Enrolment Management Plan was prepared and consulted on widely throughout the University. As part of this, a 10 December application to enrol date was set for domestic fresher undergraduate students. This will enable enrolment trends to be monitored and responded to more effectively.
- The shortfall in international (full fee) enrolments was discussed by the Senior Management Team in early June as a result of which an International Student Recruitment Recovery Plan was considered and endorsed.

Key Performance Indicators

<table>
<thead>
<tr>
<th>Participation Rates:</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic students</td>
<td>89%</td>
<td>90%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>Domestic students under 25</td>
<td>74%</td>
<td>73%</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td>Domestic students 25 and over</td>
<td>26%</td>
<td>27%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>International students (full fee)</td>
<td>11%</td>
<td>10%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Māori students</td>
<td>5.5%</td>
<td>5.7%</td>
<td>5.4%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Pacific students</td>
<td>2.3%</td>
<td>2.2%</td>
<td>2.4%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Tertiary Students with Disabilities</td>
<td>3.5%</td>
<td>3.7%</td>
<td>3.4%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

Strategic Target 3.2: Retention

Develop and implement strategies to optimise student retention rates

Planned activities to achieve this target included researching and analysing retention rates; and developing and implementing student retention plans.

- Educational Performance Indicator data for 2009 were released by the Tertiary Education Commission in early September. These revealed that 84% of the University’s 2009 domestic students (Level 4 and above) were retained in study, as compared with the university sector average of 83% (range 69% to 89%). Discrepancies with the figures reported above relate mainly to differences in definition and methodology. These are being addressed.
- The mid-year review of student academic performance resulted in 72 students being excluded from the University, 211 from a Faculty and 6 from an award, making for 288 exclusions in all. In addition, 1,013 warning letters were sent to under-performing students of whom 16.5% subsequently withdrew from study.
- An Engineering and Science Intermediate Studies initiative was launched mid-year to bring together student support and administrative functions in the two respective Colleges. The purpose is to enhance the student experience, thus boosting retention, success and progression rates.

Key Performance Indicators

<table>
<thead>
<tr>
<th>Retention Rates:</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic students</td>
<td>77%</td>
<td>78%</td>
<td>78%</td>
<td>Final retention rates for 2010 will not be available until early 2011</td>
</tr>
<tr>
<td>Domestic students under 25</td>
<td>81%</td>
<td>82%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Domestic students 25 and over</td>
<td>68%</td>
<td>70%</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>International students (full fee)</td>
<td>65%</td>
<td>66%</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Māori students</td>
<td>72%</td>
<td>74%</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Pacific students</td>
<td>64%</td>
<td>66%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Tertiary Students with Disabilities</td>
<td>75%</td>
<td>77%</td>
<td>73%</td>
<td></td>
</tr>
</tbody>
</table>

18 Participation: The number of equivalent full-time students or EFTS in a given year as a proportion of all EFTS.
19 Tertiary students with disabilities, self-identified at enrolment.
20 Retention: The proportion of undergraduate and postgraduate students (Qualification Register Level 7 to 10) who re-enrol the following year.
21 Tertiary students with disabilities, self-identified at enrolment.
Strategic Target 3.3: Successful Course Completion

Develop and implement strategies to optimise successful course completion rates

Planned activities to achieve this target included researching and analysing course completion rates; and developing and implementing a coordinated approach to addressing course completion rates.

- Successful course completions is one of the Educational Performance Indicators being used by the Tertiary Education Commission to monitor the performance of tertiary education institutions. Data released by TEC in early September revealed that the University’s successful course completion rate for 2009 (Level 4 and above) was 83% as compared with a university sector average of 84% (range 77% to 87%).
- In conjunction with the School of Biological Sciences and the Physics and Astronomy Department, staff from the Academic Development Group continued to work on identifying predictors of first-year success in these respective disciplines. A joint discussion paper with the Physics and Astronomy Department was completed in Quarter Four, 2010. Additionally, work has begun on a similar study with 100-level psychology students.
- Staff from the Academic Development Group worked with Ako Aotearoa (the New Zealand National Centre for Tertiary Teaching Excellence) and staff from other New Zealand universities to develop a comprehensive approach to utilising data from the Australasian Survey of Student Engagement (AUSSE). With participation from academic developers, institutional researchers and staff from all eight of the New Zealand universities, a New Zealand sector AUSSE report is being prepared for release in early 2011.

Key Performance Indicators

<table>
<thead>
<tr>
<th>Course Completion Rates:</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic students</td>
<td>83%</td>
<td>84%</td>
<td>84%</td>
<td>Final course completion rates will not be available until early 2011</td>
</tr>
<tr>
<td>Domestic students under 25</td>
<td>83%</td>
<td>84%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Domestic students 25 and over</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>International students (full fee)</td>
<td>79%</td>
<td>81%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Māori students</td>
<td>77%</td>
<td>76%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>Pacific students</td>
<td>63%</td>
<td>64%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Tertiary Students with Disabilities(^23)</td>
<td>72%</td>
<td>73%</td>
<td>71%</td>
<td></td>
</tr>
</tbody>
</table>

\(^{22}\) Successful course completion is defined as “the proportion of Qualification Register level 7 course enrolments that are successfully completed in a given year (i.e., that result in a “pass” grade) over the total number of known completions (successful and unsuccessful).”

\(^{23}\) Tertiary students with disabilities, self-identified at enrolment.
Strategic Target 3.4: First-Year Qualification-Level Attrition

Develop and implement strategies to optimise first-year qualification-level attrition rates.

Planned activities to achieve this target included researching and analysing first-year qualification-level attrition rates; and developing and implementing a coordinated approach to addressing first-year qualification-level attrition rates.

- Student attrition and retention rates continue to be monitored by staff of the new Enterprise Reporting Team (Financial Services) and the Academic Development Group (DVC’s Office). Results of these analyses feed into policy discussions and relevant decision-making.
- In an effort to reduce first-year attrition, staff from the Learning Skills Centre within the new Student Services and International portfolio continued to work with the College of Engineering and the College of Business and Economics to provide targeted communication and writing skills assistance to first-year students.
- In a separate initiative, the College of Arts conducted a pilot study focused on improving student retention and achievement in stage 1 (100 level) papers. This ‘Ghostbusters’ project, carried out in Sociology 111 and Linguistics 101, has highlighted issues involving intervention, attendance, assessment and pastoral care.

Key Performance Indicators

<table>
<thead>
<tr>
<th>First-year Attrition Rates:</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic students</td>
<td>22%</td>
<td>23%</td>
<td>19%</td>
<td>Final attrition rates will not be available until 2011</td>
</tr>
<tr>
<td>Domestic students under 25</td>
<td>18%</td>
<td>21%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Domestic students 25 and over</td>
<td>30%</td>
<td>29%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>International students (full fee)</td>
<td>14%</td>
<td>23%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Māori students</td>
<td>27%</td>
<td>30%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Pacific students</td>
<td>33%</td>
<td>32%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Tertiary Students with Disabilities</td>
<td>29%</td>
<td>30%</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</table>

Strategic Target 3.5: Qualification-Level Graduation

Develop and implement strategies to optimise qualification-level graduation rates.

Planned activities to achieve this target included researching and analysing qualification-level graduation rates; and developing and implementing a coordinated approach to addressing qualification-level graduation rates.

- Qualification completions is one of the Educational Performance Indicators being used by the Tertiary Education Commission. Data released by TEC in early September revealed that the University’s qualification completion rate for 2009 (Level 4 and above) was 66%, in line with the university sector average of 66% (range 55% to 77%). Any discrepancies with the figures above relate mainly to irresolvable differences in definition and methodology.

Key Performance Indicators

<table>
<thead>
<tr>
<th>Qualification-level:</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree and Graduate Diploma [Level 7]</td>
<td>41%</td>
<td>41%</td>
<td>41%</td>
<td>Final graduation results will not be available until 2011</td>
</tr>
<tr>
<td>Postgraduate [Levels 8 and 9]</td>
<td>71%</td>
<td>67%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Doctorate [Level 10]</td>
<td>60%</td>
<td>64%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>Year first enrolled</td>
<td>2003 cohort</td>
<td>2004 cohort</td>
<td>2005 cohort</td>
<td></td>
</tr>
</tbody>
</table>

24 First-year qualification-level attrition is defined as “the proportion of Qualification Register level 7 to 10 students who start a qualification and are no longer studying at the same qualification level or higher in their second year”.

25 Tertiary students with disabilities, self-identified at enrolment.

26 Qualification-level graduation: The proportion of each qualification-level enrolment cohort who graduated within five years of the initial enrolment date (i.e., by 2004, 42% of the 2003 level 7 enrolments had graduated).
Strategic Target 3.6: Support Mechanisms

Develop and enhance mechanisms for attracting, supporting and retaining students, especially those from under-represented groups.

Planned activities to achieve this target included developing targets and plans for increasing the participation, retention and success rates of students from under-represented groups.

• In May, Dr Nello Angerilli joined the University to head up the newly-formed Student Services and International portfolio as its Pro-Vice-Chancellor. Dr Angerilli was formerly Associate Vice-President (Students and International) at Simon Fraser University in Vancouver, Canada. The new Student Services and International portfolio brings together services and activities previously provided by Student Administration, the International Office, the Student Recruitment and Development Unit, Health Centre, Sport and Recreation Services and Learning Preparation and Support. Staff moved into refurbished premises in mid-October to provide a well integrated service for students.

• Following the success of the 2009 programme, Human Resources in conjunction with Student Services and International offered a follow-up “Inclusive Student Environments - Awareness of Student Issues” seminar series for staff during August through November.

• A new online service was launched at the end of July to help students search the more than $13.5 million in scholarships and prizes that are awarded by the University annually. Using a searchable database linked to the student management system, the new system replaces a brochure-like website that was difficult to maintain.

• The Academic Audit report, released in mid-September, commended the University for the commitment of its Pacific Development Team in supporting the transition of Pacific students into university study and in providing an effective mentoring programme for students. The report also commended the University for its initiatives in providing learning support and pastoral care for Māori students.

Key Performance Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of TSDs registered with Disability Resource Service</td>
<td>55%</td>
<td>44%</td>
<td>60%</td>
<td>55%</td>
</tr>
<tr>
<td>% of TSDs accessing the Alternative Format Centre services</td>
<td>17.57%</td>
<td>11%</td>
<td>16.2%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Number of students assigned to mentors:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māori</td>
<td>62</td>
<td>98</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Pacific</td>
<td>60</td>
<td>66</td>
<td>80</td>
<td>62</td>
</tr>
<tr>
<td>International</td>
<td>145</td>
<td>266&lt;sup&gt;14&lt;/sup&gt;</td>
<td>200</td>
<td>165</td>
</tr>
<tr>
<td>Adults and First year</td>
<td>208</td>
<td>147</td>
<td>400</td>
<td>110&lt;sup&gt;19&lt;/sup&gt;</td>
</tr>
<tr>
<td>Undergraduate scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number and value&lt;sup&gt;10&lt;/sup&gt;</td>
<td>114</td>
<td>153</td>
<td>115</td>
<td>137</td>
</tr>
<tr>
<td>Targeted scholarships for under-represented groups</td>
<td>24</td>
<td>21</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Preparatory programme EFTS&lt;sup&gt;15&lt;/sup&gt;</td>
<td>537</td>
<td>655</td>
<td>466</td>
<td>452</td>
</tr>
<tr>
<td>Number of students transferring with credit from TEOs</td>
<td>430</td>
<td>409</td>
<td>430</td>
<td>383</td>
</tr>
</tbody>
</table>

27 TSD is an acronym for “Tertiary Students with Disabilities.” When disability services first appeared in universities they dealt predominantly with physical access issues. As institutions have become more inclusive these students frequently no longer need these services and may not even identify as having a disability.

28 In 2009 mentoring was made compulsory for all first-year-at-UC international students, hence the increase in numbers.

29 The 2010 planned figure did not take into account the discontinuation of the Adult Student Advisor role in 2010. As a consequence the 2010 target was set too high. In 2010 the Adult and First Year mentoring initiatives were combined into one programme as UC Mentoring.

30 These figures relate only to undergraduate scholarships that are centrally administered.

31 These include certificates in University Preparation, Foundation Studies and English for Tertiary Studies, plus short courses in English for Academic Purposes, all taught within Continuing and Bridging Education.
Key Strategic Area 4: Staff

To attract, retain and develop high quality, motivated and enthusiastic staff at all levels who contribute to achieving the University’s mission, vision and strategic direction

**Strategic Target 4.1: Orientation**
Implement effective staff orientation practices

<table>
<thead>
<tr>
<th>Planned activities to achieve this target included monitoring the implementation of the new orientation programme.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The University’s Orientation programme consists of a “Starting at UC” programme supplemented by resources from the HR Toolkit, a New Staff website, an annual powhiri for new staff staged in February of each year and induction processes for new academic heads and senior general staff. The programme has continued to be a useful complement to departmental induction processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of new staff completing orientation</td>
<td>80%</td>
<td>85%</td>
<td>100%</td>
<td>99%</td>
</tr>
</tbody>
</table>

**Strategic Target 4.2: Learning and Development**
Ensure that all staff are receiving the learning opportunities they need to perform their roles and develop their careers

<table>
<thead>
<tr>
<th>Planned activities to achieve this target included continuing to implement the University’s core learning plan for staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The range of programmes within the University’s core learning plan continued to be delivered by HR staff during the year. These included: Delivering Service at the University of Canterbury; Thriving Under Fire; Growing Personal Resilience; Coaching; Personal Efficiency; Leading and Managing in an Academic Environment; NZ Women in Leadership; Planning for Retirement; Career Planning for the Early Career Academic; and the Early Career Academic Staff Mentoring programme. Of note has been the continuation of the Te Reo, Tikanga me Te Tiriti - Māori Language, Customs and the Treaty of Waitangi workshop. Three separate programmes are offered each year in May, September and November. Fifty one staff participated in the 2010 programme. This included members of the Senior Management Team who participated in a specially run programme during August and September.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and development “spend” as a proportion of total personnel costs</td>
<td>8.63%</td>
<td>7.0%</td>
<td>8.0%</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

**Strategic Target 4.3: Professional Development and Review**
Implement effective professional development and review processes

<table>
<thead>
<tr>
<th>Planned activities to achieve this target included monitoring the implementation of the Professional Development and Review programme.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Professional Development and Review (PD&amp;R) programme has been successfully implemented across all areas of the University. Training is provided for managers and staff to further improve skill levels and consistency of approach within the programme. A comprehensive website has been developed to assist with this.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of business units actively participating in the PD&amp;R programme</td>
<td>80%</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

32 These strategic targets reflect themes from the University’s Human Resources planning framework.
33 Total personnel costs relate to continuing academic and general staff salaries.
34 The Professional Development and Review process involves reviewing a staff member’s contribution over the previous year, setting future professional goals and objectives that are aligned with those of the University, College and Department, and identifying the learning activities, professional development and support that the staff member will need to meet those objectives.
**Strategic Target 4.4: Staff Well Being**

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

Planned activities to achieve this target included implementing 2009 priority elements from the University’s Health and Safety plan.

- The University supported staff after the September earthquake by offering counselling services and offering aegrotats to affected students.
- Implementation of the University’s Health and Safety plan continued on schedule. Reports provided to the Senior Management Team and the Audit and Risk Committee of Council during the year highlighted a number of areas for priority attention that included Learning Resources, the Colleges of Arts, Engineering and Science, and Recreation Services and Sports Sciences. The objective is to change the health and safety culture of the University.
- A comprehensive report on outcomes and findings from the 2009 staff surveys was presented to the Senior Management Team in a strategic workshop at the end of July. Responses from the 1,751 staff who participated in the surveys provided a base-line measure of staff opinion and engagement which will be benchmarked against other universities. The main themes from the surveys were highlighted during the workshop and resulting action plans are being drawn up to ensure better communication within the organisation and better cross-unit cooperation.
- UC Health, Safety and Wellbeing Awards were awarded to three staff who received funding to purchase equipment, visit other educational institutions or attend conferences. The annual awards, worth up to $2500, are open to all staff — academic and general. They were launched in 2009 to increase the profile and awareness of health and safety in the workforce and are designed to reward and encourage staff members to initiate innovative health and safety practices within their department, unit or college. Eight Vice-Chancellor’s General Staff Development Awards were presented to staff during the year.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of lost time injuries</td>
<td>11</td>
<td>15</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

35 Number of lost time injuries equates to “absence from work for more than one day.”
Strategic Target 4.5: Equity And Diversity
Continue to set and achieve participation and retention targets for under-represented groups of staff

Planned activities to achieve this target included continuing to promote the University as an employer to Māori and Pacific audiences and implementing priority items from the Equity and Diversity plan.

- Priority items from the Equity and Diversity plan for 2010 continue to be given emphasis by the University’s Equity and Diversity Advisory Committee (EDAC) as well as by college and service area equity committees.
- In July, as part of its ongoing monitoring of equity trends within the University, EDAC received a report on student participation and academic performance analysed by gender, ethnicity, disability, age and citizenship. This was part of a regular series of reports prepared for the committee by the Enterprise Reporting team.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female staff FTEs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Academic FTEs</td>
<td>37%</td>
<td>35%</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>% of General FTEs</td>
<td>60%</td>
<td>61%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>% of all FTEs</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>51%</td>
</tr>
<tr>
<td>Māori staff FTEs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Academic FTEs</td>
<td>4.3%</td>
<td>4.6%</td>
<td>4.4%</td>
<td>4.5%</td>
</tr>
<tr>
<td>% of General FTEs</td>
<td>2.8%</td>
<td>2.9%</td>
<td>2.9%</td>
<td>3.4%</td>
</tr>
<tr>
<td>% of all FTEs</td>
<td>3.3%</td>
<td>3.5%</td>
<td>3.4%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Pacific staff FTEs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Academic FTEs</td>
<td>0.6%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>% of General FTEs</td>
<td>1.0%</td>
<td>1.2%</td>
<td>1.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>% of all FTEs</td>
<td>0.9%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
Key Strategic Area 5: External Engagement

To maintain strong, collaborative and mutually beneficial relationships with external communities and thus contribute to economic, social and cultural development, regionally and nationally.

strategic target 5.1: community engagement

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

Planned activities to achieve this target included implementing community engagement items from the external communications plan.

- The new Communications and External Relations portfolio was established under the leadership of the Director, Lynn McClelland. A number of reviews have been undertaken to pinpoint areas for further development in communications and marketing.
- Communications staff played a key role following the 4 September earthquake, keeping staff and students up to date with developments through a variety of media and also coordinating the flow of information from the University to the wider community.
- Attention was paid to enhancing the University’s media presence through an increase in proactive media activity that featured a wide range of research, awards and achievements by University staff and students.
- The University’s College of Arts showcased its wealth of artistic talent during the third biennial Platform arts festival held between 20 and 30 May. Featuring opera, music, recitals, art exhibitions, theatre, lectures and films, the 11-day festival took place at various locations throughout the central city and on the University campus. Festival attendances at the 44 events were higher than they had been in 2008.
- The Academic Audit report, released in mid-September, commended the University for the strength of its engagement with stakeholders in education, industry and the service sector.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement with external stakeholders</td>
<td>For implementation in 2009</td>
<td>KPI to be developed as part of strategic planning</td>
<td>Regular reporting</td>
<td>Stakeholder strategy under development</td>
</tr>
<tr>
<td>Number of media releases</td>
<td>187</td>
<td>248</td>
<td>210</td>
<td>267</td>
</tr>
<tr>
<td>Number of University events open to the public (public lectures and creative arts activities)</td>
<td>723</td>
<td>776</td>
<td>780</td>
<td>699</td>
</tr>
</tbody>
</table>
Strategic Target 5.2: Relationship with Key Communities

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

Planned activities to achieve this target included continuing to action priority items from the Pacific Plan and convening regular meetings of the Pacific Peoples’ Advisory Group.

- The review of the Macmillan Brown Centre for Pacific Studies and the Macmillan Brown Library is now expected to be completed by February 2011. Submissions have been received, the panel has met on a number of occasions and findings are being processed prior to preparation of the final report. A series of lectures and exhibitions were held in November and December to celebrate the legacy of John Macmillan Brown.
- The University’s 2011-2013 Pacific Plan was approved by Academic Board in November 2010. Progress of implementation of the plan will be reported half-yearly to the Pacific Peoples’ Advisory Group and the Senior Management Team.
- A key determination from consultation on the AVC Māori portfolio is that oversight of Pacific matters will continue to be provided by the Deputy Vice-Chancellor.
- The University participated in Samoan Language Week during May/June with events, exhibitions, lectures and social gatherings. The Macmillan Brown Centre and Library played key roles in staging this along with the Samoan Students Association.
- The University’s Confucius Institute officially opened in May. The new institute, led by Director Dr Adam Lam, aims to promote Chinese language learning and understanding of Chinese culture in New Zealand. It is a joint venture with Huazhong University of Science and Technology (HUST) in Wuhan, China, and is financially supported by the Chinese Ministry of Education. There are about 328 Confucius Institutes around the world and the University’s institute is just the second in New Zealand and the only one in the South Island.
- An inaugural Pacific Postgraduate symposium (P@C) was held in September. The symposium provided an opportunity for Pacific postgraduate students to present their work to family and friends as well as their peers and academic staff. The event was staged by the University’s Pacific Development Group.

Key Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular meetings of Pacific Peoples’ Advisory Group</td>
<td>Half-yearly meetings held</td>
<td>Half-yearly meetings held</td>
<td>Half-yearly meetings held</td>
<td>Half-yearly meetings held</td>
</tr>
<tr>
<td>Implementation of the University’s Pacific Plan</td>
<td>Regular reporting</td>
<td>Regular reporting</td>
<td>Regular reporting</td>
<td>Regular reporting</td>
</tr>
</tbody>
</table>

Strategic Target 5.3: Relationship with Schools

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

Planned activities to achieve this target included monitoring access by and performance of STAR students and enhancing the development of strong and mutually beneficial relationships with schools in the Canterbury region and beyond.

- Two hundred and forty students enrolled in the STAR programme for 2010, across 282 courses. Achievement by STAR students who enrolled in Semester One courses was very satisfying with 84% passing and 29% receiving grades in the A range.
- A proposal to launch a UC-Schools Partnership programme was endorsed by the Senior Management Team in July. The purpose of this College of Education initiative is to secure school placements for teacher education students in a more systematic and cost effective way by formalising the relationship with participating schools.
- The University’s Information Days were held at the beginning of July. Numbers were up on 2009 with 4,391 students attending sessions over the two days.

Key Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Liaison visits to schools</td>
<td>464</td>
<td>435</td>
<td>412</td>
<td>431</td>
</tr>
<tr>
<td>Number of on-campus tours and prospective students attending</td>
<td>186 tours 588 students</td>
<td>238 tours 778 students</td>
<td>206 tours 590</td>
<td>205 tours 442</td>
</tr>
<tr>
<td>Students in STAR programme36</td>
<td>195</td>
<td>186</td>
<td>230</td>
<td>240</td>
</tr>
</tbody>
</table>

36: STAR is an acronym for the Secondary Tertiary Alignment Resource programme under which the University offers a range of courses for secondary school students. These provide a challenging and stimulating option for more able secondary school students. Students are nominated by their school and can enrol in a maximum of 36 points in any one year.
Strategic Target 5.4: Relationship with Commercial Entities

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

Planned activities to achieve this target included continuing to build and develop working relationships with key industry and commerce partners and identifying new partnerships and areas for research collaboration with potential for national and international co-funding.

- In August, the University and Microsoft New Zealand announced a three-year partnership that will see the formation of a world-class education centre of excellence in the region. The alliance is the first of its kind in New Zealand and takes its place alongside 50 other world-wide public-private partnerships designed to transform education, foster local innovation and enable the creation of jobs and research opportunities.

- University researchers investigating new ways for users to interact with tablet-style PCs received an Innovation Research Award from Hewlett Packard in August. The project was only one of five in the Asia-Pacific region to receive such an award. The research team drawn from HIT Lab NZ and the Department of Computer Science and Software Engineering will work collaboratively with researchers in HP’s research laboratory in India.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of internships with local and regional businesses</td>
<td>Delayed until early 2009</td>
<td>KPI still under development</td>
<td>Regular reporting</td>
<td>KPI still being developed</td>
</tr>
</tbody>
</table>

37 Discussions have been held with relevant College staff and also with UC Careers and Employment with a view to using CareerHub as a centralised software tool for gathering systematic data that can then form the basis of reports. Reporting against the KPI will commence when this is in place.
Strategic Target 5.5: Relationship with Alumni, Friends and Supporters

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

Planned activities to achieve this target included implementing priority items from the Development and Alumni plans.

- Successful visits to North America, Malaysia, Singapore, Australia and China were undertaken during the year by senior staff to re-connect with alumni in these regions and pursue development opportunities.
- A strategy paper on proposed overseas alumni functions for 2011 was considered by the Senior Management Team in August. The strategy has three aims: to strengthen relationships with alumni, to enlist their support for university goals and to optimise development opportunities. The University is also encouraging enhanced recruiting amongst alumni via online and social media technologies.
- The University’s third annual campus-wide Alumni Reunion was held from 8 to 10 October 2010. The event celebrated the graduating classes of 1970 and preceding years, with special anniversary celebrations also being held to mark the 10th anniversary of the National Centre for Research on Europe and the 160th anniversary of College House.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total income through UC Foundation</td>
<td>$4.0m</td>
<td>$3.9m</td>
<td>$3.5m</td>
<td>$4.7m</td>
</tr>
<tr>
<td>Total number of alumni on database and percentage with current addresses</td>
<td>108,087</td>
<td>110,067</td>
<td>115,114</td>
<td>111,019</td>
</tr>
<tr>
<td>Number and percentage of active/engaged alumni[38]</td>
<td>4,793</td>
<td>9,589</td>
<td>6,354</td>
<td>8,343[39]</td>
</tr>
<tr>
<td>12% active</td>
<td>20% active</td>
<td>12% active</td>
<td>16% active</td>
<td></td>
</tr>
</tbody>
</table>

[38] ‘Active alumni’ is defined as alumni for whom the University has a valid postal address. ‘Engaged alumni’ is defined as alumni that have connected with the University in some way.

[39] The variance between the number of active/engaged alumni in 2009 and 2010 reflects mainly a drop in the number of alumni reunion event attendees, and the removal in 2010 of one measure (alumni internet users) as statistics are no longer collected. Against this were significant increases in social media (Facebook and LinkedIn) memberships.
Key Strategic Area 6: Māori and the University

To make a significant and sustained contribution to regional and national Māori development aspirations by working with Māori

**Strategic Target 6.1: Relationship with Māori Communities**

Maintain strong partner relationships with Te Rūnanga-o-Ngāi Tūāhuriri (mana whenua) and Ngāi Tahu (tangata whenua), and also with Ngā Mātā Waka and other Māori groups.

Planned activities to achieve this target included ensuring that regular consultative meetings are held with Ngāi Tahu and supporting consultative meetings with other Māori groups.

- Regular meetings continued between senior management and governance representatives of the University and Te Rūnanga o Ngāi Tahu (TRONT) to further develop the relationship for mutual benefit. The Vice-Chancellor, Deputy Vice-Chancellor and the Ngāi Tahu nominee on the University Council (Sacha McMeeking) met with the Chief Executive Officer of Te Rūnanga o Ngāi (Tahu Anake Goodall).

**Key Performance Indicators**

<table>
<thead>
<tr>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions held</td>
<td>Discussions held</td>
<td>Discussions held</td>
<td>Discussions held</td>
</tr>
</tbody>
</table>

**Strategic Target 6.2: Treaty Awareness**

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

Planned activities to achieve this target included developing and implementing a schedule of College and campus-based initiatives to raise awareness of Māori protocols, tikanga and the Treaty; integrating tikanga into graduation ceremonies; and organising and staging campus-wide pōwhiri for new staff.

- Sixty-five new staff were welcomed to the University during a pōwhiri held on 19 February.
- The Awheawhe Pukenga (professional development) programme Te Reo, Tikanga me te Tiriti – Māori Language, Customs and the Treaty of Waitangi continues to be offered throughout the year. Three separate programmes were offered in May, September and November. Fifty-one staff participated in the 2010 programme. This includes members of the Senior Management Team who participated in a specially run programme during August and September.
- In August, the new Head of School of Māori, Social and Cultural Studies in Education, Professor Letitia Fickel, was officially welcomed onto campus with a pōwhiri. Professor Fickel has joined the University after 12 years at the University of Alaska, Anchorage. She has a background in social studies, multicultural education and culturally responsive practice, with a particular focus on indigenous education and Alaskan native educational issues.
- Māori Tikanga continues to play a significant part in the University's graduation ceremonies.

**Key Performance Indicators**

<table>
<thead>
<tr>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures subject to reconsideration</td>
<td>Measures implemented</td>
<td>Measures implemented</td>
<td>63</td>
</tr>
</tbody>
</table>

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40 For the purposes of this document, mana whenua refers to the runanga (Ngāi Tūāhuriri) which has responsibility for the area that includes the part of Christchurch City within which the University of Canterbury is located. Tangata whenua means (i) specifically – Ngāi Tahu within the takiwā of Ngāi Tahu Whānui; and (ii) generally – katoa iwi katoa (all tribes).
**Strategic Target 6.3: Māori Research Programmes**

Develop research programmes which will contribute to achieving Māori development aspirations and will advance Māori knowledge, culture and identities, particularly those that reflect Kaupapa Māori aspirations and are led by Māori

Planned activities to achieve this target included exploring new strategies for increasing and enhancing the recruitment, support and success of Māori postgraduate research students; and consulting with Ngāi Tahu and Te Tapuāe o Rehua Tertiary Partnership regarding consultation, community engagement and joint academic-iwi opportunities for collaboration around Māori research and consultancy.

- A joint venture project between the School of Māori, Social and Cultural Studies (College of Education) and Aotahi: School of Māori and Indigenous Studies (College of Arts) was successfully completed that investigated and identified channels of communication to increase whānau and iwi authority involvement in the education of Māori students. The project was done under contract as part of the Ministry of Education’s Best Evidence Synthesis (BES) programme. BES is designed to supplement the Māori Education Strategy (Ka Hikitia) by building an evidence base for education policy, research and practice that will improve educational outcomes for Māori.
- At an Indigenous Leadership Forum held at Macquarie University in September, a decision was made to form an indigenous studies alliance between Macquarie University and the University. Heads of schools, postgraduate students and Aboriginal leaders attended the forum. The University was represented by senior Māori staff.
- A Māori Research seminar (He Kai mā te Hinengaro) was staged as part of the University’s participation in Te Wiki o Te Reo Māori (Māori Language Week) in July. In addition, a successful Māori postgraduate symposium was held on campus in October with input from the Professor of Māori Research, the Dean of Postgraduate Research and Research Consultant Māori from Research & Innovation as well as a number of Masters’ students.
- A number of Māori staff from the University attended and provided input to the Ako Aotearoa Māori Tertiary Providers conference, held at Pipitea Marae in Wellington in August.
- The Academic Audit report, released in mid-September, commended the University for appointing a Professor of Māori Research with responsibilities across the University, and for the proactive approach taken by the appointee to engaging with the University community.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori postgraduate research students as a % of total Māori EFTS</td>
<td>3.0%</td>
<td>3.2%</td>
<td>3.6%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

**Strategic Target 6.4: Māori Content In Curricula**

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

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

- Twenty-three Māori-led Kaupapa Māori courses were taught in the College of Art’s School of Māori and Indigenous Studies in 2010 and six in the College of Education’s School of Māori, Social and Cultural Studies.
- A number of new postgraduate qualifications in Te Reo Māori, and Māori and Indigenous Studies were introduced in 2010. These included Postgraduate Diploma, Bachelor of Honours and Master of Arts qualifications in Te Reo Māori, and Māori and Indigenous Studies and two new Masters of Māori and Indigenous Studies and Masters of Te Reo Māori. A new postgraduate course entitled “Culturally Inclusive Pedagogies” was offered within the College of Education during the January-February 2010 summer programme.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Māori–led Kaupapa Māori courses</td>
<td>Deferred pending the appointment of appropriate staff in early 2009</td>
<td>Reporting commenced</td>
<td>Measures implemented</td>
<td>29</td>
</tr>
</tbody>
</table>
Strategic Target 6.5: Te Reo Māori

Support the preservation and revitalisation of Te Reo through teaching, scholarship and advocacy giving particular emphasis to Māori participation

Planned activities to achieve this target included exploring strategies for enhancing the delivery of academic programme te reo courses on campus and ensuring that effective profile and publicity is given within the University to Māori Language Week.

- The University’s participation in Te Wiki o Te Reo Māori (Māori Language Week) celebrations between 26 to 30 July was a collaborative initiative between the School of Māori, Social and Cultural Studies in Education, the Māori Development Team, Te Akatoki Māori Students Association and the University of Canterbury Library. The week, which was themed Mahiaka Kai: The language of food, consisted of events across campus including a display of Ngāi Tahu taonga, a Māori cooking session, Māori art of tattoo, a school poster competition and a Māori Research seminar - He Kai mā te Hinengaro.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFT Students enrolled in Te Reo courses</td>
<td>161</td>
<td>188</td>
<td>180</td>
<td>161</td>
</tr>
<tr>
<td>Successful course completion rates for Te Reo courses</td>
<td>88%</td>
<td>86%</td>
<td>88%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Strategic Target 6.6: Recruitment and Retention of Māori Staff and Students

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

Planned activities to achieve this target included supporting the development and implementation of initiatives for increasing and enhancing the recruitment, retention and support of Māori staff and students.

- College of Education academics Associate Professor Janinka Greenwood and Lynne-Harata Te Aika were instrumental in developing a guide to key factors that foster success for Māori in tertiary settings. The guide, Hei Tauira, was officially launched by Dr Pita Sharples, Minister for Māori Affairs during a visit to the University in February. The publication has been disseminated by Ako Aotearoa, New Zealand’s national centre for tertiary teaching excellence, as part of its broader strategy for supporting Māori learners.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori staff FTEs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Academic FTEs</td>
<td>4.3%</td>
<td>4.6%</td>
<td>4.4%</td>
<td>4.5%</td>
</tr>
<tr>
<td>% of General FTEs</td>
<td>2.8%</td>
<td>2.9%</td>
<td>2.9%</td>
<td>3.4%</td>
</tr>
<tr>
<td>% of all FTEs</td>
<td>3.3%</td>
<td>3.5%</td>
<td>3.3%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Māori EFT Students as a percentage of total domestic EFTS</td>
<td>6.1%</td>
<td>6.3%</td>
<td>6.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>First-year Māori EFT Students as a percentage of first-year domestic EFTS</td>
<td>7.1%</td>
<td>7.6%</td>
<td>7.1%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>
Strategic Target 6.7: Māori Academic Leadership

Actively support the development of Māori academic leadership within the University

Planned activities to achieve this target included developing consultation processes with Māori staff that balance the needs of academic and general staff on the Ilam and Dovedale sites.

- In December, Mr Darryn Russell (Ngāi Tahu) accepted the position of Assistant Vice-Chancellor Māori (AVC Māori). He has been the Director of Māori Development at the University of Otago since 2001 and brings a wealth of experience in all areas of Māori development within the tertiary context including a very active role with Te Tapuae o Rehua. Mr Russell takes up his new role in April 2011.
- Professor of Māori Research Angus Macfarlane was honoured for his commitment to Māori education and prolonged research achievement by winning the New Zealand Association for Research in Education’s Te Tohu Pae Tawhiti Award. The award recognises researchers who have made a significant contribution to Māori research through conducting high-quality research over an extended period.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of a Māori Plan for the University</td>
<td>Deferred until 2009</td>
<td>Deferred pending further consultation</td>
<td>Regular reporting</td>
<td>Deferred pending commencement of new AVC Māori</td>
</tr>
<tr>
<td>Leadership positions within the University held by Māori staff</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6.7%</td>
<td>6.7%</td>
<td>8.0%</td>
<td>8.0%</td>
</tr>
</tbody>
</table>
Key Strategic Area 7: Financial Viability

To safeguard the long-term viability and autonomy of the University through excellent financial management

**Strategic Target 7.1: Operating Surplus**

*Generate and maintain a consistent annual operating surplus greater than four percent*

Planned activities to achieve this target included reporting monthly progress against budget and updating the forecast as necessary; reporting specific financial risks to SMT, the Finance, Planning and Resources Committee, and Audit and Risk Committee of Council; reporting quarterly to Council; and ensuring that actions are taken to address issues of financial risk that are raised in reports.

- The University’s draft budget for 2011 was considered by Council at its November meeting. Draft budgets for Colleges and service portfolios were prepared in August, discussed in a preliminary way by the Senior Management Team in September and finalised in October prior to consolidation for consideration by the Finance, Planning and Resources Committee and Council in November.
- The 10-year financial forecast model was further updated in conjunction with preparation of the University’s TEC Investment Plan for 2011-2013 and the setting of hedging cover for the Philanthropic Bond.
- Tuition fee increases for 2011 were approved by Council at its August meeting (a 4% increase for all domestic fees and a range of increases from 4% to 7% for international postgraduate and undergraduate fees, with some exceptions). At the same meeting the Student Services Levy was increased by 2.5% for 2011, reflecting only the increase in GST.

For the year to 31 December 2010 the University surplus of revenue over expenditure of $12.9m was in line with budget.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Surplus to Income (&gt;3%)</td>
<td>5.7%</td>
<td>3.2%</td>
<td>5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Surplus plus Depreciation to Income (&gt;12%)</td>
<td>15.1%</td>
<td>12.9%</td>
<td>15%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Surplus plus Depreciation to Capital Expenditure (≥80%)</td>
<td>83.4%</td>
<td>81.9%</td>
<td>100%</td>
<td>106%</td>
</tr>
</tbody>
</table>

**Strategic Target 7.2: Staffing Costs**

*Maintain staffing costs within predetermined and agreed levels*

Planned activities to achieve this target included providing regular reports to SMT on the percentage cost of staffing; ensuring that personnel budget targets are met; and ensuring that actions are taken to address issues of over-staffing.

- The end-of-year personnel cost results will be $6.7 million ahead of budget (103.8%). This includes redundancy costs arising from Project STAR and General Salaries exceeding budget.
- The 10-year financial forecast model contains a target to reduce the ratio of general to academic staff from current levels of around 1:1.46 to 1:1.1 by 2019. The STAR Project is expected to make a significant contribution to this but the full impact is unlikely to become discernible until 2011.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase/(decrease) in total personnel expenditure (&lt;6%)</td>
<td>5.5%</td>
<td>5.3%</td>
<td>3%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Total personnel costs as a proportion of University revenue (&lt;60%)</td>
<td>59.7%</td>
<td>60.3%</td>
<td>&lt;60%</td>
<td>59.2%</td>
</tr>
<tr>
<td>Total personnel costs as a proportion of University expenditure (&lt;64%)</td>
<td>63.3%</td>
<td>62.3%</td>
<td>62%</td>
<td>61.7%</td>
</tr>
</tbody>
</table>

*Capital expenditure is taken from the Statement of Cash Flows and is the actual cash amount spent.*
Strategic Target 7.3: Financial Viability Measures

Consistently meet financial viability measures set by Government and the Council\(^{42}\)

Planned activities to achieve this target included providing regular reports to SMT, monthly reports to the Finance, Planning and Resources Committee, and Audit and Risk Committee of Council, and quarterly reports to Council on results against University and Government financial viability measures; working with SMT members to ensure budget targets are met; ensuring that requests for capital expenditure are reviewed by Financial Services and an external auditor for financial impact prior to approval; ensuring that debt levels are monitored; and ensuring that the management of cash is in line with the University’s treasury policy.

• All financial viability measures continue to be met. Strong controls relating to treasury activities continue to be applied within Financial Services. An updated Treasury Policy was endorsed by Finance, Planning and Resources Committee and Council in June.
• As at 31 December, all Bond covenants and TEC financial requirements are being met.
• Regular Financial Risk Assessment reports were provided to the Audit and Risk Committee of Council. These reports cover the University’s current and future financial risks, College-level risks, processes for mitigating these risks and also risks associated with application of the New Zealand International Financial Reporting Standards (NZIFRS).

### Key Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government financial viability measures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Surplus as a proportion of total operating income ((&gt; 3%))</td>
<td>5.7%</td>
<td>3.2%</td>
<td>5.0%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Operating Cash Inflows as a proportion of Operating Cash Outflows ((&gt; 111%))</td>
<td>117.0%</td>
<td>117.3%</td>
<td>115%</td>
<td>112.7%</td>
</tr>
<tr>
<td>Interest Cover Ratio ((&gt; 3.75 \times))(^{43})</td>
<td>60.1 (\times)</td>
<td>41.8 (\times)</td>
<td>30 (\times)</td>
<td>11.5 (\times)</td>
</tr>
<tr>
<td>Liquid funds ratio ((&gt; 12%))(^{44})</td>
<td>22.0%</td>
<td>43.3%</td>
<td>17.0%</td>
<td>39.1%</td>
</tr>
<tr>
<td>Debt as a proportion of Debt plus Equity ((&lt; 10%))</td>
<td>1.24%</td>
<td>6.95%</td>
<td>2.0%</td>
<td>6.4%</td>
</tr>
<tr>
<td><strong>Council financial viability measures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation to Capital Expenditure ((&gt;70%))</td>
<td>51.9%</td>
<td>61.5%</td>
<td>70%</td>
<td>73.3%</td>
</tr>
<tr>
<td>Current Assets to Current Liabilities ratio ((&lt; 100%))</td>
<td>134.0%</td>
<td>205.4%</td>
<td>130%</td>
<td>216.4%</td>
</tr>
<tr>
<td>Total Liabilities to Total Tangible assets ((&lt; 20%))</td>
<td>12.3%</td>
<td>17.8%</td>
<td>13%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Cash reserve in months ((&lt; = 2\ months))</td>
<td>2.4 months</td>
<td>4.5 months</td>
<td>2 months</td>
<td>4.1 months</td>
</tr>
<tr>
<td>Return on Assets ((&gt; 1.2%))</td>
<td>2.0%</td>
<td>1.1%</td>
<td>1.6%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

\(^{42}\) Government financial viability guidelines are set by TEC’s Tertiary Investment and Monitoring group (formerly the Tertiary Advisory Monitoring Unit, TAMU); Progress against these measures was reported on monthly to the University’s Council.

\(^{43}\) Calculated as (Earnings before interest, taxation, Depreciation and Amortisation) / Finance charges.

\(^{44}\) Liquid Funds Ratio is calculated as follows: (Cash at bank + Short term investments + Liquid investments) / Total operating cash paid, expressed as a percentage.
Key Strategic Area 8: Governance, Leadership and Management

To have governance, leadership and management capabilities and processes that ensure the achievement of strategic goals

**Strategic Target 8.1: Governance, Leadership and Management Capability**

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

Planned activities to achieve this target included developing and implementing a schedule of attendance at TAMU governance and management workshops; continuing to offer leadership workshops to University staff; reviewing the University’s risk management framework, redeveloping the Master Risk Register, testing the Emergency Management Plan and developing and testing Business Continuity plans.

- The University’s Risk Management and Compliance Framework was updated and endorsed by Council in August. The internal audit plan continued to be progressed and reports were received relating to Business Continuity Planning and IT Disaster Recovery Planning, the HRMS Upgrade project and a Fixed Assets Review.
- The University’s emergency management systems, processes and personnel were fully tested as a result of the 4 September earthquake. Response and recovery progressed according to plan. No major structural damage to buildings or equipment occurred, the clean-up process was handled systematically and the restart of classes was delayed by two weeks with consequential adjustments to the academic timetable. Insurance claims on behalf of the University are being prepared. This will be a lengthy process. As well as responding to challenges on campus, staff and students also played significant roles in monitoring and explaining seismic events as well as aiding community recovery.
- The STAR Project (Supporting Teaching and Research) was largely completed by year end and preparations are in hand for implementation of the Links Project with its focus on continuous improvement.
- The University’s Investment Plan for 2011-2013 was submitted to the Tertiary Education Commission on schedule at the end of September and was subsequently approved.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of UC attendees at TAMU governance and management workshops</td>
<td>16</td>
<td>5</td>
<td>15</td>
<td>0*6</td>
</tr>
<tr>
<td>Number of attendees at UC leadership workshops</td>
<td>11</td>
<td>15</td>
<td>15</td>
<td>14*6</td>
</tr>
</tbody>
</table>

*45 TAMU did not offer any courses in 2010.
*46 The disestablishment of the Professional and Executive Development Unit and the 4 September earthquake resulted in the later running of the leadership programme.
*Fourteen people enrolled in the 2010/2011 programme.
strategic target 8.2: Infrastructural Support

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

Planned activities to achieve this target included reviewing, revising and preparing an annual report on the University’s Asset Management Plan; continuing development of a Campus Master Plan; and reviewing and updating the 10-year Capital Plan.

• Preparation work has continued on the development of a Campus Master Plan for the University that will entail a $1 billion investment in new buildings and refurbished infrastructure over the next 20 years. Preliminary details of the plan were released in August and will be discussed further in February 2011.

• Reprioritisation of CapEx spending in light of the 4 September earthquake damage is underway and will be informed by the University’s likely insurance claim, the Campus Master Plan and commitments already made for investments in the Science and Engineering precincts. Enhanced access to e-resources for a limited period has somewhat mitigated disruption caused by earthquake damage of library resources.

• The HRMS project which had been initiated in July 2009 finally went live at the beginning of August 2010. The project entailed an upgrade to the University’s PeopleSoft Payroll and Human Resources System and the introduction of a new electronic recruitment system. The transition to the new system was successful and the old HRMS system has since been retired.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities as a % of total Capex</td>
<td>61.9%</td>
<td>56.5%</td>
<td>56.7%</td>
<td>51.6%</td>
</tr>
<tr>
<td>Library as a % of total Capex</td>
<td>15.7%</td>
<td>17.3%</td>
<td>18.4%</td>
<td>22.1%</td>
</tr>
<tr>
<td>IT as a % of total Capex</td>
<td>3.0%</td>
<td>3.1%</td>
<td>4.4%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

An artist’s impression of a possible new gateway building at the University of Canterbury.
Strategic Target 8.3: Internal Communication

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

Planned activities to achieve this target included enhancing the effectiveness of communication within the University to support the achievement of strategic goals.

- The new Communications and External Relations portfolio was consolidated under the leadership of its new director, Lynn McClelland. The portfolio brings together in an integrated way a range of otherwise dispersed responsibilities including communications and public relations, alumni and development activities, strategic marketing and branding, publications, web development, careers, the contact centre, conferences and events management and community education.
- In the wake of the 4 September earthquake, Communications staff kept the University community up to date in a timely way with all-staff emails, electronic and video messages from the Vice-Chancellor and other members of the Senior Management Team as well as placing content on the University’s web pages and communicating through social media (Facebook and Twitter).
- A broad programme of continuing communication was implemented including monthly staff forums, tailored briefings to key groups, 19 issues of the staff magazine Chronicle, and ongoing email communications. The mix and focus of the communications was reviewed and will change in 2011.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>2008 Actual</th>
<th>2009 Actual</th>
<th>2010 Planned</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of issues of UC Diary</td>
<td>48</td>
<td>50</td>
<td>48</td>
<td>49</td>
</tr>
<tr>
<td>UC Chronicle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of issues</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Distribution</td>
<td>3,200</td>
<td>3,200</td>
<td>3,400</td>
<td>3,200</td>
</tr>
<tr>
<td>Intranet announcements</td>
<td>128</td>
<td>150</td>
<td>180</td>
<td>136</td>
</tr>
<tr>
<td>UC Intranet page views</td>
<td>944,404</td>
<td>1,199,168</td>
<td>500,000</td>
<td>1,010,585</td>
</tr>
</tbody>
</table>

47 The increased amount of intranet traffic from planned was due to increased internal communications and new initiatives such as the HR Toolkit.