



STATEMENT OF SERVICE PERFORMANCE

This Statement of Service Performance is a report of performance against the Victoria University of Wellington Investment Plan 2008–2010. Where Investment Plan measures are quantitative, this report provides 2008 and 2009 data as a context for 2010 performance.

RESEARCH

Objective 1

Develop improved measures for tracking postgraduate enrolment and completion.

2010 Performance Targets	2010 Actual	2009 Actual	2008 Actual
1.1 Reduce mean completion times as follows: PhDs 1,552 days Master's 536 days	PhD completions: 130 Mean time to complete (days): 1,613 Master's completions: 176 Mean time to complete (days): 581	PhD completions: 70 Mean time to complete (days): 1,610 Master's completions: 177 Mean time to complete (days): 583	PhD completions: 65 Mean time to complete (days): 1,575 Master's completions: 205 Mean time to complete (days): 579

Objective 2

Increase government-funded postgraduate student enrolments.

2010 Performance Targets	2010 Actual	2009 Actual	2008 Actual
2.1 Postgraduate enrolment 17% of total government-funded EFTS.	Postgraduate enrolments 17% of total government-funded EFTS*.	Postgraduate enrolments 17% of total government-funded EFTS.	Postgraduate enrolments 16% of total government-funded EFTS.

* In 2010 the methodology for calculating postgraduate EFTS for the purpose of the Single Data Return (SDR) to the Tertiary Education Commission (TEC) was altered. Under the new methodology postgraduate students represented 14% of Victoria's total enrolments.

Objective 3

Implement 2007 Research Strategy.

2010 Performance Targets	2010 Actual
3.1 Ensure appointment and staff development processes are designed to maximise research performance, particularly in the 2012 PBRF round.	Throughout 2010, Victoria was actively engaged in increasing the numbers and proportion of research-active academic staff. This entailed capability enhancement initiatives (see 9.1 and 9.2), implementation of decisions following the internal PBRF round (focusing on individual performance development and career planning, providing increased time to complete major research projects, making available additional funding for research), and ensuring that new academic appointments were made at a level that would enhance Victoria's prospects in the 2012 PBRF round.
3.2 Implement new procedures for PhD enrolment and financial support.	In 2010, Victoria's Faculty of Graduate Research, which administers and oversees doctoral programmes at Victoria, successfully implemented new procedures for applications. These procedures effectively dealt with a 300% increase in international PhD applications and a corresponding increase in offers and enrolments. External research funding applications are now bringing financial support by including PhD scholarships as a budgeted line item—the latest Marsden round netting 15 PhD scholarships (\$1.4m over three years). Through this initiative and a continued commitment to an increased number of Victoria-funded PhD scholarships, the number of funded PhD places at Victoria increased 63% between 2008 and 2009. The result has been a 10% increase in PhD enrolments in 2010 (230) compared to 2009 (210).
3.3 Monitor implementation of research plans.	During 2010, the Vice-Chancellor and the Deputy Vice-Chancellor (Research) formally reviewed the research performance of every member of the academic staff. This involved reviewing updated research evidence portfolios, and recommending remedial action where appropriate.



LEARNING AND TEACHING

Objective 4

Improve retention and achievement of students, particularly those aged under 25.

2010 Performance Targets	2010 Actual	2009 Actual	2008 Actual
4.1 Raise successful course completion rates for degree and graduate diploma qualifications for students aged under 25 to 83%.	82% course completion	82% course completion	79% course completion
4.2 Lower first-year qualification-level attrition for degree, graduate diploma and postgraduate qualifications for students aged under 25 to 21%*.	11% attrition	11% attrition	12% attrition
4.3 Raise successful course completion rates for degree and graduate diploma qualifications to 82%.	81% course completion	81% course completion	78% course completion
4.4 Lower first-year qualification-level attrition for degree, graduate diploma and postgraduate qualifications to 27%*.	22% attrition	20% attrition	22% attrition

*These targets were set using a TEC methodology that Victoria and other universities are not able to replicate. This accounts for the 'official' target being higher than the actual achieved in 2010.

Objective 5

Set up and run learning and teaching projects at 100 level, informed by research into good practice.

2010 Performance Targets	2010 Actual
5.1 Evaluate and use outcomes of five 100-level learning and teaching projects to improve learning opportunities in first-year courses.	Conclusions from the five projects in 2010 have been extremely positive and have provided useful directions for continued work on improving learning opportunities in first-year courses. Evaluation of the writing courses provided as part of FCOM 111 (2010) and MGMT 101 (2009) demonstrated their value as an integral part of a first-year core course. Course interventions in Biology (BIOL 113) and Chemistry (CHEM 113) have highlighted the positive impact of increasing student engagement on both retention and overall performance. Studies of critical thinking development in Chemistry (CHEM 113 and CHEM 114) have identified students' lack of understanding of the concept of critical thinking and have led to the formation of a Critical Thinking Interest Group to explore practical means of explicitly fostering critical thinking at undergraduate level. Project reports are being prepared for dissemination.

Objective 6

Increase the proportion of international students.

2010 Performance Targets	2010 Actual	2009 Actual	2008 Actual
6.1 International students constitute 12% of the total Victoria student population in 2010.	12%	12%	12.9%
6.2 International postgraduate students constitute 20% of the total Victoria postgraduate population in 2010.	21%	20%	19.2%

STUDENT EXPERIENCE

Objective 7

Engage students as active and lifelong members of an inclusive and supportive community of higher learning.

2010 Performance Targets	2010 Actual	2009 Actual	2008 Actual
<p>7.1 Students report 83% satisfaction with the impact of student services on their experience at Victoria.</p> <p>Annual student service satisfaction surveys are carried out by: Accommodation, Career Development and Employment, Counselling, Crèches, Disability Support, Financial Support and Advice, Te Pūtahi Atawhai, Student Health and Student Learning Support.</p>	<p>The overall satisfaction rating with student services at Victoria shows at least 89% either satisfied or very satisfied.</p> <p>With the 2010 increase in the amount of the services levy, student expectations rose. In response to this, Victoria is changing the way it assesses the effectiveness of services provided to students. In future the University will focus on assessing the whole student experience through a single, broad, more integrated survey. The aim of this change is to facilitate continuous improvement in the services provided.</p>	<p>The overall satisfaction rating with student services at Victoria shows at least 88% either satisfied or very satisfied.</p>	<p>The overall satisfaction rating with student services at Victoria is 95% either satisfied or very satisfied.</p>
<p>7.2 Increase the number of students, including a study abroad experience as part of their Victoria University studies to 250 (head count).</p>	<p>A total of 196 students participated in study abroad experiences in 2010 (111 exchange students and 85 short-course students).</p>	<p>120 students participated in study abroad experiences.</p>	<p>Numbers for 2008 increased to 126 students for trimester- or year-long exchanges abroad. An additional 57 students went on some form of shorter study abroad course, bringing the total number of students having some form of international mobility experience to 183.</p>
<p>7.3 Five hundred students registered in the Victoria International Leadership Programme (VILP).</p>	<p>In 2010, 1,173 students (914 domestic and 259 international) were registered in VILP, which brings international and domestic students together and inspires thinking about global leadership challenges.</p>	<p>In 2009, 824 students (646 domestic and 178 international) were registered in VILP.</p>	<p>VILP was officially launched on 14 October by the Hon Phil Goff. It is an academically-oriented, extra-curricular programme for which students receive a certificate upon completion and acknowledgement on their transcripts. This distinctive internationalisation initiative is designed to address the need for our students to become more cross-culturally competent and globally aware. There are currently 460 students registered for the programme. Current VILP partners include the New Zealand Institute of International Affairs, Volunteer Service Abroad and the Asia: New Zealand Foundation.</p>

EXTERNAL RELATIONSHIPS

Objective 8

Continue to develop local, national and international stakeholder relationships that advance Victoria's strategic aspirations and enhance recognition of the quality of Victoria's research and teaching.

2010 Performance Targets	2010 Actual
<p>8.1 Relationships with key international and domestic stakeholder groups are maintained and further developed.</p>	<p>During 2010, Victoria's staff and students continued to identify new—and build on existing—relationships that helped to create, disseminate and apply knowledge that has societal impact. An active programme of external relations saw Victoria hosting the Prime Minister and more than 100 key science stakeholders including the family of the late Professor Alan MacDiarmid, for the opening of the Alan MacDiarmid Building.</p> <p>Victoria hosted the Minister of Tertiary Education and 100 key education stakeholders regarding developments in tertiary education.</p> <p>International highlights were the Vice-President of China opening the Victoria-based Confucius Institute in June 2010, and regular visits by international academic and diplomatic delegations and Wellington-based ambassadors.</p> <p>Victoria's academic staff continued to advance Victoria's strategic aspirations to play a leading role in New Zealand's future through their participation on government advisory bodies, such as the Electricity Taskforce, and in the governance of public sector organisations. A new seminar series was launched in November 2010, in response to various working groups recently set up by the Government to inform policy. The Faculty of Commerce and Administration, Institute of Policy Studies, School of Government and Centre for Lifelong Learning combined with the State Services Commission to run the weekly invitation-only seminar series, chaired by the Secretary to the Treasury. This seminar series is in response to a shift by the New Zealand Government—a recent heavy emphasis on the use of working groups to help inform, develop and guide policy options on a range of New Zealand public policy issues.</p> <p>As part of the University's community development, a letter of agreement was signed with the New Zealand Police to develop a safer community for staff and students.</p>
<p>8.2 Strengthen links with the University of Otago for the establishment and timely development of a Centre for the Study of Islam and Muslim Cultures.</p>	<p>All milestones as agreed with the TEC for the development of the Centre for the Study of Islam and Muslim Cultures were met, and a final report was provided to the TEC. A website for the centre www.csimcnz.ac.nz details activities covering research, teaching, conferences, symposia and information for students who wish to enrol in undergraduate and/or postgraduate study in Islamic Studies at either university. Joint efforts to raise \$10 million in funds for the Centre are continuing.</p>
<p>8.3 Develop formal programme for sharing of courses with Massey University (Wellington). Explore the possibility of a linked Master of Engineering programme in Wellington as part of Postgraduate Engineering Hub.</p>	<p>Massey University's decision in late 2010 to close its Wellington engineering programme ended opportunities for a Postgraduate Engineering Hub and sharing of engineering courses in Wellington. Once the new structure and location of Massey's engineering programmes are finalised, cooperation and collaboration will continue where possible.</p>

CAPABILITY

Objective 9

Build academic and general staff capability in areas linked to strategic priorities.

2010 Performance Targets	2010 Actual
9.1 Offer tailored programmes aligned with staff development assessments.	<p>During 2010, 1,266 staff received 4,048 session-hours of staff development. This was tailored by the University Teaching Development Centre (UTDC), to ensure that training met individual needs as well as being linked directly to school and faculty learning and teaching activities and priorities. In addition, there were sessions on programme (re)development, intended to strengthen alignment of courses to Victoria's graduate attributes, as well as offering clear pathways of progression for students in line with the University's Learning and Teaching Strategy 2010–2014 (action points 1.2 and 3.3). In 2010, the Faculties of Commerce and Administration and Architecture and Design participated in the programme redevelopment component. Other faculties will follow in 2011.</p> <p>The Developing Scholarly Habits (DSH) pilot programme ran from February to August 2010 with 10 early career academics, who reported increases in publication output, teaching confidence and work-life balance as a result of their involvement in the programme. DSH will continue with a group of participants from the Faculty of Humanities and Social Sciences in 2011.</p>
9.2 More than 50 staff attend research capability building programmes.	Over 370 staff members attended courses and workshops focused on building research capability.
9.3 Participate in the international community of scholars; encourage staff to research and study internationally.	77 staff had research and study leave grants approved to undertake work in over 37 countries and territories*.

* Argentina, Australia, Austria, Brazil, Bulgaria, Cambodia, Canada, China, Croatia, Fiji, Finland, France, Germany, Ghana, Greece, India, Indonesia, Ireland, Italy, Japan, Korea, Malaysia, Mauritius, Norway, Philippines, Russia, Samoa, Singapore, Spain, Sweden, Switzerland, Tahiti, The Netherlands, Timor-Leste, Turkey, United Kingdom and United States of America.



RESOURCES

Objective 10

Ensure the long-term academic and financial viability of Victoria by increasing and diversifying income and by reallocating resources to support strategic goals.

2010 Performance Targets	2010 Actual		
10.1 Current portfolio and level of provision reviewed in light of strengths, with an emphasis placed on postgraduate provision.	Following its own medium-term aspirations and the current government policy imperative for managed enrolment, Victoria set out a three-year mix of provision in the Investment Plan 2011–13. In broad terms, to support its strategic direction, Victoria will, over the period of this Investment Plan, show an increase in both research and taught postgraduate provision over 2010 equivalent full-time students (EFTS). A reduction in undergraduate provision is planned, particularly in non-degree provision below level 5 on the National Qualification Framework. Initiatives that are emerging from Victoria's strategic direction come from a sharper focus on engineering, biomedical sciences and health, government, law and public life, and Chinese business, language and culture.		
10.2 Rationalisation of programmes based on 'fit' with interdisciplinary strengths.	Victoria's encouragement of interdisciplinarity is grounded in, and remains connected to, core academic disciplines. As the concept has matured, we perceived no widespread need to rationalise programmes based on 'fit' with interdisciplinary strengths. The University's approach to interdisciplinarity is moving more towards generating research and learning that bring several kinds of knowledge to bear on understanding of global issues such as climate change, bio-ethics, disparities in income, education and health, and global and political forces.		
10.3 Revenue from international students is 18% of total student revenue.	2010 Actual	2009 Actual	2008 Actual
	14.6%	14.3%	16.1%
10.4 Infrastructure projects: student accommodation, teaching, learning and research spaces, and office accommodation, completed subject to availability of resourcing.	<p>Several significant infrastructure projects to support strategic goals were completed in 2010. Highlights were the Alan MacDiarmid Building and Laby Annex, officially opened in July by the Prime Minister (\$46m over three years). Detailed design work for the Campus Hub redevelopment was advanced and most enabling work completed.</p> <p>Other noteworthy projects included the Boyd-Wilson Field upgrade (\$2.6m over two years), stage three of the Bachelor of Engineering accommodation project (extensive refurbishment for further laboratories and office space in levels two and three of the Cotton Building) (\$3.3m over three years), major refurbishment of lecture theatres (part of a wider teaching room upgrade programme), and the relocation of School of Information Management from Kelburn to the Pipitea Campus (\$1.2m). The Graduate School of Nursing, Midwifery and Health was relocated to the Clinical Services Building at Wellington Hospital, facilitating the progress of joint biomedical research initiatives between Victoria and the Capital & Coast District Health Board (\$250k). Overall, the 2010 net usable square metres occupied increased to 108,322 m², an increase of 4.8% over 2009 (103,339 m²).</p> <p>The Strategic Asset Management Plan was further developed. This will ensure that the University properly maintains and renews its physical infrastructure, as well as implementing a range of strategies that ensure efficiencies in processes, rationalisation of expenditure and diversification of revenue.</p>		

PUBLIC CONTRIBUTION

Objective 11

Demonstrate leadership in critical thinking and community service through maintaining membership of advisory bodies, working parties and government boards.

2010 Performance Targets	2010 Actual	2009 Actual	2008 Actual
11.1 Maintain the level of advice to government, national and international bodies at the 2007 level of: Government: 89 National bodies: 177 International bodies: 164	Government: 155 National bodies: 292 International bodies: 499	Government: 193 National bodies: 357 International bodies: 717	Government: 123 National bodies: 325 International bodies: 525

Objective 12

Develop and mature, with businesses, collaborative relationships that are aligned to Victoria's interdisciplinary strengths.

2010 Performance Targets	2010 Actual
12.1 Advance at least two collaborative agreements to include contract research activities and develop and formalise at least two further collaborative agreements with businesses.	<p>In 2010, Viclink, the University's commercialisation company, worked on collaborative commercialisation projects that included contract research activities with CRL, an energy, minerals and environmental research and consulting company with specialist knowledge in new clean energy technologies, and with Wetox, a clean-tech company that turns liquid waste into water.</p> <p>Working with an idea that originated from the School of Psychology, Victoria formalised a collaborative agreement with the personal and professional resilience-boosting efforts of Umbrella Health, a business that aims to enhance the resilience, adaptability and health of individuals and work groups. The University also provided start-up support and training for a new business, Compost Boys, arising from student course work.</p> <p>Viclink took part in five events under the TEC-funded Innovations Focus Events 2010–2011: Creating Stronger University–Business Partnerships. This precipitated many high-quality discussions with industry, and at least one seems likely to develop into a future substantial research and development relationship.</p>

Objective 13

Finalise the Internationalisation Strategy and produce an implementation plan.

2010 Performance Targets	2010 Actual
13.1 Continued implementation of the Internationalisation Strategy.	<p>The University continued to make good progress on the implementation of the Internationalisation Strategy, with particular 2010 highlights being:</p> <ul style="list-style-type: none"> ⊕ an increase in full-fee paying EFTS of 8% to 1,584 over 2009 (1,472) ⊕ an improvement in the ranking of the University relative to other New Zealand universities in all three major international ranking systems ⊕ the pursuit of a range of initiatives in China, Vietnam and Indonesia, countries identified as being of particular strategic interest to Victoria.

EQUITY

Objective 14

Develop and implement an Equity Strategy.

2010 Performance Targets	2010 Actual
14.1 Implementation processes set in place to support improvements in retention of, and successful achievement by students in designated equity categories.	<p>An Equity and Diversity Strategy Implementation Plan was agreed upon and an Equity and Diversity policy established. This set out leadership responsibilities and measures required to meet the Equity and Diversity Strategy objective “to improve the recruitment, retention and success rates of students in the identified equity groups”. Faculties and central service units used this and a report on 2009 participation and course and qualification completions by equity group, level and faculty to guide actions and monitor progress in their operational unit plans.</p> <p>Seven equity and diversity projects were funded in 2010, and final reports will be submitted in March 2011. Each of these projects has the goal of improving retention and successful achievement of students in one or more of the equity categories. This will come through improved coordination and dissemination of good practice in equity, and an increased institutional commitment to leadership in this area.</p> <p>An Assistant Vice-Chancellor (Pasifika) was appointed. A key responsibility is to advise and support senior managers in relation to the design, implementation, coordination and evaluation of activities to enhance the academic success of Victoria’s Pasifika students.</p> <p>Pilot activities identified in the Māori and Pasifika Student Recruitment, Retention and Achievement Strategy continued in 2010. Initiatives included targeted tutorials, outreach programmes, early alert tracking systems and extra revision and study sessions. These will be evaluated in 2011 to assess the efficacy of services offered to retain Māori and Pasifika students. The outcome will inform Victoria’s ongoing activity relating to Māori and Pasifika success, offering the University an understanding of how to develop further strategies to improve the educational performance of Māori and Pasifika students.</p> <p>Performance targets for Māori and Pasifika qualification and course completions were included in the University’s Statement of Forecast Service Performance 2011-13.</p> <p>A disability action plan is in development, and Victoria has introduced the award-winning literacy software for people with disabilities, Read and Write Gold, as part of the standard software available to staff and students.</p>

Objective 15

Improve student participation, retention and achievement in identified equity groups.

2010 Performance Targets	2010 Actual	2009 Actual	2008 Actual
15.1 Raise proportion of EFTS for Māori students to 9%.	10%	9%	8%
15.2 Maintain proportion of EFTS for Pasifika students at 5%.	5%	5%	5%
15.3 Raise successful course completion rates for degree and graduate diploma qualifications for Māori students to 73%.	75% course completion	74% course completion	71% course completion
15.4 Raise successful course completion rates for degree and graduate diploma qualifications for Pasifika students to 63%.	62% course completion	59% course completion	56% course completion
15.5 Lower first-year qualification-level attrition for degree graduate diploma and postgraduate qualifications for Māori students to 32%*.	31% attrition	27% attrition	32% attrition
15.6 Lower first-year qualification-level attrition for degree, graduate diploma and postgraduate qualifications for Pasifika** students to 31%*.	33% attrition	26% attrition	32% attrition

2010 Performance Targets	2010 Actual	2009 Actual	2008 Actual
15.7 Raise qualification-level completion rates for all degree, graduate diploma and postgraduate qualifications for Māori students (over a 5-year period) to 34%*.	49%	45%	44%
15.8 Raise qualification-level completion rates for all degree, graduate diploma and postgraduate qualifications for Pasifika** students (over a 5-year period) to 30%*.	42%	37%	40%
15.9 Raise Māori successful course completion rates at 100 level to 66.2%.	69% course completion	65% course completion	62% course completion
15.10 Raise Māori successful course completion rates at 200 level to 82.4%.	78% course completion	81% course completion	77% course completion
15.11 Raise Pasifika** successful course completion rates at 100 level to 60%.	52% course completion	47% course completion	47% course completion
15.12 Raise Pasifika** successful course completion rates at 200 level to 71.2%.	69% course completion	70% course completion	64% course completion
15.13 Raise successful course completion rates for degree and graduate diploma qualifications for students with impairments to 82%.	77% course completion	75% course completion	71% course completion
15.14 Raise the qualification-level completion rates for all degree, graduate diploma and postgraduate qualifications for students with impairments (over a 5-year period) to 37%*.	55%	53%	55%
15.15 Lower first-year qualification-level attrition for degree, graduate diploma and postgraduate qualifications for students with impairments to 21%*.	28% attrition	27% attrition	26% attrition

*This target was set on a TEC methodology that Victoria and other universities are not able to replicate. This accounts for the official target being lower than the actual achieved.

** Victoria is conscious of the need to improve the success of its Pasifika students. Robust, stretch targets have been set in the Investment Plan 2011-13 for improving Pasifika students' course completions. To support this aspiration, Victoria appointed the Hon Luamanuvao Winnie Laban Assistant Vice-Chancellor (Pasifika), in 2010. Associate Professor Laban will provide leadership across the University in activities relating to Pasifika staff and students.

Objective 16

Provide appropriate training and development opportunities that contribute to the equity aspirations of the University.

2010 Performance Targets	2010 Actual
16.1 Offer a variety of programmes addressing mentoring, leadership, cultural matters and personal development.	<p>A full capability enhancing programme that contributed to the equity aspirations of the University was offered in 2010. It covered induction, mentoring, health and safety, and personal and professional development. The highly effective Leading People programme was again offered, and Victoria continued to contribute to the NZVCC (Universities New Zealand) Women in Leadership programme.</p> <p>An academic promotions seminar for women was held mid-April 2010. This was aimed at women who were either preparing applications for promotion at Associate Professor or Professor levels in 2010, or preparing themselves to apply at those levels in the next two or three years. The University's second mentoring programme for general staff aimed to support general staff who were new to a career, new to the University environment or at a transition point.</p>

Objective 17

Increase the proportion of Māori and Pasifika staff to 10% (Māori) and 5% (Pasifika) of all staff by 2014.

2010 Performance Targets	2010 Actual	2009 Actual	2008 Actual
17.1 Māori 8% of all staff Pasifika 3.5% of all staff	Māori 6% Pasifika* 3%	Māori 7% Pasifika 3%	Māori 6.3% Pasifika 2.3%

* Victoria appointed the Hon Luamanuvao Winnie Laban Assistant Vice-Chancellor (Pasifika). Associate Professor Laban will provide leadership across the University in activities relating to Pasifika staff.