

STATEMENT OF SERVICE PERFORMANCE

AUT University's Strategic Plan 2007-2011 outlines the University's strategic direction for a five year period. It includes high-level information on the organisation's purpose and role, as well as the nature and scope of its operations and its fit with the Government's long-term objectives. Five key themes guide the University's development – Excellence in Education, Research and Development, Engagement, Staff Development and Sustainability. From these, a set of associated objectives and Critical Success Factors define the impacts and outcomes the University strives for. Some are externally focussed while others relate to aspects of the University's operations. AUT's effectiveness is then measured by a series of key performance indicators (KPIs), as recorded in the AUT University Investment Plan 2008-2010. The following Statement of Service Performance contains information on the University's objectives, Critical Success Factors and KPIs in order to document the services provided by AUT to meet stakeholder needs and to ensure the intent of the Strategic Plan is fulfilled.

For an overall view of the performance of the University, the Statement of Service Performance Section must be read in conjunction with the Reports Section.

EXCELLENCE IN EDUCATION

Learning and Teaching

STRATEGIC THEME ► AUT University will provide excellent education that inspires students to reach their full potential.

CRITICAL SUCCESS FACTORS 1 AND 2

- **To be the best place to learn**
- **To consolidate our higher education contribution**

OBJECTIVES

- **To ensure our graduates are knowledgeable, sought after and inspirational**
- **To enhance curriculum flexibility and increase student choice**
- **To encourage students to progress to, and be successful in, higher education programmes**

One of AUT's key points of difference is the unique balance maintained between the broad critical thinking and analytical skills expected of all university graduates, and the specific professionally-oriented attributes and workplace experience needed once employed. AUT offers research-led, relevant and flexible qualifications that meet the needs of stakeholders and which ensure that our graduates are highly sought after. AUT has a pedagogical approach that is student-centred, interactive and capability building, as well as knowledge imparting. The University's academic portfolio was broadened in 2010 with the introduction of three new postgraduate qualifications, namely the Master of Performance and Media Arts, Master of Psychotherapy and Master of Sport and Exercise. New majors were also introduced in the Bachelors of Arts (International Studies), Business (Business Information Systems), Education (Primary Teaching and Engineering (Honours) (Biotronic Engineering), as well as in the Master of Arts (te reo Māori). In 2010, the first cohort of students majoring in Sales within the Bachelor of Business graduated. This major was introduced in consultation with industry in 2007. Organisations that had input into the development of the major included Porath Executive Search, Vodafone, ANZ, AMP and NZ Post.

The University reached its targets for successful completion rates for all groups of students except undergraduates who placed 2% below the 2010 lower threshold target of 85%. Sub-degree, Māori and Pasifika students all improved on their completion rates from 2009. The University continued to shift its student profile towards higher education. The 2010 targets for domestic, international and overall percentages of students studying in higher education programmes were exceeded. Between 2009 and 2010 there was a 4% increase to 82% in the number of students studying in higher education. AUT also reduced the number of its sub-degree programmes in 2010, which contributed in part to a higher proportion of sub-degree students progressing into higher level qualifications by 2010.

2010 saw the development of an Improvement Plan at AUT Library, based upon the results of the 2009 customer satisfaction survey. The Plan responded to key issues including noise control across all three Campus Libraries, and web navigability. The Library ran a series of client focus groups to deepen its understanding of client issues and perceptions of the Library website. Outcomes will inform the way the website continues to be developed.

The high calibre of AUT students was recognised through excellent results in a variety of national competitions this year. An AUT Masters graduate was awarded best emerging New Zealand filmmaker at the Documentary Edge awards in March. AUT's Advertising Creativity students won the TVNZ/AXIS Student Creative of the Year award at the 2010 AXIS Creative Awards. This was the third consecutive year that the prize has been won by AUT students. A recent AUT public relations graduate was awarded the Sally Logan-Milne Young Practitioner of the Year award by the Public Relations Institute of New Zealand. This was the seventh AUT graduate to win the award in eight years. AUT students also scored their fourth consecutive win in the national Students in Free Enterprise competition, representing New Zealand in Los Angeles in October.

PERFORMANCE MEASURES

1.1	To maintain or improve the successful completion rates of our students. ⁴⁰	<i>Key performance indicators</i>	Target	Actual	2009	2008
			2010	2010		
		University average	80%-85%	82%	82%	83%
		Sub-degree students	70%-75%	78%	76%	75%
		Undergraduate students	85%-90%	83%	83%	85%
		Postgraduate students	90%-95%	90%	90%	89%
		International students	80%-85%	84%	86%	85%
		Māori students	>77%	78%	77%	77%
		Pasifika students	>65%	69%	66%	67%
		Students with disability	>77%	79%	78%	79%

Substantially achieved

In 2010, AUT achieved all but one of its completion rate targets. The undergraduate student completion rate for 2010 was maintained at 83% although it fell below the targeted range for 2010. AUT is currently conducting a review of student completions; this will inform the development of existing processes for the early identification of at-risk students. Positively for 2010, AUT showed a marked improvement from 2009 in Pasifika completion rates, which were well above target.

1.2	To meet the needs of stakeholders in the Auckland region by achieving the student enrolment targets negotiated with the Tertiary Education Commission (TEC).	Despite a decision to restrict enrolments from Semester Two, AUT University experienced moderate growth in 2010. Total EFTS were 18,952, an increase of 5% from 2009. As part of the Investment Plan negotiations, AUT University secured Student Achievement Component (SAC) funding for approximately 15,120 domestic EFTS in 2010. However, growth was such that the University exceeded this figure by more than 350 domestic EFTS. AUT University continues to negotiate with the TEC for additional funding and will carefully monitor 2011 enrolments to ensure that EFTS remain balanced with available SAC funding.
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Achieved

1.3	To meet the needs of stakeholders in the Counties Manukau region by increasing EFTS as per the Manukau Campus Academic Plan.	<i>Key performance indicator</i>	Target	Actual	2009	2008
			2010	2010		
		To achieve EFTS targets as stated in the Manukau Campus Academic Plan.	230	269	-	-

In 2009, the University negotiated an Academic Plan for AUT's new Manukau Campus with the Tertiary Education Commission. The agreed EFTS target of 230 was exceeded in 2010, with 269 EFTS on the Campus in its inaugural year. These included first-year students in health sciences, business, and sport and recreation degrees. In addition to the reported EFTS, some provision of other programmes, such as the National Diploma in Teaching (Early Childhood Education, Pasifika), also took place on the Campus in 2010.

Achieved

⁴⁰ The completion rates are calculated using the MoE formula $[\text{Pass} \div (\text{Pass} + \text{Fail} + \text{Withdrawn})]$. From 2011, completion will be calculated using the TEC performance metric calculations

PERFORMANCE MEASURES (continued)

2.1	To increase the percentage of students studying in higher education programmes to at least 75% of all EFTS by 2012.	<i>Key performance indicators</i>	Target 2010	Actual 2010	2009	2008
		Overall ⁴¹	75%	82%	78%	73%
		Domestic ⁴²	75%	83%	79%	73%
		International ⁴³	80%	87%	83%	78%
Achieved						
2.2	To increase the percentage of students progressing into higher level qualifications.	<i>Key performance indicator</i>	Target 2010	Actual 2010	2009	2008
		To increase the percentage of students progressing from sub-degree into higher level qualifications. ⁴⁴	>40%	61%	48%	42%
Achieved						
AUT has been reviewing the provision of sub-degree programmes as part of its commitment to increasing study at degree level and above. The 2010 progression rate of 61% is higher than previous years and is partly attributable to the discontinuation of six sub-degree level programmes that had lower than average historical rates of progression or completion.						
2.3	To review the University's contribution within the network of tertiary education provision in Auckland region.	AUT University expanded its contribution to Auckland's tertiary provision with the opening of the Manukau Campus in 2010. The founding students were enrolled in business, education and health sciences programmes and the offering will be extended in 2011 to include Computer and Information Science. Further contributions to the Auckland region will arise from the development of a new national training centre for high-performance athletes based at AUT's Millennium Campus. AUT also continued to develop its curriculum in 2010 with several new Masters degrees and a number of new majors within degree-level study.				
Achieved						
2.4	To increase links to provide opportunities for students from other sub-sectors to progress into higher education.	In 2010 AUT consolidated existing relationships with other tertiary organisations, and focussed on increasing links with other providers in the Counties Manukau region. Meetings were held with a number of tertiary organisations, including Te Wānanga o Aotearoa (TWOA), Manukau Institute of Technology (MIT), New Zealand Management Academies (NZMA) and New Zealand Career College (NZCC). Discussions regarding memoranda of understanding and subsequent articulation agreements have commenced with TWOA, NZCC and NZMA. However, in an era of strong demand for higher education and prescribed enrolment restrictions, AUT must achieve a careful balance between approving applications for students progressing from other providers, and those from qualified school-leavers.				
Achieved						

41 Overall EFTS includes enrolment categories not considered in the Domestic and International calculations (for example, revenue generating activities). As such, Overall EFTS is not a weighted average of Domestic and International

42 Domestic EFTS comprise Domestic Ministry-funded EFTS (excluding Not Categorised EFTS)

43 International EFTS comprise International Ministry-funded, International MoE Research and Onshore International PhD EFTS (excluding Not Categorised EFTS)

44 Progression rates are the proportion of student enrolments in a programme from a single reporting year that progress in the same or a subsequent year to enrol in a higher-level programme. These figures exclude enrolments in non-progressing sub-degree programmes and include domestic (Ministry-funded) students only

RESEARCH AND DEVELOPMENT

STRATEGIC THEME ► AUT University will conduct excellent research, advancing knowledge and practice in its areas of expertise and supporting its higher education programmes.

CRITICAL SUCCESS FACTORS 2 AND 3

- **To consolidate our higher education contribution**
- **To enhance our research contribution**

OBJECTIVES

- **To increase research activity**
- **To enhance our research reputation**
- **To ensure research activity is sustainable**

Based on the solid foundations of its disciplinary research areas, AUT provides creative, innovative solutions to contemporary social and economic issues. In 2010, this was evidenced by additional funding from the Ministry of Health for extant research on problem-gambling behaviours and district health boards' responses to victims of family violence. AUT academics also worked with the United Nations Development Programme and AusAID to provide research and technical support in the areas of governance, leadership and gender equality training in the Pacific. Research teams also worked with the Ministries of Economic Development and Womens' Affairs, as well as the then Auckland Regional Transport Authority (now Auckland Transport).

Over the last few years, AUT has sought to build its research capabilities with a number of successful initiatives. These include: increasing the number of academic staff on terms and conditions conducive to conducting research; the Summer Research Assistant Awards, which provide employment opportunities for advanced students and research support for academic staff during the summer break; a research consultancy service to assist staff when applying for external funds; and preparations for the 2012 Performance-Based Research Fund (PBRF) quality evaluation round. AUT has also continued to attract established, high-quality research staff and students to the University. Two notable highlights for 2010 were the appointments of Professor Richard Bedford as the Pro Vice-Chancellor (Research), and Professor John Raine as Pro Vice-Chancellor (Innovation and Enterprise). The University's research and commercialisation programmes gained further momentum under their leadership.

Domestic postgraduate student numbers were up by 11% on the previous year; this is a pleasing result as AUT continues to build its research capacity in line with its strategic direction. As mentioned elsewhere in this report, AUT had an extremely successful year in terms of research funding generated. The high calibre of our health science researchers, in particular, was recognised by the HRC which awarded AUT contracts totalling more than \$8 million in 2010. This represents a significant achievement by the University and is testament to the quality of AUT's health research programme. The Faculty of Health and Environmental Sciences also led in research publishing activity, achieving the highest number of verified, quality assured research outputs per full-time equivalent in 2010.

The national and international reputation of our academic staff continued to flourish in 2010. Notable achievements included Dr Chellie Spiller's Fulbright New Zealand's Senior Scholar award which will allow her to spend time at Harvard University in 2011, investigating the creation of spiritual, social and economic well-being in Native American business and Māori business. Dr Kirsten Hanna, Institute of Public Policy, gained international media, professional and academic attention for her research into the use of child witnesses in New Zealand's criminal justice system. Her research was sponsored by the Law Foundation, and her findings were publicised through the international law resource LexisNexis and the London-based Child Rights Information Network. The Business Innovation Centre's chief executive officer, Jonathan Kirkpatrick, was re-elected as the chairperson of Incubators New Zealand. In these roles, he will continue to provide valuable insight, leadership and industry experience for emerging businesses in the Auckland region and around New Zealand.

The Vice-Chancellor's awards for research excellence celebrate these developing areas of strength. In 2010, Professor Kathryn McPherson received the Outstanding Researcher award, for her contribution to rehabilitation studies. The Outstanding Research Team award was given to the Institute for Radio Astronomy and Space Research, for their ground-breaking work to establish New Zealand's first research radio telescope. The Excellence as an Emerging Researcher award was jointly presented to Drs Helen Tregidga (Faculty of Business and Law) and Yun Sing Koh (Faculty of Design and Creative Technologies). Professor Simon Milne received the award for Excellence in Postgraduate Supervision.

PERFORMANCE MEASURES

- 3.1 To increase the proportion of academic staff on terms and conditions conducive to conducting research.
- Academic staff responded enthusiastically to the University's offer of a change to their terms of employment which would allow greater time for research. The offer consisted of an increase in salary and opportunities for sabbatical and research leave in return for a commensurate reduction in annual leave (to no fewer than four weeks) and an expectation that staff engage in research. The number of academic staff on the new conditions increased by 33% in 2010, from 457 FTE in 2009 to 606 FTE. 2010 was the final year the offer was made to staff.

Achieved

3.2	To graduate an increasing number of doctoral and research masters students each year. ⁴⁵	<i>Key performance indicator</i>	Target	Actual	2009	2008
			2010	2010		
		To increase the number of doctoral and research masters completions.	*	212	218	167

*This is a relative benchmark and no specific targets have been set for 2008 - 2010.

Not achieved

The number of doctoral and research masters completions declined slightly from 2009 to 2010, although this result still represents an overall increase of 27% since 2008. In part, this was due to a decrease in enrolments for research masters degrees in 2007 which has had an impact on the 2010 result. The University has adopted a strategic commitment to postgraduate education and research and will continue to invest in building postgraduate capabilities over the next few years.

3.3	To increase external research revenue to 10% of external revenue by 2012.	<i>Key performance indicators</i>	Target	Actual	2009	2008
			2010	2010		
		To increase external research revenue. ⁴⁶	\$21M	\$18.3M	\$17.3M	\$15.2M
		Annual external research revenue as a percentage of total external revenue.	8.1%	6.4%	6.7%	6.5%
		To increase the number of successful applications to contestable research funds each year.	120	110	124	98

Not achieved

Although the 2010 target was not achieved, AUT's external research revenue continues to increase, up 20% from 2008. The *Investment Plan 2008-2010* set ambitious targets for research revenue, recognising that AUT's continued development was closely tied to increased research capability. However, the prevailing economic conditions have affected many traditional sources of research funding; an increased number of organisations are now contending for a reduced funding pool. In response to this highly competitive environment, AUT has sought to improve the quality of funding applications, with support provided through the University Research Office. AUT's record achievements in the 2010 Health Research Council funding round are a testament to the success of this initiative.

⁴⁵ In the Investment Plan 2008-2010, this performance measure referred to increasing the proportion of doctoral and research masters students. In AUT's 2010 Variation to the Investment Plan, the KPI component relating to proportion was deleted; the performance measure has been reworded to reflect the remaining KPI based on number of completions

⁴⁶ Includes Performance-Based Research Fund (PBRF) funding. PBRF monies for 2010 are provisional. PBRF monies for 2009 and 2008 include the wash-ups received in those years for previous years

PERFORMANCE MEASURES (continued)

3.4	To increase the number of research outputs by 10% each year.	<i>Key performance indicator</i>	Target 2010	Actual 2010	2009	2008
		To increase the number of research outputs by 10% each year.	2,457	2,692	2,159	1,988
		Achieved				

ENGAGEMENT

International Advancement

STRATEGIC THEME ► AUT University will actively engage with the communities we serve and contribute to their social and economic development.

CRITICAL SUCCESS FACTOR 4

► To enhance our international reputation

OBJECTIVES

► To strengthen and build strategic relationships and partnerships that advance education, research, and economic and social development

A strong international presence is crucial to AUT's continued development; the University does not operate in isolation but is a powerful ally in the pursuit of knowledge, understanding and solutions to real world issues. AUT's international reputation is enhanced through relationships with other universities, research organisations and international education programmes. Mindful of our community responsibilities, AUT has chosen to focus its international activities on the Asia-Pacific region and, in 2010, AUT negotiated articulation agreements and memoranda of understanding with universities from the Republic of Korea, Thailand, Indonesia, and China. These agreements broaden the reach of AUT's international student recruitment.

The Asia-Pacific region also continued to be a focus for AUT's international research programme. The Institute of Public Policy received funding from the Pacific Islands Chief of Police to investigate AIDS knowledge amongst police officers in Papua New Guinea, Vanuatu, Fiji and Samoa. AUT worked with the local government to support the development of tertiary education in the Cook Islands, and is considering a partnership with the University of the South Pacific to expand its Rarotongan Campus. AUT also partnered with Victoria University of Wellington to co-host a major conference of academics and business leaders from the New Zealand China Trade Association on the next five years of development in China and the likely impacts for New Zealand.

AUT's joint venture with the Vietnamese Government's Ministry of Education and Training, known as Project 165, sponsors senior government officials to study at AUT for up to six months. The first Project 165 students enrolled in 2010 and the venture expanded with the signing of two new training contracts; one for English language training and the other for short courses for officials in marine environmental protection. AUT University's reputation has been growing in Vietnam, so it is significant that several Vietnamese government and NZAID scholarship holders chose AUT for doctoral study in 2010.

AUT continued its trend of rising international student enrolments; 3,154 international students from 81 countries enrolled in Ministry-funded programmes in 2010, compared with 3,000 in 2009. China, India and South Korea remained the main source countries, followed by Saudi Arabia and Vietnam.

PERFORMANCE MEASURES

4.1	To increase the percentage of international students studying in postgraduate programmes. ⁴⁷	<i>Key performance indicator</i>	Target 2010	Actual 2010	2009	2008
		Percentage of international students in postgraduate programmes (EFTS).	>20%	26%	23%	21%
		Achieved				
4.2	To expand international collaborative relationships that enhance the University's profile.	<p>AUT's international reputation was further strengthened throughout 2010. Under the leadership of Professor Nigel Hemmington, Pro Vice-Chancellor (International), AUT negotiated new articulation agreements and memoranda of understanding with BINUS University (Indonesia), Namseoul University (Republic of Korea) and Hue University (Vietnam). A new memorandum of understanding was signed with the University of Texas at Dallas and existing agreements were renewed with a number of institutions, including Chulalongkorn University (Thailand) and Universidad Catolica de Chile.</p> <p>AUT has also commenced negotiations with a number of other international organisations, including Petronas, Malaysia's national oil company. Under the proposed programme, Petronas would sponsor employees to study at AUT, in disciplines such as sustainability, commercial law and engineering. A research masters and PhD programme is under consideration with Colfuturo, the Colombian scholarship programme.</p> <p>Te Ara Poutama extended its very successful programmes in Māori language retention and revitalisation onto the international stage with the development of major collaborations with several indigenous peoples in North America and Europe.</p>				
		Achieved				

47 International EFTS comprise International Ministry-funded, International MoE Research and Onshore International PhD EFTS (excluding Not Categorised EFTS)

EXCELLENCE IN EDUCATION

Curriculum Development

STRATEGIC THEME ► AUT University will provide excellent education that inspires students to reach their full potential.

CRITICAL SUCCESS FACTOR 5

► To sustain the quality and relevance of our curriculum

OBJECTIVES

- To build and broaden discipline strengths**
- To ensure that the learning experience is of high quality**

Teaching at AUT is led by the latest theoretical developments and grounded by genuine practical experience. This creates an applied curriculum that is relevant to the current marketplace, while reinforcing the enduring importance of discovery, curiosity and innovation. AUT's graduates are therefore well prepared for employment and able to make a smooth transition to the labour force. This is evidenced by the continued employer confidence in AUT's graduates; the 2010 AUT Graduate Destination Survey showed that 91% of graduates were in employment or further study six months after completing their degrees. This exceeds the target of 90%, and is an excellent result under the prevailing economic conditions.

Inspirational teaching is a vital component in a high-quality learning experience. AUT therefore encourages academic staff to improve their teaching skills as well as extending their research portfolios. The annual Vice-Chancellor's awards for excellence in teaching celebrate the exceptional standard of teaching across AUT University; the 2010 recipients were: Sue Raleigh, Faculty of Health and Environmental Sciences; Greg Treadwell and a joint award to Jane Berney, David Brown and Paul White, Faculty of Design and Creative Technologies; and a faculty-wide award to Te Ara Poutama. This award recognised the outstanding contribution of Te Ara Poutama's teaching staff, and their innovative use of new technologies to enhance students' learning.

In 2010, AUT made increasing use of its institutional data in order to strengthen its quality assurance processes for the learning experience. Faculty Boards continued to review student performance but made use of the new TEC performance metrics. Students' perspectives on their university experience were also monitored using the Annual Programme Survey. Overall levels of satisfaction with AUT were very high in 2010 with 83% indicating they would recommend AUT to others. A further 14% indicated a more neutral opinion and only 3% were not satisfied with their experience. This represents an encouraging result for the University and is consistent with 2009 results.

In addition to the co-operative education component of their degrees, AUT provides students with a wide range of opportunities to apply their skills. The AUT Venture Fund is now in its second year and continues to foster students' entrepreneurial abilities; the winner of the 2009 award now has an online clothing store and sponsored the New Zealand free diving championships in 2010. The winning ideas in 2010 were a postcard business, a violence-free horse training programme, and a website linking advertisers with private car owners. Network PR sponsored a competition for senior public relations and marketing students to design a campaign for a not-for-profit organisation. Artistic students had the opportunity to compete in the Creative Writing competition, which had both short story and song writing categories. The AD10 festival and AUT Rookie fashion show continue to celebrate the outstanding talent of AUT's final-year art and design students.

PERFORMANCE MEASURES

		<i>Key performance indicator</i>	Target 2010	Actual 2010	2009	2008
5.1	To maintain a minimum of 90% of our graduates in employment or further study six months after graduating.	To achieve a rate of 90% of University graduates in employment or further study six months after graduating.	>90%	91%	93%	*
		* Information not available for 2008.				
		Achieved				
5.2	To ensure processes in new programme development and programme review maintain formal stakeholder representation.	Professional bodies, industry stakeholders and community representatives are consulted on new programme or subject proposals. External academic and professional, community or industry stakeholders are also included as panel members on programme approval and review panels.				
		Achieved				
5.3	To ensure that each major discipline area has an industry advisory committee.	Each major discipline area has an industry advisory committee. AUT staff engaged with industry in a broad range of discipline areas in 2010 to ensure academic programmes remained relevant. Please refer to the Directory of Industry Advisory Committees within this Annual Report for a list of Committees and their respective Chairs.				
		Achieved				
5.4	To ensure each Research Institute has a development board whose membership includes external stakeholders.	AUT requires input from industry, community groups and other stakeholders to create its distinctive brand of applied research. External stakeholders are represented on the development boards of ten of AUT's thirteen research institutes. As indicated in the 2009 Annual Report, the role, function and contribution of AUT's research institutes are being progressively reviewed, with a view to maximising their effectiveness. Decisions on the structure of research institutes will be made over the next two years; until then, further expansion of stakeholder representation is unlikely.				
		Substantially achieved				

ENGAGEMENT

Māori Advancement

Pasifika Advancement

Community Relationships

STRATEGIC THEME ► AUT University will actively engage with the communities it serves and contribute to their social and economic development.

CRITICAL SUCCESS FACTOR 6

► To ensure that the staff and student profile better reflects the population we serve

OBJECTIVES

- To strengthen and build strategic relationships and partnerships that advance education, research, and economic and social development
- To honour the commitment to the Treaty of Waitangi by being the university of choice for Māori
- To encourage access and success in university education for students from the diverse communities within the Auckland Region

In 2010, AUT enhanced its relationships with mana whenua groups, iwi and Māori, Pasifika, Asian, industry and business communities. Particular attention was given to developing these relationships in South Auckland to ensure the success of the new Manukau Campus and consolidate AUT's position as a leading tertiary provider in Auckland.

The University is committed to encouraging access and success in university education for Auckland's diverse communities, particularly Māori and Pasifika. Enrolment patterns for Māori and Pasifika students have changed dramatically over the last few years with a notable increase in the proportions of both groups studying in higher education. Māori students in higher education now make up 82% of all Māori EFTS, up 10% from 2008 and exceeding the 2010 target. Similarly, the proportion of Pasifika EFTS in higher education has increased by 8% since 2008, up to 66% in 2010 and exceeding the 2010 target. This provides good evidence of AUT's success in building the aspiration for higher education in these historically under-represented groups.

AUT continued to be a 'university of choice' for Māori and Pasifika. Based on the TEC performance data released in 2010, AUT had the highest proportion of Pasifika students of all universities and was third equal for the proportion of Māori students, behind the University of Waikato and Massey University. AUT also aims to be an 'employer of choice' and has undertaken a number of initiatives to build a more representative staff profile. This long-term strategy includes initiatives to develop candidates internally such as the Māori and Pasifika Teaching Assistantship programme. Despite fierce competition for doctoral qualified staff, AUT made several key Māori academic appointments in 2010 including Associate Professor Denise Wilson in the Faculty of Health and Environmental Sciences and Drs Dean Mahuta and Rachel Ka'ai-Mahuta in Te Ara Poutama. A number of AUT's Pasifika staff were appointed to high profile roles in 2010, including Pauline Winter to the TEC Board of Commissioners and Dr Semisi James Prescott to the Board of the Families Commission.

For the first time in 2010, AUT delivered the Global Messenger Leadership Training programme for the New Zealand Special Olympics. The programme raises awareness of the Special Olympics and encourages potential athletes to participate, compete and network with business, schools and community groups in their region. The aim is to generate ongoing support for local Olympians and ties in with AUT's Agents of Change engagement strategy, particularly SHINE Disability, which builds leadership capacity for elite disabled athletes.

PERFORMANCE MEASURES

6.1.1 To ensure the University's domestic student profile better reflects the demographic mix of the region.	<i>Key performance indicators</i>	Regional Proportion ⁴⁸	Actual 2010⁴⁹	2009	2008
	Māori	9.2%	10%	10%	9%
	Pasifika	11.2%	12%	11%	10%
	European	52.3%	42%	42%	43%
	Asian	19.5%	27%	27%	27%
	Non Declared/Other	9.8%	10%	10%	11%

6.1.2 To ensure the University's staff profile better reflects the demographic mix of the region.	<i>Key performance indicators</i>	Regional Proportion ⁵⁰	Actual 2010	2009	2008
	Māori	9.2%	6%	6%	6%
	Pasifika	11.2%	4%	4%	5%
	European	52.3%	67%	62%	63%
	Asian	19.5%	15%	15%	14%
	Non Declared/Other	9.8%	8%	13%	12%

Partially achieved

The intent of this KPI was to improve the representation of students and staff from AUT's target populations, Māori and Pasifika, who are generally under-represented in tertiary education. Student participation rates of both groups now slightly exceed regional proportions and Pasifika students have been trending upwards for the last three years.

AUT seeks to increase the number of Māori and Pasifika employees, particularly within our academic staff. The University remains committed to this endeavour and acknowledges the challenges not only for AUT but for the tertiary sector generally; it is widely recognised that the market for Māori and Pasifika doctoral qualified staff is extremely competitive. AUT has launched a number of initiatives to grow its own Māori and Pasifika staff, including providing academic employment opportunities through the Māori and Pasifika Teaching Assistantship programme.

6.2 To ensure that course completion rates for students aged under 25 enrolled in qualifications at degree level and above are equal to or above the university sub-sector average.	<i>Key performance indicator</i>	Actual 2010	2009	2008
	AUT University	83%	83%	85%
	University sub-sector average ⁵¹	*	*	84%

* Information not available for 2009 or 2010 so the level of achievement cannot be measured.

The 2010 course completion rates for students aged under 25 who were enrolled in higher education programmes remained steady at 83%. This result is comparable to the last available sub-sector average.

48 Regional ethnic proportions are based on 2006 Census results (Statistics New Zealand), and have been adjusted to capture the 15-64 age range. Statistics New Zealand ethnicity reporting allows people to claim more than one ethnicity, meaning the percentage totals usually add up to more than 100%. AUT student and staff data is reported using the individual's first self-selected ethnicity. Comparison of Statistics New Zealand and AUT data is indicative

49 The 2010 figures for ethnic breakdown of students total 101% due to rounding

50 As per footnote 48

51 The information for 2008 was provided by the March 2009 TEC Progress Monitoring Report (PMR). The PMR measures students under the age of 25 that have enrolled in degree and graduate diploma programmes only. From 2011, this calculation will be completed using the TEC educational performance metrics

PERFORMANCE MEASURES (continued)

6.3	To increase the proportions of Māori and Pasifika EFTS in higher education programmes.	<i>Key performance indicators</i>	Target 2010	Actual 2010	2009	2008
		To increase the percentage of Māori EFTS (as a proportion of total Māori EFTS) enrolled in higher education programmes.	75%	82%	78%	72%
		To increase the percentage of Pasifika EFTS (as a proportion of total Pasifika EFTS) enrolled in higher education programmes.	57%	66%	62%	58%
Achieved						
6.4	To increase course completion rates for higher education qualifications amongst Māori and Pasifika students.	<i>Key performance indicators</i>	Target 2010	Actual 2010	2009	2008
		Māori	>73%	78%	79%	81%
		Pasifika	>70%	69%	67%	72%
Partially achieved						
The 2010 course completion target for Māori students in higher education was achieved. While the course completion rate for Pasifika students in higher education increased by 2% to 69% in 2010, it was just below the target. AUT is currently conducting a review of student completions and will continue to refine its processes to support students at risk of non-completion.						
6.5	To increase the proportion of EFTS for domestic students aged under 25 enrolled in higher education qualifications.	<i>Key performance indicator</i>	Target 2010	Actual 2010	2009	2008
		Domestic under-25 students to comprise 70% or more of total domestic higher education EFTS.	70%	69%	69%	70%
Not achieved						
The target of 70% or more of domestic student EFTS aged under 25 years enrolled in higher education qualifications was narrowly missed in 2010. However, the number of domestic EFTS aged under 25 increased by 9%, from 8,102 EFTS in 2009 to 8,811 EFTS in 2010. In part, failing to reach the target of 70% is due to AUT's success in building its postgraduate research provision, particularly at doctoral level, as these students are predominantly aged 25 years or over. The University continues its initiatives to recruit students aged under 25, including a first-year experience initiative to support students transitioning from secondary to tertiary study, scholarships for school leavers from historically under-represented groups and a host of innovative projects conducted in conjunction with Auckland's secondary schools which foster aspirations for degree-level study.						

PERFORMANCE MEASURES (continued)

6.6	To ensure that under-represented groups in the university sub-sector are reflected in the demographic mix of the Manukau Campus student population.	AUT University established its Manukau Campus in order to provide university-level education to communities which have previously been under-represented in tertiary education. The campus has been embraced by the region with Māori and Pasifika students being especially well-represented, accounting for 67% of students in 2010. While AUT expects this proportion to shift as the campus grows, it remains committed to providing a learning environment that is welcoming and supportive of Māori, Pasifika and other under-represented groups.
		Achieved

STAFF DEVELOPMENT

STRATEGIC THEME ► AUT University will attract, develop and retain excellent staff.

CRITICAL SUCCESS FACTOR 7

► To ensure our people are inspired by, and contribute to, the achievement of our mission

OBJECTIVES

- To ensure the University provides a challenging, stimulating and rewarding work environment for all staff**
- To promote the development of well-rounded careers for all staff**

AUT has undergone considerable evolution over the last ten years, in its profile, reputation, activities and staffing. An organisational review of Human Resources (HR) was undertaken in the latter half of 2010. The key goal of the review was to change the balance of activities from the routine and transactional to the transformational and strategic. Significant outcomes include increased focus on organisational development activities, including the merger of the Organisational and Development Group (ODG) with Human Resources to synergise resources for leadership and professional development. In 2010, 57 leaders or managers took part in the in-house Leadership and Management Enhancement Programme and 24 completed the six module course in 2010. Many more AUT staff took up the opportunity to develop their professional skills through the suite of programmes offered through the ODG. These programmes include personal and professional development courses such as career planning, project and time management and customer service, as well as courses on health and safety, AUT systems and processes and information technology.

The Centre for Learning and Teaching (CfLAT) was established in January to support the University's goal to be the best place to learn. The Centre provides support for academic staff in teaching and learning development and promotes excellence and innovation in teaching practice using blended learning approaches. 2010 activities focussed on improving student retention and success and developing the digital capabilities of academic staff. Both the CfLAT and the ODG are supported by the University's ongoing investment of 1.5% of gross salaries for staff development.

Significant gains were also made in developing the research capabilities of staff. In 2010, 149 academic staff took up employment conditions conducive to conducting research, joining 457 staff who had previously joined the scheme. The launch of the AUT Summer Research Assistantship Awards was hugely popular with 40 academic staff taking on postgraduate students as research assistants over the summer break. Academic staff close to completing their doctoral qualifications were eligible to apply for Doctoral Study Awards which released them from teaching and administrative duties for up to six months. This year there were 15 successful staff recipients.

A number of staff were recognised with prestigious awards in 2010. Professor John Moorfield was made a Companion to the Queen's Service Order for his services to Māori language education and Richard Hall, General Manager, Corporate Services, became an Additional Member of the New Zealand Order of Merit for services to the New Zealand Defence Force. Professor Richard Bedford, Pro Vice-Chancellor (Research) was awarded the Dame Joan Metge medal by the Royal Society of New Zealand for his research into migration in the Asia-Pacific region. Associate Dean Jay Reid, Faculty of Applied Humanities, received a University of Oxford fellowship, while Dr Jun Lu and Associate Professor Frances Joseph received Royal Society travel grants.

The University continues to maintain a high standard of health and safety for its staff. In 2010, AUT provided a range of courses to raise knowledge of health and safety issues for staff and management. Risk assessments were undertaken for a number of core activities and health and safety performance was reported to senior management using a suite of leading indicators. Faculties and departments now hold quarterly health and safety meetings and in 2010 introduced programmes to reward and recognise outstanding staff contributions to health and safety. An independent audit of the University's health and safety systems was carried out for the Accident Compensation Corporation (ACC) Workplace Safety Management Practices Programme and AUT was successful in achieving tertiary level.

PERFORMANCE MEASURES

7.1	To develop staff capability and achieve consistently high levels of staff satisfaction.	<i>Key performance indicators</i>		Actual 2010	2009	2008
			Target 2010			
		To maintain a staff development budget equivalent to 1.5% of gross salaries.	1.5%	1.5%	1.5%	1.5%
		To ensure the average turnover of staff is maintained within the following ranges: 4-6% for academic staff; 10-14% for administrative staff.				
		• Academic staff	4%-6%	4.3%	6.0%	5.4%
		• Administrative staff	10%-14%	6.7%	9.1%	10.3%
		Partially achieved				
		In 2010, academic staff turnover was within the target range (4.3%). Allied staff had lower turnover at 6.7% than the target range (10-14%) although this was unsurprising given the recessionary employment market.				

SUSTAINABILITY

STRATEGIC THEME ► AUT University will ensure its sustainability through good management and strong performance and reputation.

CRITICAL SUCCESS FACTORS 8, 9 AND 10

- **To improve the physical infrastructure of the campus**
- **To be a high performing organisation**
- **To ensure financial viability**

OBJECTIVES

- **To ensure financial sustainability**
- **To enhance the effectiveness and efficiency of the University's operations**
- **To be a good steward of the University's assets**

AUT University is building for the future; from strategic partnerships and new capital developments to growth-management measures and financial structures, AUT is implementing the physical and systemic infrastructure required to remain at the forefront of educational innovation. The partnership with Millennium Institute of Sport and Health (MISH) continued to bring dividends to both parties; substantial Government, council and private investor grants in 2010 will allow the first stage of development at the AUT-Millennium Campus to begin. These are crucial steps towards the creation of a world-class sports science research facility and training centre for high-performance athletes.

Manukau Campus was AUT's major strategic development in 2010. The University aims to develop the Campus from its current capacity of over 400 EFTS to 5,000 EFTS by 2020. Reaching this total will ensure the long-term viability of the Campus and fulfil the aspirations of the Counties Manukau community. AUT undertook several major capital projects in 2010: the first two stages of development at Manukau Campus, turning an abandoned set of office buildings into a modern, vibrant university campus; the new Education building on North Shore Campus; and the commencement of work on WG Precinct, AUT's largest capital project to date. Through these developments, AUT will establish a legacy of excellent design, based on sustainable principles and incorporating efficient practices, recognising that these buildings will have a significant effect on their surroundings long into the future. The buildings facilitate AUT's innovative approach to teaching and learning; all support social interaction between students, have flexible furnishings to accommodate a range of learning styles and are equipped with the latest technologies. New buildings are designed to operate efficiently, minimising energy requirements and waste creation. AUT is also implementing these sustainability strategies in existing buildings through planned maintenance and minor capital works.

Strong enrolment demand continued throughout 2010, despite external restrictions imposed by the TEC on domestic student funding. This highlighted the need for a more robust admissions management system, for the University to continue meeting its joint objectives of excellence and opportunity. From 2011, all applications to undergraduate and sub-degree programmes will be centralised through the University Admissions Office (UAO), providing a clear, University-wide view of admissions, improved reporting and monitoring, and a single point of contact with applicants.

AUT is seeking to diversify revenue streams, decreasing its traditional reliance on Government funding and increasing income through research, internationalisation activities and other alternative sources. The aggressive building programme is also designed to reduce the University's reliance on leased space, particularly in the central city; options for funding future capital development may include public-private partnerships with local iwi, joint ventures and philanthropic sponsorship.

Revenue per academic FTE increased by 11%, from \$270,960 in 2009 to \$301,881 in 2010 surpassing the target of \$273,080. Equity per EFTS also increased from 2009 despite continued growth in EFTS. In 2010, AUT continued to maintain an effective balance between academic and administrative costs.

PERFORMANCE MEASURES

8.1 To develop and implement a ten year capital development plan.

Key performance indicators

Capital Development Programme (\$000s)	Budget 2010	Actual 2010	Actual 2009	Actual 2008
WG Precinct	7,000	7,294	1,182	1,294
Early Childhood – North Shore Campus	3,200	2,945	413	62
Science and Technology Building – carpark redevelopment	-	134	2,395	55
Other major capital works	-	-	20,010	8,474
Total major capital works	10,200	10,373	24,000	9,885
Minor capital works	3,226	1,748	3,080	1,368
Library	5,000	4,732	4,829	5,903
Information and Communication Technology	1,844	2,441	2,839	344
Other	4,637	2,954	1,731	2,208
Total excluding Manukau	24,907	22,248	36,479	19,708
Manukau – see KPI 8.2	1,840	3,366	3,237	42,517
Total	26,747	25,614	39,716	62,225

The Capital Asset Management Plan 2010 – 2020 (CAMP) is derived from and supports the strategic direction of the University and ensures a positive legacy for AUT's stakeholders, both present and future generations. In 2010, AUT updated its CAMP; major changes included the development of Manukau Campus to build its capacity to 5,000 EFTS by 2020, University Library and Information and Communication Technology plans. Following a high-level audit of the facilities-related asset management plan in October, the CAMP will be strengthened in line with the audit recommendations.

By December 2010, AUT's capital expenditure totalled \$25.6 million or 96% of the budgeted total. The majority of the variances to budget were due to timing, with construction and acquisitions budgeted in 2010 but completed in the 2010-11 summer break. The additional expenditure on ICT was due to the installation of Wi-Fi in the student hostels and the purchase of previously leased equipment.

Achieved

8.2 To develop and implement the Manukau Campus development plan.

Key performance indicators (\$000s)

	Budget 2010	Actual 2010	Actual 2009	Actual 2008
Manukau Campus land	-	-	-	29,190
Manukau Campus buildings	1,200	2,938	3,227	13,327
Minor capital works	200	185	-	-
Library	-	68	-	-
Information and Communication Technology	164	69	7	-
Other	276	106	3	-
Total Manukau	1,840	3,366	3,237	42,517

Achieved

Above budget expenditure on buildings was due to the refurbishment of MC and MD buildings which were completed in 2010 but budgeted in 2009.

PERFORMANCE MEASURES (continued)

9.1	To ensure that the University is operating effectively and efficiently.	<i>Key performance indicators</i>	Target 2010	Actual 2010	2009	2008
		To increase revenue per academic FTE.	\$273,080*	\$301,881	\$270,960	\$238,504
		To increase equity per EFTS.	**	\$18,724	\$18,673	\$19,692
		To maintain an effective balance between academic and administrative costs:				
		• Ratio of academic to administrative staff	1:0.9	1:1.0	1:0.9	1:0.9
		• Ratio of students to academic staff. ⁵²	19.4:1*	19.9:1	18.8:1	16.8:1

* This is a budget target as no formal target was negotiated with the TEC

** No specific target was set for 2010

Achieved

AUT maintained an effective balance between academic and administrative costs in 2010. The ratio of academic to administrative staff reflects greater administrative support of academic staff. Strong growth in EFTS since 2008 (up 13%) has led to a higher ratio of students to academic staff than the 2010 target. For 2010 in particular, this figure is distorted by a larger than budgeted number of Community EFTS (up 101% since 2008).

10.1	To meet appropriate financial ratios.	<i>Key performance indicator</i>	Target 2010	Actual 2010	2009	2008
		Ratio 1: Minimum surplus/external revenue %.	2.4%*	6.4%	3.2%	2.1%

* This target was formally negotiated with the TEC through the \$50 million Suspensory Loan negotiation process

Achieved

⁵² Total student EFTS/total FTE academic staff