
EMBARGOED UNTIL 4pm WEDNESDAY 27 APRIL 2016

Agenda

Date **Wednesday 27 April 2016**

Time 4.00pm

Venue Council Chamber, Matariki

Refer to
Page No.

1. APOLOGIES:
2. CONFLICTS OF INTEREST
Every Member has an obligation to declare any material interests relevant to any University of Canterbury activities and to ensure that any conflict arising from the material interests is noted and managed appropriately
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4. MATTERS ARISING
 - 4.1 Health and Safety Site Visit: CETF
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 - 5.3 PVC presentation – Professor Jan Evans-Freeman, Faculty of Engineering
6. FROM THE VICE-CHANCELLOR
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 - 8.2 Faculty College Merger Proposal Report 117-166

9. PUBLIC EXCLUDED MEETING

Motion by the Chancellor for Resolution to Exclude the Public Pursuant to s48 of the Local Government Official Information and Meetings Act 1987:

I move that the public be excluded from the following parts of the proceedings of this meeting, namely:

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
6.1	Emeritus Professor nomination	To protect the privacy of natural persons, including that of deceased natural persons	7(a)
6.2	Canterbury Distinguished Professor nomination	To protect the privacy of natural persons, including that of deceased natural persons	7(a)
7.1	Risk Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i) 7(d)
7.2	GOG Quarterly Scorecard	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.1	UC Futures Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	Dovedale ELC Lease to UCSA	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).	7(h) 7(i)
8.3	2017 International Fees	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	2017 Scholarship Budget	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.5	Space Utilisation Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.6	Erskine Review	To maintain legal professional privilege	7(g)
8.7	Student Accommodation Update – Sonoda and CLV Stage 2	To enable the University to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).	7(i)
8.8	Student Enrolment Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.9	Financial Forecast Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

I also move that the Deputy Registrar, UC Directors and the University Council Co-ordinator be permitted to remain at this meeting because of their knowledge of the various matters being discussed. This knowledge will be of assistance in relation to the matters discussed, and is relevant because of their involvement in the development of the reports to Council on these matters.

10. REPORT FROM THE PUBLIC EXCLUDED SESSION

11. GENERAL BUSINESS

12. NEXT MEETING –Wednesday 25 May 2016

Minutes

Date	Wednesday 30 March 2016
Time	4.00 pm
Venue	Council Chamber, Level 6 Matariki
Present	Dr John Wood (Chancellor), Ms Sue McCormack (Pro-Chancellor), Dr Rod Carr (Vice-Chancellor), Mr James Addington, Mr Peter Ballantyne, Ms Catherine Drayton, Mr Bruce Gemmill, Mr Tony Hall, Professor Roger Nokes, Mr Warren Poh (from 4.11pm), Mr Malcolm Peterson Scott, Mr Shayne Te Aika.
Apologies	Mr Warren Poh (for lateness)
In Attendance	Mr Jeff Field, Registrar and AVC Dr Hamish Cochrane, DVC (Academic) Dr Andrew Bainbridge-Smith, Head of Academic Services Ms Alex Hanlon, Director, Learning Resources Mr Adrian Hayes, Financial Controller Mr Keith Longden, Chief Financial Officer Ms Jacqui Lyttle, Strategic Risk and Insurance Advisor Ms Robyn Nuthall, Programme Director - UC Futures Mr Bruce White, Deputy Registrar Ms Raewyn Crowther, University Council Co-ordinator
CONFLICTS OF INTEREST	There were no conflicts of interest disclosed in terms of matters on the public agenda.
MINUTES	The minutes of the meeting held on 24 February 2016 were approved.
MATTERS ARISING	Council Membership – Ngai Tahu Recommendation The Chancellor advised that a recommendation had been received from Ngai Tahu that Shayne Te Aika be appointed to Council. Moved: <i>That: following consultation with Te Rūnanga o Ngāi Tahu, Shayne Te Aika be appointed to Council for a four year term ending on 30 October 2019.</i>

Carried

Mr Te Aika was warmly welcomed to the meeting which meant that the University Council was meeting as a fully constituted body for the first time.

Arts Centre Trust Board

The Chair of the Arts Centre Trust Board had responded to the Chancellor's letter and her letter was included with the agenda papers. Further discussion would follow between the Chairs.

FROM THE CHANCELLOR

Chancellor's Meetings

The schedule of meetings was noted.

Council Work Plan 2016

Members were reminded that the work plan was a dynamic document that would continue to be revised and developed.

Letter from His Excellency The Governor General

The Governor-General, Sir Jerry Mateparae, had written expressing his thanks for the visit to campus on March 9 which he had clearly enjoyed.

Rose Centre Invitation

A date would be sought for a visit by Council members to the Rose Centre for Stroke Research, at the invitation of its Director, Professor Maggie-Lee Huckabee.

UCSA Appeal

The Chancellor invited members of Council who wished to make a contribution to the Appeal for the new UCSA building to contact the Registrar.

Mr Warren Poh joined the meeting.

PVC Presentation – Science

Professor Wendy Lawson was welcomed to the meeting and provided Council with an overview of the College's history, recent successes and the challenges it was currently facing. Her aim for the College was to engage in collaborative and outward-facing research opportunities. Partnership-based research meeting the needs of the end users of the research was preferred to project-based research funding and a reliance on contestability. Professor Lawson also noted the need to work collaboratively with the Engineering College rather than competing for the same students. The College was seeking to develop opportunities for the inclusion of minors from other faculties and promoting double and conjoint degrees.

FROM THE VICE- CHANCELLOR

Monthly Report

Dr Carr took his report as read and provided an update:

- Enrolment had been covered in the workshop prior to the meeting.

- The SEL opening and launch of the QuakeCore was to take place on 15 April with the Minister for Tertiary Education, the Hon. Steven Joyce in attendance.
- The Productivity Commission would be holding a public lecture on 6 April, preceded by a meeting with a number of staff to discuss aspects of the enquiry into tertiary education.
- The Geospatial Research Institute would be opened on 26 April with Associate Minister for Tertiary Education, Louise Upston in attendance.

In discussion it was noted that:

- It was unclear at this stage whether a UC submission to the Productivity Commission would be made.
- A review of regulations was under way to reduce co-requisites and pre-requisites to simplify enrolment.
- Jade would continue to support UC's core SMS software until 2022. CRM development would now be handled by the same PCG as for the SMS project.
- Work was being carried out to develop more academic products such as double degrees.

Moved

That: The Vice Chancellor's Report be noted.

Carried

**FROM THE FINANCE,
PLANNING AND
RESOURCES
COMMITTEE**

The Chair of the Finance, Planning and Resources Committee, Ms Drayton, presented the items.

Enrolment Update

The paper provided to FPRC was included for information.

Moved

That: Council note the Enrolment Update Report.

Carried

CAPEX Quarterly Report to December 2015

Ms Drayton requested that the next FPRC meeting hear from Ms Nuthall and Ms Hanlon on their major capital concerns, rather than focusing solely on the key projects.

Moved

That: Council note the CAPEX Quarterly Report to 31 December 2015.

Carried

**FROM THE AUDIT AND
RISK COMMITTEE**

The Chair of the Audit and Risk Committee, Mr Peter Ballantyne, presented the items.

Delegations Schedule

Ms Anna Sturman, Senior Policy Advisor, joined the meeting. Ms

Sturman had developed a policy on delegations which was based on levels of authority. This had enabled the previous delegations schedules (Council to VC and VC to SMT) to be combined into a single document. Furthermore all policies had been reviewed and delegations in these incorporated into the schedule. Once the new schedule was approved a further exercise to revise the policies to reflect the schedule would follow. The schedule had been reviewed by SMT on three occasions.

Some minor technical changes would still be required and were delegated to the Chair of Audit and Risk Committee to approve, while the delegations to the Academic Board remained unchanged pending the review of the Board.

Ms Sturman was commended on this comprehensive piece of work.

Moved

That: Council adopt the Delegations Schedule subject to finalisation of the wording by the Chair of Audit and Risk Committee.

Carried

Ms Sturman left the meeting.

UC Trust Funds

Mr Adrian Hayes presented the annual accounts for the UC Trust Funds which were not consolidated into the university's accounts. The accounts showed the considerable legal expenses incurred for the review of high country leases. A qualified audit report had been issued as there was insufficient evidence to support a valuation of High Country leased land. The situation would continue until the current legal actions were concluded. A full explanation was included in the notes to the Accounts.

Moved

That: Council:

- i) adopt the 2015 UC Trust Funds Financial Statements, and***
- ii) approve the signing of the management and trustee representation letters.***

Carried

Health and Safety Report

Mr Ballantyne noted the work undertaken by the Health and Safety team in preparing UC for the incoming new legislation. UC was well-placed for this and the team was commended for their work.

Moved

That: Council note the Health and Safety Report and commend the Health and Safety team for their work.

Carried

FROM THE ACADEMIC Dr Hamish Cochrane presented the Academic Board report noting

BOARD

the items discussed at the meeting and providing detail of the CUAP proposals requiring approval.

Moved

That: Council:

- i) note the Academic Board Report, and*
- ii) approve the proposals (as below) for forwarding to CUAP for approval or noting:*

From the Faculty of Commerce

- 1. Introduction of the Graduate Diploma in Commerce
The GradDipCommerce is offered in tandem with signalling the discontinuations of a number of GradDips (below). This is an administrative tidy up and to add flexible of introducing new endorsements in the future. There are no anticipated resource implications with this change, or modelling of new EFTS.*
- 2. Signalling the discontinuation of the Graduate Diplomas in Accounting and Information Systems; Economics; Management*
- 3. Introduction of the Certificate in Commerce
The CertCommerce is principally aimed as a small additional qualification a student may take alongside a Bachelors degree in another area. The anticipated new EFTS are modest.*
- 4. Introduction of Minors in the Bachelor of Commerce
The introduction of Minors in the BCom is in response to an Academic Review of the programme and there are expected to be neither new resource resources nor new EFTS.*
- 5. Revision of the Postgraduate Certificate in Strategic Leadership
This is a minor change, variation of course content, to improve the relevance of the programme. There are no anticipated resource or EFTS implications*

From the Bridging Programme Board of Studies

- 6. Discontinuation of the Certificate in English for University Study
The qualification has not been offered and is now being removed.*

From the Faculty of Science

- 7. Discontinuation of the Graduate Certificate in Science Innovation and Entrepreneurship*

Carried

**PUBLIC EXCLUDED
MEETING**

Moved

That: the public be excluded from the following parts of the proceedings of this meeting, namely:

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6.1	Chancellor Correspondence	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.1	Risk Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i) 7(d)
8.1	UC Futures Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	Electrical Link Business Case	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	Health Precinct Strategic Assessment	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.4	Unisaver Corporate Trustee Company	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.5	Amended SIPO	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.6	High Country Leases	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To protect information which is subject to an obligation of confidence or which any person has been or could be compelled to provide under the authority of any enactment.	7(h) 7(c)
8.7	Faculty/College Proposal Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.1	Draft Audit and Risk Committee minutes	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.2	Strategic Risk Register Review	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i) 7(d)

and that the Deputy Registrar, UC Directors and the University Council Co-ordinator be permitted to remain at this meeting because of their knowledge of the various matters being discussed. This knowledge would be of assistance in relation to the matters discussed, and was relevant because of their involvement in the development of the reports to Council on these matters.

Carried

RETURN TO PUBLIC MEETING Members returned to public meeting at 6.55pm.

GENERAL BUSINESS There were no items of general business.

The meeting closed at 6.55pm.

NEXT MEETING

The next meeting is scheduled for 4.00pm on Wednesday 27 April 2016.

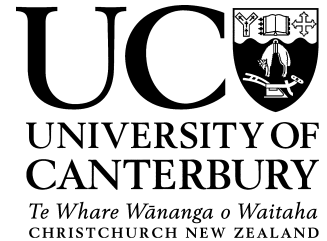
SIGNED AS A CORRECT RECORD: _____

DATE: _____

Memorandum

Vice-Chancellor's Office

Email: chancellor@canterbury.ac.nz



To:	Council Members
From:	Dr John Wood, Chancellor
Date:	20 April 2016
Subject:	CHANCELLOR'S MEETINGS

I outline for you the key events I have attended on behalf of UC since the last Council meeting:

- Attended a Development Steering Group meeting
- Attended Lincoln University Graduation Ceremonies
- Meeting with Minister Steven Joyce and Vice-Chancellor
- Attended the opening of the SEL building and QuakeCoRE Centre
- Attended Graduation Briefing
- Attended the Finance, Planning and Resources Committee meeting
- Executive Committee meeting
- Officiated at four Graduation ceremonies
- Attended the Maori Graduation ceremony
- Hosted the Graduation Dinner
- Attended the UCSA Graduation Ball
- Attended the International Students celebration breakfast
- Presented the ANZAC address at the UCSA Service
- Planted the Gallipoli Tree on campus
- Attended the Geospatial Research Institute Opening

A handwritten signature in black ink that reads 'L.J. Wood'. The signature is written in a cursive, flowing style.

Dr John Wood
Chancellor

NOTE: Subject to regular review - new items added each week are shown in red font, which will subsequently revert to highlighted text. Deleted items are shown with strikethrough and will subsequently revert to black font.

	Jan	Feb	Mar	Apr	May	Jun	Jul
Audit and Risk Standing items: PwC Audit Reports Monthly Financial Reports Financial Forecast Reports Health and Safety Reports		1 and 15 Feb: - Annual Report	22 March: - Strategic Risk Register Review - UC Trust Funds Financial Statements 2015		17 May: - Audit New Zealand Management Report - Discipline Report - Quarterly CAPEX Report		
FPRC Standing items: UC Futures Update Monthly Financial Report Financial Forecast Report		15 Feb: - CoEHHD Project Update - Accommodation: Sonoda and CLV - H&S: Council Rep Report - Teece agreement for Museum - Trust Funds Quarterly Report - ICT Graduate School	22 Mar: - High Country Leases - Tribal Benchmarking Report	18 April: - Dovedale ELC lease to UCSA - International Fees - Utilisation Report - Accommodation: Sonoda and CLV Stage 1 (Update) - Faculty/College Merger	17 May: NEB Stage 2 Business Case	20 June: - NEB stage 2 Implementation Business Case (IBC) and tender. - Response to Ministerial request for updated forecasts. - Role of Faculties. - Role of Academic Board. - Campus Living Villages contract for existing and new student accommodation incl UC investment in remediation. (To Q3) - Old Rutherford – preliminary decision - Peoplesoft Upgrade Business Case - St Nicholas lease - College House postgraduate / academic visitor apartment development lease.	18 July: Country Plan IQA
Council Workshop	27 Jan:	24 Feb: 3.00pm - Graduate Attributes 6.00pm - Visit to Forestry	30 March: Enrolments	27 April: 10 Year Financial Model	25 May: Capital Priorities	29 June: Lincoln University Visit to Council by LU Council and VC 29 June	
Council Meeting Standing items: Chancellor's Meetings 2016 Workplan VC Monthly Report Academic Board Report VC Risk Report UC Futures Update	27 Jan:	24 Feb: - Annual Report - CoEHHD Project Update - Accommodation: Sonoda and CLV - H&S: Council Rep Report - Teece agreement for Museum - Trust Funds Quarterly Report - ICT Graduate School PVC Report: Business and Law	30 March: - High Country Leases - Tribal Benchmarking Report PVC Report: Science	27 April: - Dovedale ELC lease to UCSA - International Fees - Utilisation Report - Accommodation: Sonoda and CLV Stage 1 (Update) - Faculty/College Merger PVC Report: Engineering	25 May: - NEB Stage 2 Business Case - Academic Board - Space Utilisation advice - Discipline Report PVC Report: Education	29 June: - NEB stage 2 Implementation Business Case (IBC) and tender. - Response to Ministerial request for updated forecasts. - Role of Faculties. - Role of Academic Board. - Campus Living Villages contract for existing and new student accommodation incl UC investment in remediation. (To Q3) - College House postgraduate / academic visitor apartment development lease. - Old Rutherford – preliminary decision - Peoplesoft Upgrade Business Case - St Nicholas lease PVC Report: Arts	27 July: Country Plan IQA
Other Council Decisions				Q2: Old Rutherford – preliminary decision (Q2-2016) Peoplesoft Upgrade Business Case St Nicholas lease Comms Disorders Co-location with Psychology (on hold until NZ Fire Service negotiations complete and Psychology building remediated) (To 2017)			Q3: Biological Science building – Business Case CRM Business Case Health Precinct Location Business Case Remediation Programme (SBS Building) UCSA Building Business Case (Move)
H&S Visits				18 April: Construction - CETF		20 June: BAU - College of Science	

Aug	Sep	Oct	Nov	Dec
15 Aug: - Six Month Financial Statement - Quarterly CAPEX report - Campus Transport Plan and Parking fees.		17 Oct: - Strategic Risk Register Review and Update		
15 Aug: - UC TEC Investment Plan	19 Sept:	17 Oct:	21 Nov: - 2017 Budget	12 Dec:
31 Aug: CMP - Landscaping Strategy	28 Sept: Integrated Transport Mngement Strategy	26 Oct: 2017 Budget	30 Nov: Emeritus Professors Function with Council 30 Nov	12 Dec:
31 Aug: - UC TEC Investment Plan	28 Sept: - Campus Transport Plan and Parking fees.	30 Oct: - Submissions to TEC assessment of SAC support for 2017 and 2018	30 Nov: - 2017 Budget	12 Dec:
s Case – targeting (Q3 2016) ase ing?) d to Q3 at the request of UCSA)		Q4: EQC residential claim (\$0.75m) – Jeff Field. Waiting on EQC High Country Lands. (Q4 2016). SMS/MyUC contracting for implementation business partner (Q4 2016) Homestead Lane Hall Business Case RSIC Stage 2 IBC Recreation Centre IBC		
15 Aug: Construction - RSIC			21 Nov: BAU - College of Engineering	

Dr Rod Carr
 Vice-Chancellor
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**VICE-CHANCELLOR’S REPORT TO
 UNIVERSITY OF CANTERBURY COUNCIL APRIL 2016**

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1. INTRODUCTION

The first quarter of 2016 is behind us and April Graduation at hand. First quarter achievements include the positive enrolment outcomes reported to the Board last month, rising contracts for externally funded research, confirmation of improvements in disciplines highly ranked in the latest QS results, significant progress with the major building projects and increasing traction supporting the development of the graduate attributes in the Graduate Profile.

The second quarter holds the promise of opening of the first major new permanent building since 2011 – the Structural Engineering Laboratory, the delivery of the remediated and upgraded Electrical and Computer Engineering lab wing and the all new Chemical and Process Engineering lab wing. Significant work will go into updating the 10 year Financial Forecasts and Capital Budget as requested by the Minister by 30 June. Decisions will be taken by Council on the second stage (fit-out) of the building to house the College of Education, Health and Human Development along with the Executive Development Programme and Centre for Entrepreneurship. Council will also consider the proposal to align Faculties with the College structure and the Business Case to replace the Von Haast Building.

It is increasingly clear that if UC is to achieve its enrolment targets over the next five years it is likely that additional student accommodation both in catered halls and apartment formats will be required. The University's policy is to seek external partners as both funders and operators of these facilities.

A number of staff have asked if the University has a view in relation the future of Lincoln. UC has three UC Council members on the Lincoln Council. Shared interests go beyond Governance and include research, teaching and student recruitment. The Canterbury region is one of the most contested domestic undergraduate markets in New Zealand with over 2,000 Lincoln students, 800 Otago students and 600 online Massey students living in the region, as well as strong recruitment efforts focused on Canterbury High Schools by Otago and Victoria Universities. There can be no case for adding further fragmentation and contestability to the undergraduate market in the Canterbury region and we will continue our collaboration efforts.

2. STRATEGIC MATTERS

2.1 UC Futures

We start the year with 964 full time equivalent full fee international students at UC. This is forecast to grow to 1,197 EFTS by the end of this year and 1,367 EFTS next year (source Business Insight and Reporting Team, March 2016 report). This compares with 1,267 EFTS full fee students in all of 2010. We can draw from this that UC will be back to pre-earthquake full fee student enrolments sometime in 2017, should the rate of growth continue. This increase in full fee students on campus brings welcome diversity, richness in our cultural fabric and some good challenges for our teaching and learning to remain globally focused. Growth has not been even across all programmes and colleges, with the Colleges of Engineering and Business and Law experiencing the largest increases. As we move through to increasing our full fee enrolments to reach similar levels to our other university peers, we will continue to balance growth with maintaining our high standards and strong academic experience for all students. We will need to redirect resources (people, space, discretionary spending) from declining and slow growing programmes to support growth in programmes attractive to students and externally funded research opportunities.

Staff and students on the Ilam Campus will have seen the new façade being installed on the new Rutherford Science and Innovation Centre (RSIC) at the heart of the Ilam Campus. This is a key milestone in the construction of this new and innovative science block, designed to make interdisciplinary collaboration easier and perhaps more serendipitous with co-located departments and numerous social learning and discussion areas.

2.2 Rutherford Science and Innovation Centre (RSIC)

The College of Science continues to plan for occupying the new RSIC (stage one) building in mid-2017 with a new approach to timetabling some labs this year in the way that they will be likely to run in the new building. The construction programme is on track at present but with little room for unforeseen delays. The UC Capital Works Project Team is watching closely to ensure that construction remains on track. As the building reaches the watertight stage in coming months, the focus will move to installing the numerous and complex mechanical services into the building. The brief for the building includes systems for a range of gases, including acetylene, nitrogen, LPG, compressed air, oxygen, helium and vacuum provision. It also includes three water systems. These services are key to making the building work well for teaching and research. In all, more than 16 different liquids and gases are to be reticulated within the building.

2.3 Canterbury Engineering the Future

The Structural Engineering Laboratory is complete and was officially opened on 15 April. This exciting new facility provides UC with a platform for seismic and stress testing that is arguably unparalleled in the southern hemisphere. The construction of the building has required extremely high precision engineering and construction and has been the result of a collaboration between our academic staff and some of Christchurch's best civil engineers. This will support a continuing focus on world-leading seismic civil engineering research at Canterbury and the QuakeCORE National Centre of Research Excellence hosted by UC. One of the aims of the QuakeCoRE is to improve the performance of New Zealand infrastructure in future earthquakes, reduce injury and loss of life, and to ensure essential post-disaster services are able to operate as normally as possible. While centred on engineering, the centre will bring in several disciplines.

The two CETF wings scheduled to open this year will be completed by mid-June. These long-awaited facilities for Chemical and Process Engineering and Electrical and Computer Engineering are still in construction.

The implications of one of Hawkins subcontractors responsible for demolition and site work on the CETF project going into liquidation has yet to be assessed but is likely to adversely impact programme delivery for the stage two wings (Civil and Mechanical).

2.4 College of Education, Health and Human Development relocation and integration

The New Education Building detailed design is complete and the decisions to include the UC Entrepreneurship Centre and Executive Development Programmes into the building has meant designs for those spaces are now included. The building will include a basic 'Makerspace' area on the fourth floor where staff and students will be able to make simple prototypes of new ideas. This area will be shared across Colleges and disciplines.

The rebuilding of this structure has provided quite a challenge to UC and the project team with costs higher than initially expected. However, the benefits of moving the College of Education,

Health and Human development onto the Ilam Campus are significant in both financial and academic terms. The University is committed to making this move a success for the College.

2.5 International Growth

The International Growth Strategy is an important part of the UC Futures Programme and is reported more fully below.

2.6 Graduate Profile

2.6.1 Graduate Attributes

Attribute 1: Critically competent in a core academic discipline of their degree

Learning Objective: Students know and can critically evaluate and, where applicable, apply this knowledge to topics/issues within their majoring subject.

Council has taken an active interest in understanding how we and they gain assurance around the quality of teaching we undertake. DVC (Academic) will update Council on our current and developing sources of assurance as to the quality of teaching. This was a matter raised in the Cycle 5 Academic Audit and features as an issue in the issues paper released by the Productivity Commission and was raised directly by Productivity Commission Chair, Dr Murray Sherwin in his recent public address at UC.

Attribute 2: Employable, innovative and enterprising

Learning Objective: Students will develop key skills and attributes sought by employers that can be used in a range of applications.

2016 sees the implementation of two new initiatives started in 2015 to address the key attribute for employability, innovation and entrepreneurship. These are the UC Entrepreneurship Centre and the new PACE minors for the Bachelor of Arts. Students are successfully engaging with both programmes.

Attribute 3: Biculturally competent and confident

Learning Objective: Students will be aware of, and understand the nature of, biculturalism in Aotearoa New Zealand and its relevance to their area of study and/or their degree.

A meeting with Deans and PVCs was held in March to recognise and understand our individual and collective responses to the UC Graduate Profile and Bicultural Competence and Confidence attribute. Colleagues presented on their course mapping processes and analyses of the bicultural content of current programmes. Colleges are developing content for both existing and future courses in response to this kaupapa and there is an appetite for collaboration and cooperation in responding to this attribute. Kaiārahi are assisting in the mapping of existing content in programmes of study, and gap analysis of offerings against the themes outlined in UC's Bicultural Competence and Confidence Framework. It is expected to be completed by June. The next meeting will be held in July 2016, at which the results of the mapping process will be considered and a plan of action for course delivery for 2017-2020 will be developed.

It is very positive to see attentive responses to the key areas of *Te Rautaki* and the themes of UC's *Framework for BiCC* coming through in course proposals. Colleagues developing course material are encouraged to consult with Kaiārahi early in the process of developing new courses or making course changes.

More content for the 'Māori at UC' webpage is being developed and should be added to the university website soon. The Links page (www.canterbury.ac.nz/vco/avc_Māori/links.shtml) has been improved, with the addition of UC's Bicultural Competence and Confidence Framework Paper, as well as an updated list of Māori names at UC. The list of Māori names includes both more role names, names of service units, names of UC committees, names of buildings and libraries. Another addition to the Links page is the Te Ohu Reo form, for requesting te reo content, including translations. Naming requests, cultural content in English and te reo Māori. The form is located at <http://www.canterbury.ac.nz/vco/forms/tereo-request.shtml>

Attribute 4: Engaged with the community

Learning Objective: Students will have observed and understood a culture within a community by reflecting on their own performance and experiences within that community.

UC, in association with the Student Volunteer Army and the Returned and Services Association is promoting a day of service to coincide with ANZAC day this year. This offers the opportunity for staff and students to engage in a structured programme of community support.

Attribute 5: Globally aware

Learning Objective: Students will comprehend the influence of global conditions on their discipline and will be competent in engaging with global and multicultural contexts.

The second 21 Day Challenge, a venture in trans-national social entrepreneurship, has been launched with more than 30 students indicating interest in competing to develop and, if chosen, to deploy an innovation in Niue that will improve a local community.

3. CHALLENGE

Promote an inspirational and innovative learning and teaching environment, recruiting and retaining students, raising standards and enhancing student success.

3.1 Productivity Commission

UC hosted the Productivity Commission on campus on 6 April. Representatives from the Ara Institute of Canterbury (formerly CPIT) and Lincoln joined members of SMT for a two hour discussion followed by a public address by Productivity Commission Chair Dr Murray Sherwin. Dr Sherwin's speech has been included in Section B of these papers. More information on the inquiry can be found on the Productivity Commission web site: <http://www.productivity.govt.nz/news/new-inquiry-new-models-of-tertiary-education>.

The Commission has raised a wide range of issues, many framed in a way to stimulate a response and in many cases reflecting views held in the community about the efficiency and effectiveness of the tertiary sector in providing teaching to the labour force, in responding to changes in society, in adopting new teaching methods and adjusting programmes of study.

The Commission is seeking evidence that the sector is productive, responsive, relevant and making the largest possible contribution to New Zealand's productivity. Around fifty percent of the tertiary

sector measured by Government financial support is accounted for by the eight Universities. The focus of enquiry is definitely on undergraduate teaching and employability.

Universities NZ has prepared a draft submission which is due by 4 May.

3.2 International

3.2.1 International growth strategy (IGS)

The revised IGS strategy has now been endorsed by SMTi. A successful initial IQA workshop has been held with KPMG, which will be conducting the review of country plans.

A framework for International student experience was presented to SMTi and a working group established to develop an improvement strategy.

The Senior Management Team (International) (SMTi) and the Senior Management Team have endorsed a new shorter list of one core and seven International Growth Strategies. These are that UC focuses and targets international recruitment through:

1. Developing programmes with international appeal; 2. Ensuring students have a world-class experience at UC; 3. Ensuring that our fees are competitive; 4. Developing competitive packages for international students; 5. Optimising recruitment channels; 6. Managing the pipeline and conversion of application; 7. Enhancing the UC brand. These strategies will form the main thrust of continuing international recruitment in the next three years.

The 2017 International Fees are recommended for approval at this Council meeting. The proposed fee document has been produced after a detailed analysis of competitors, UC current market positioning, feedback from agents and the IRO country specialists. We are currently considering how best to target scholarships for first year international students and are compiling a report on how Deans' awards have been used to support recruitment.

3.2.2 International partnerships

The main focus for Partnerships this month has been the ongoing work with Uni KL in Malaysia. This project could see up to 30 fully-funded MARA scholarship students attending UC Engineering in Feb 2017.

3.2.3 Study Abroad UCXchange

March and April are the key application periods for the semester two student intake, and the focus of the team has therefore been on processing Study Abroad and Exchange applications for semester two and converting enquiries to application and enrolment. Two key site visits have also been hosted in March, with a group of 14 Study Abroad advisors and staff from a number of US universities spending the day on campus for a familiarisation visit in conjunction with UC's provider partner ISA. Study Abroad staff from the College of Wooster, with whom UC has recently signed a new Study Abroad agreement, also visited campus.

Promotion of outbound exchange opportunities for semester one 2017 is well under way, with the team running weekly seminars throughout the first term and preparing for the annual UC exchange fair on campus in early May.

3.3 International Recruitment (including in-country international students)

3.3.1 Malaysia, Singapore, Indonesia, South Asia and China

The main focus has yet again been on assisting with conversion of work in progress students from these countries.

3.3.2 India

With the Director of IRO's recent visit to India there has been a dedicated focus on assisting in the conversion of applications. Also, the feedback from the investigation work undertaken into the possible undergraduate market in India has indicated potential areas for growth for UC.

3.3.1 China

The Director of IRO spent five days with UCs newest team member based in the Navitas office in Beijing as part of an intense training process. Having this latest resource fully operational is critical to achieving the required growth targets for 2017 and beyond.

As part of this visit, the Director also spent five days visiting high schools and meeting with government officials as part of a Christchurch Educators delegation. This provided key information regarding potential growth in undergraduate and exchanges students.

3.3.2 Domestic Recruitment

A key part of the focus for March has been the engagement with International Directors of the ten core feeder school in the Canterbury region. The purpose of these visits has been primarily to understand the needs of the schools, the students and the directors.

3.3.3 Pre-admission

Pre-admission is not managing to maintain a "cleared inbox" by the end of each week. This is due in part to the sudden increase in applications from the Edwise visit in India. The team are doing their best to manage the workload within the constraints they are currently facing. Additional resources have been recruited to Admissions to help achieve overall processing targets.

3.3.4 Other Key Initiatives

Canteach - Canteach is a provider of students to UC Education. It has agreed to sign an exclusivity contract with UC that will see them supply students only to UC in New Zealand. They provided 30 EFTS to UC for Feb 2016 and are looking to increase this to 40 for Feb 2017.

UCIC - A recent ENZ sponsored joint promotion to European Agents was undertaken in Feb/March. This involved the Recruitment Manager from IRO and Director of Marketing from UCIC.

3.4 Marketing

Marketing is working with the International Relationships Office (IRO) on a student guide that will go to print in April. This student guide outlines the key selling points that constitute the UC international narrative. There are also profiles of our colleges and current international students. Work is under way on organising a series of photos that will illustrate the learning opportunities available in each of our colleges.

The Web Content Management System project team is being supported by the digital team from marketing which has resulted in international pages and post graduate pages being launched. Social media activity continues to be high with an increased emphasis on Twitter and Instagram. A series of UC7 landing pages have been launched which incorporate the new videos that were completed in 2015. Open Day and Information evening pages have been launched.

Work is under way on a series of campaigns that will roll out from April 2016. The UCME brand campaign will utilise online, outdoor, online and radio. The UC GO Canterbury campaign which takes our Auckland specific offer to market has been launched through adshells outside schools. The UC Merit campaign which focuses on our undergraduate scholarship offer will be launched in April utilising outdoor, press, radio and online channels. Work is under way on the undergraduate profile and the seven discipline publications.

3.4.1 Liaison

First round visits to schools have been completed in a number of regions with presentations to Year 12 and Year 13 students.

The Christchurch Tertiary Update day was held in Auckland on 17 March. This is a joint event hosted by UC and Lincoln University. There were close to 40 careers advisor and career practitioners, an increase from last year's attendees.

The Senior Engagement Coordinator met with Early Childhood teaching staff at Hagley Community College. Their teaching staff had expressed an interest in connecting more with UC and the engagement team have facilitated this for the College of Education.

Students from Christchurch Girls' and Pasifika students from Hillmorton were hosted at the home Crusader games in April by staff in the Liaison team. Feedback has been extremely positive with students appreciating the opportunity to connect with someone at UC in a less formal setting, and being more confident in later discussions with UC recruitment staff.

The School Engagement team have been meeting with the retiring College of Science Outreach Coordinator to provide some support while the College recruits a replacement. Assistance has been offered to the College of Education, Health and Human Development regarding the promotion of the 3+1 (Masters in Teaching) within school outreach programmes. Staff from the College of Engineering, College of Business and Law and College of Education, Health and Human Development have developed school engagement packages for delivery in Auckland and Wellington in conjunction with UC Information Evenings and this is being coordinated with schools by Liaison Officers.

The first Future Problem Solving session has been run for the year with speakers from Philosophy, Political Science and Law. This series engages the gifted and talented students from local secondary schools.

3.4.2 Admissions

A total of 607 admission *ad eundem statum* (AES) applications were recorded as received this month. This compares with 323 and 475 AES applications received in March 2014 and 2015 respectively. So far in 2016 admission AES applications received are 56% and 41% higher than at the same stage in 2014 and 2015 respectively. Similar to the previous month, a significant proportion of the applications received (37%) are incomplete and cannot be processed yet.

AES Admission decisions: Number and type made from 1 to 31 March 2016:

	Total	Undergraduate	COP	Postgraduate	PhD/EdD*
Full offer	146	24	39	57	26
Conditional offer	136	47	0	83	6
Declined	94	28	0	64	2
Total	376	99	39	204	34

**Includes 9 non-AES PhD/EdD applications.*

3.4.3 Enrolment

An estimated 3,590 students and visitors were welcomed by Student Services during March 2016. Of these 2,043 have been assisted by our Information Desk (an increase of 55%) and a further 767 have been assisted by the Enrolments Team (an increase of 15%).

A full review of enrolments for 2016 is currently under way with a full report and action plan expected at the end of April.

3.5 Scholarships

The Scholarships Team has successfully completed the issuing of offers for the remaining end of year Postgraduate scholarships. While applications for 40 undergraduate scholarships in Community Force closed, the mid-year round of UC's Doctoral and Master's Scholarships opened for applications. Note that some scholarship offers made in February were to reserve candidates.

Expected highlights for April include processing the range of undergraduate scholarships which closed on 31 March, for sending to selection committees using Community Force software. April will see the completion of the 2016 First Year Scholarships brochure for school students, with the subsequent mail-out to schools at the beginning of May.

3.6 Accommodation

3.6.1 On-Campus Accommodation

We are currently at 98% occupancy in halls and villages with a limited number of rooms remaining available in fully-catered accommodation. Hall tour requests are coming through for 2017 accommodation and content and images for 2017 publications are under way. UC Accommodation Services will be attending regional Information Evenings with Liaison in May/June to further promote 2017 accommodation options. It is planned that, subject to Council approval, a new option for first-year students on Kirkwood Avenue will be available in 2017 for both domestic and international students.

3.6.2 Off-Campus Accommodation

UC has taken over the lease for Campus Apartments located at 23 Creyke Road for a two-year period. This will provide an additional 30 rooms for postgraduate students to assist current demand. Applications can be made online for a minimum stay of 12 weeks. Accommodation is also suitable for research assistants and interns with ensuite as well as shared bathrooms. A very successful welcoming function was held recently for current residents to get to know one another.

Our two Residential Assistants have settled in and are now arranging a similar function for residents in other leased properties.

Managing student expectations and budgets is an ongoing challenge as well as practical issues with internet access and cleaning.

The “[UC Guide to Flatting](#)” is now available online or in hard copy from UC Accommodation Services, Level 4, Matariki.

3.7 Student Success

3.7.1 Academic Skills Careers, internships and employment

We are pleased to report high levels of student engagement across services. So far this year ASC has provided services to 3,125 of the 14,725 students currently enrolled at UC, which amounts to 21% of the student population. The number of students attending one-on-one consultations and on-call sessions in summer rose significantly from 2015 levels. Courses for thesis writers, as well as those addressing plagiarism, essay writing, and critical thinking skills were well attended.

We increased engagement with the Halls of Residence with the addition of academic skills sessions at Waitākiri Village and Campus Living Villages, in addition to existing services to the independent halls of residence. A Learning Advisor visited year one and two distance students in Rotorua, Nelson and New Plymouth.

The number of students attending embedded sessions has increased 43% since last year, with sessions being offered at all levels in a wide range of departments, including MGMT100, LAWS110, ARTH202, MUSA331, ENEL400, ENGL480, SOWK617, and FORE642.

Most striking is the increase in student demand for ASC services in term one. Student bookings increased dramatically during week one and have persisted at unprecedented levels. Relative to the same period in 2015, one-on-one consultations in 2016 are up by 68%, and on-call meetings have increased by 60%.

With ASC working to capacity, we have encouraged students to form pods for small group assistance, which has resulted in an increase of 79% for this service. Distance students in Education requested a remote pod, which we accommodated using Adobe Connect and recorded at their request for use by other students. This kind of group work is not only pedagogically sound, but also demonstrates commendable initiative by the students who are responsible for organising the groups and coordinating with ASC.

3.7.2 Careers

Year-to-date figures show 1,100 students attended 35 Employer Information Sessions, and over 400 students attended our two recent Career Fairs. Employers continue to speak highly of the hospitality and support offered by UC as they engage with students. The new UC Careers and Employment Centre has been busy. So far this year 123 students had 1-1 career consultations, 375 attended an express appointment and over 600 attended Career Education Seminars. 100% of students who attended the seminars and completed evaluations indicated they would recommend the service to other students.

Our focus on improving career education delivery to international students continues. Just before Easter all first year international students (except those on exchange from the USA) were invited to drop by UC Careers for an Easter egg and to learn about how they could be helped in finding jobs and preparing for a career. The intention was to encourage international students to discover our location, learn what services are provided, and to establish rapport with staff.

The workshop was attended by 20 students who demonstrated a good level of engagement. They seemed happy to get targeted help in a relaxed and friendly environment.

3.7.3 Disability Services

As of 23 March we are supporting 312 students. This represents a 12% increase on the same time last year. Our advisors advocate, provide Learning Support Plans and put in place academic supports to assist these students in their chosen field of study. The table below shows a breakdown of the number of registered students with each type of disability.

Primary Disability	Number
Autistic Spectrum Disorder	19
Blind	3
Visually Impaired	12
Deaf	4
Hearing Impaired	5
Medical Condition	60
Mental Health	58
Mobility Impaired	4
Specific Learning Difficulty	138
Temporary Impaired	9

As of 31 March peer notetakers are covering 51% of courses where the service is required. We had 139 applications for peer notetakers, and accepted 49 of these (a 35% acceptance rate). The number of applications from students in law, political science and mathematics were high so we are able to cover all mathematics courses, and all but one course in law and political science. Responses from education students have been lower.

Only 25% of Education courses are covered with peer notetakers so most courses require casual notetakers. Biology and Chemical and Process Engineering only have one out of six courses covered using peer notetakers. Courses where casual notetakers are used are monitored and will be replaced with peer notetakers once a suitable candidate is identified. Using peer notetakers in those courses rather than casual notetakers translates into savings of about \$2,368 per week of active term time. This figure does not include additional administrative costs. The table below shows the approximate cost savings based upon the courses currently covered.

	No. lectures p/wk covered by peer notetakers	Approx. cost p/wk for casual notetaker	Actual cost p/wk for peer notetakers	Savings
1 hour	161	\$2,737.00	\$1,288.00	\$1,449.00
2 hours	34	\$1,156.00	\$272.00	\$884.00
3 hours	1	\$51.00	\$16.00	\$35.00
Total	196	\$3,944.00	\$1,576.00	\$2,368.00

The Alternative Format Centre (AFC) has so far supported 22 students in 18 specialist software training sessions for JAWS screen reader, Inspiration (mind mapping tool), Zoom Text screen magnifier and reader, Dragon Naturally Speaking Speech Recognition Read and Write Gold (learning support software designed for students with specific learning difficulties) and other programmes as required. Staff completed 44 formatting jobs for registered students. This included reformatting text books and lecture material. Three audio transcriptions were undertaken in this period.

3.7.4 Student Development

We are working with the Academic Services Group and the College of Science on a pilot programme for early identification and intervention of first-year students at risk of attrition. We have identified 65 students for this pilot. The intervention programme aims at increasing the level of engagement with their courses and thus retaining them in 2017. We are also working on parallel early interventions for at-risk students identified at both the College of Business and Law and College of Arts.

This month the team is organising a cultural exchange evening where NZ Aid scholars showcase their diverse cultures, play a cultural quiz and share dishes from their homelands over a social, fun-filled evening with food, beverage and live music.

3.7.5 Pacific Development

Enrolments and Retention

Our overall Domestic and New to UC Domestic student numbers (EFTS and Headcount) are up on this time last year. As at 16 March, total Pasifika EFTS are sitting at 356 (3.1% of total UC). The Pacific Development team continues to focus their efforts on supporting students with a particular focus on making contact with our first year and at-risk cohorts.

Engagement

There will be no April Pasifika Graduation event this year, but we have 22 Pasifika graduates in April (including one PhD). We will celebrate with all our Pasifika graduates and their families in December.

3.7.6 Recruitment, outreach and community engagement

On 19 March the team supported the Liaison and Events teams by hosting a UC stall at the Christchurch Polyfest. Eighteen local schools participated in this event which attracted more than 5000 people. The team engaged with hundreds of people throughout the day and at times there was a queue of people waiting to get into the UC tent.

3.7.7 Student Transitions and Engagement

In Bridging Programmes, 101 students are enrolled in UC Pathways and 117 students enrolled in the Certificate in University Preparation (CUP). This is a 10% increase on CUP enrolments for semester one 2015. Our greatest success has been the number of 2015 CUP students enrolled in degree programmes this year, with a 50% increase on the average conversion rate compared to the last three years. This can be attributed primarily to improved student performance within CUP brought about by a student centred attitude, a partnership for delivery with Hagley College, and improved support systems.

Our two pilot award programmes (the Community Award and Go Canterbury) have 84 and 83 students respectively. These programmes were part of the 2015 recruitment drive and offer a tailored student experience package focused on personal development and community engagement. The Emerging Leaders Development Programme (ELDP) has 140 students led by 16 students who completed the programme in 2015. Halls Without Walls has 40 students enrolled. We continue to focus on the international student experience and presented our draft strategy to SMTi in April. A working group will continue further development.

The Co-Curricular Record (CCR) will be heavily promoted to all staff and students during the term break and start of term two. The goal of the promotion is to encourage students to sign up to the 20 or so activities on offer, and to encourage staff to tell students about the benefits of the programme. We are always looking for more activities to add to the programme. If you have interns or students working on a project that could be recorded in the CCR, please contact the team.

3.7.8 UC RecCentre

We now have Underarmour fitness gear (UC RecCentre branded) available for sale. The Centre also has brand new spin bikes and looks forward to new Pump equipment and Yoga mats arriving late April.

As at 31 March 2015 about 5,500 students joined the UC RecCentre. The centre has an additional 528 members, including staff, alumni and community. For March nearly 29,000 visits were recorded through the turnstile. **Small Group Training** had 165 participants across 12 courses for term one. The Centre counted 11,903 visits to the Group Fitness classes for the first quarter; an average of 1,400 per week.

3.7.9 UC Sport

The team is currently providing additional support to Paralympics NZ and Athletics NZ athletes and coaches in the lead up to the Rio Olympics. The first UC Sport teams to attend the Inter-Tertiary sport competitions in April will include teams in Futsal, Rowing and Women's Sevens rugby.

More than 1,000 students participate each week in free social sport programmes. In UC sports leagues, eight teams entered the term one T20 cricket tournament. There will be opportunities for students to enter the ultimate, football and basketball competitions next term. The Inter-Halls competition was attended by up to 200 supporters at each event, including athletics, futsal and ultimate. UC Sport also supported UC Rugby Football Club on a trip to Melbourne which will see a reciprocal tour to UC in 2017 from Melbourne University sports teams.

3.8 Māori Development Team

The proposal to the UC Foundation for funding Māori Recruitment and Outreach was successful and will allow the Māori Recruitment and Outreach Strategy to begin in 2017. A full-time equivalent fixed-term role will support the delivery of this strategy, located in the Māori Development Team.

The Māori Development Team has carried out its term one outwards calling project to contact the Māori student cohort. The project has two aims, firstly to gauge the welfare of first year Māori students and to document the uptake of student services identified as being most useful for Māori students at this time of the university year. The students who answered the calls provided very useful feedback on their UC experience to date, and issues reported by students have been followed up.

Māori postgraduate students are attending the 2016 Te Punenga workshops in strong numbers. These workshops provide writing skills development, practice and development of presenting skills, local speakers and workshops tailored to science and engineering postgraduates. NVivo workshops and other specific activities are included in each year's programme in response to student requests for development. It is great to see Te Punenga going from strength to strength, with numbers of participants increasing year on year.

Please see at appendix four the table of Māori student data for March 2016, from the UC trend analysis report, which shows positive movement in enrolments. The ETFS and headcount tables are included. We are still at over 1,000 headcount after the date to withdraw with full refund.

4. CONCENTRATE

Enhance research and creative work in chosen areas of endeavour; increasing efficiency, especially in the use of time in teaching and related activities per EFT; raising quality in teaching effectiveness and research outputs; and increasing focus and concentration of effort.

4.1 Office of the Assistant Vice-Chancellor Māori

The Kaiārahi are continuing to deliver Tangata Tū, Tangata Ora professional development programmes and the April and June 2016 workshops are fully booked. Colleagues can waitlist for those workshops should places become available. Geological Sciences have requested a targeted Tangata Tū, Tangata Ora session which will be held in June. Also being provided are targeted reo @ UC sessions for the Health Centre (April, focus on developing a mihi) and Psychology (June), in addition to Te reo in the workplace workshops.

Te Ara Pourewa o Ngāi Tahu is now in place on the UC help towers and colleagues might want to take a walk around them at lunchtime to admire the artwork. UC Communications has produced a booklet to accompany Te Ara Pourewa o Ngāi Tahu.

The first 2016 meeting of the Advisory Board to the Office of the Assistant Vice-Chancellor Māori and Ngāi Tahu Research Centre was held in March and was well attended.

Darryn Russell and Liz Brown hosted Arihia Bennett, the CEO of Te Rūnanga o Ngāi Tahu and other senior Ngāi Tahu staff at the Crusaders versus Kings match at Addington Stadium. There was significant positive feedback from the guests about this event and it was a great contribution to continuing the cooperation and collaboration.

4.2 Māori Research

In February Professor Angus Macfarlane launched a new book for Early Childhood Educators and over 80 teachers and principals from the sector attended. Work is in progress to add to the volume by publishing books aimed at the compulsory sector and the tertiary sector. Professor Macfarlane and PVC Professor Gillon attended the launch of the NSC Better Start: E Tipu e Rea at Tamaki in March. Minister Joyce complimented the research leaders on the astute inclusion of Vision Mātauranga into the Challenge. Subsequent to that there have been meetings in Waikato and Wellington to galvanise the cultural content. The Ministry of Education is this month engaging with UC leaders to renew the Huakina Mai project through to 2017. An invitation to write an article to celebrate the 50th anniversary of the NZ Journal of Educational Studies was taken up last year and this has been published.

Nigel Harris, Office of AVC Māori, is working with Research and Innovation to support Māori research since the resignation of Dr Tracy Rohan. A workshop was held at UC on 15 April to understand the connectedness of Te Rautaki Whakawhanake Kaupapa Māori - Strategy for Māori Development, for example to connect and form a working relationship with external stakeholders and the local hapū Te Ngāi Tūāhuriri. Aspects of the UC Graduate Profile (Bicultural Competency and Confidence, and Community Engagement) will also be discussed at the workshop with the following being considered:

Te Kōhaka Tūhaitara Trust (Coastal Park) as a partner and exemplar for staff, researchers and students to relate to components of the UC Graduate Profile that connect with curriculum development, quality programmes, research and professional development.

The workshop outcome is to plan and initiate research collaborations from 2017 onwards, with presenters including Te Ngāi Tūāhuriri, Te Kōhaka Tūhaitara Trust, Ngāi Tahu Research Centre, Academic Services Group, Aotahi School of Māori and Indigenous Studies. Colleagues from Colleges will participate in this workshop.

4.3 DVC Research

I was delighted to announce the appointment of Professor Ian Wright to the role of Deputy Vice-Chancellor (Research & Innovation). Professor Wright will join us at the end of August and Professor Jarg Pettinga will be Acting DVC (Research and Innovation) following the retirement of Professor Weaver at the end of May until Professor Wright's arrival.

There have been several new staff appointments in R&I. These include: an Administrator Commercial, a fixed term Contracts Advisor (parental leave replacement) and a fixed term Reporting Analyst. The PBRF Coordinator, Stuart Broughton, has taken up a new role of Manager, Research Services, in the Library. Two fixed term PBRF Advisors have been employed to support researchers in their PBRF preparations. R&I has one vacancy, for a Research Consultant Māori. The DVCR and AVCM are discussing this role and how best to use this position to support Māori research aspirations. In the meantime, Nigel Harris from the Office of the AVCM is assisting R&I with the Māori consultation process for research applications.

R&I staff are currently managing 333 research contracts, worth a total value of \$112.7m. To date in 2016, 63 contracts worth a total value of \$13.1m have been executed, and 33 contracts worth about \$6m are in the process of being executed.

The 2015 Research Report will be available in May.

Recently, Professor Lindsey Connor was appointed to the position of Associate Dean of Postgraduate Studies. Lindsey joins the team of Professor Jon Harding (Dean of Postgraduate Studies) and Professor Bryce Williamson (Associate Dean of Postgraduate Studies (Scholarships)).

4.4 DVC Academic

The Academic Administration Committee (AAC) has been considering CUAP round one proposals with a number of these to be presented. Particular areas of review for undergraduate qualifications are, fit with the graduate profile and evidence of consultation, and for all proposed qualifications, evidence of demand by students and fit with other qualifications already on offer.

The review of regulations continues with a series of working parties currently reviewing generic regulations. The UCIC/UC Joint Management Committee met and among other matters acknowledged the significant contribution that Professor Peter Cottrell had made to the establishment of UCIC. I would like to acknowledge Peter's efforts in establishing UCIC.

The DVC(A) attended the UNZ Committee on International Policy (CIP). CIP is focused on academic matters that have an external to New Zealand impact. One matter that was discussed was the potential for new PhD collaborations. CIP occasionally overlaps with the Forum for Managers and International Directors at which the Director, International Relations Office represents UC. FMID is more operationally focused.

Other activities have included involvement in the DVC(R&I) recruitment process, oversight of the follow on chemical security audit and ongoing involvement with the NZQA qualifications framework referencing project.

5. CONNECT

Enhanced engagement with business, CRIs, international partner institutions and the local community to increase the relevance of research and teaching, and create experiential learning opportunities

5.1 Communications and Engagement

In the social media space, @UCNZ continues its high ranking, once again coming in this month as the top Twitter account out of all New Zealand Universities. In keeping with last month's report we have close to 100 new followers with numbers now at 3,476.

Plans to further develop Intercom have progressed, with a peer group meeting held and a proposal for going forward presented.

The printed version of the Annual Report is being distributed. Planning for the first Chronicle of the year has started.

5.2 Project Communications

A tour of the Ngāi Tahu Tower Trail, *Te Ara Pourewa o Ngāi Tahu* for all Student Services and Communications (SSAC) staff has been organised for 22 April, led by the Kaiārahi Service Units.

UC Finder App downloads for start-of-year were 532 for Apple and 1,223 for Android. ICTS is preparing a paper on potential future development.

A communications strategy for the UCSA building project has been drafted and circulated for input and feedback. The strategy covers both building project and fundraising campaign communications. A focus group meeting was held to test options for the fundraising campaign strapline.

In relation to the new education building, a new hoarding skin will be produced that includes information about the Executive Development Programmes and the Centre for Entrepreneurship also being located in the building. A communications plan will also be developed outlining further activities.

A communications plan for the Arts Centre has been completed. A media release has been drafted regarding a recent donation and the naming of the museum that will hold the James Logie Collection.

Planning is under way for the next phase of the Think first campaign. The theme will be safety around construction sites on campus. This will coincide with work starting on the UCSA building – the construction site is on a main pedestrian thoroughfare and in a high traffic area.

5.3 Media

UC issued 21 media releases in March, on a variety of topics. 2016 student numbers and QS by subject rankings were the key release for the month, but several others highlighted UC research and teaching capability as normal.

5.4 Stakeholder Relations

The UC Connect lecture series commenced with a lecture on gravitational waves attended by more than 400 people. A subsequent lecture on refugees was also popular. Lectures on the Teina Pora case and productivity were held in April. The series will continue through to October, with dates later in the year filling up fast.

Early in April our regular meeting with neighbours was hosted on the Dovedale campus and attracted about forty attendees. UCSA President James Addington spoke on student events and the UCSA building project. Topics on which UC presented and about which neighbours sought information included the proposal to re-open an enlarged early learning centre at Dovedale and the need to remove a number of trees, the proposal, subject to approvals, to add additional apartment blocks to the Sonada complex, the timing of the departure of Unlimited School and removal of the temporary village from Dovedale, parking on and around campus, the impact of construction activity on neighbours and student behaviour.

5.5 Events

March events:

Christchurch Tertiary Update Day
College of Business & Law Diversity Week
Commerce Careers Fair
Crusaders v Blues (first year student experience)
Crusaders v Kings
Governor General visit to UC. Science & Innovation
Law Recruitment Evening
PDT Jandals 1
SPAC PAC Polyfest
SVA In-schools Volunteer programme. Day 1
SVA In-schools Volunteer programme. Day 2
The 2016 Tower Race
UC Connect: Black holes making waves around the Universe
UC Connect: The global refugee crisis and New Zealand's role. Presented by UC student Abbas Nazari

VC Forum

Women in Leadership breakfast (Auckland)

UC is leveraging its events programme across all communication channels. Please refer to Appendix 3 and the UC Events calendar at Appendix 2.

5.6 Alumni and Development

Philanthropic Income:

March	March YTD
\$239,777	\$1,199,933

Distributions:

March	March YTD
\$310,434	\$690,624

The annual Audit has taken place during March with the outcome and feedback still to be provided. This will be the first audit under the new reporting standards for charities.

In addition to the funds above we also have funds worth just over NZ\$500,000 in our foreign exchange account from our US Charity. An audit of UCQC with College of Engineering Quake Centre confirms this project continues to provide a healthy annual income for the UC Foundation (UCF) and the University which is set to continue with most donors expecting to renew existing contracts as well as R&I Income. In total, this is valued at just over \$7m.

The UCSA New Building Campaign, looking to raise \$5m of donations, has received a \$100,000 donation from the UC Foundation's unrestricted funds.

The UC Foundation (UCF) has received confirmation of a future legacy for the benefit of Astronomy in the College of Science currently valued at \$5m. The UCF has also had notification of a \$300k legacy in support of Mathematics that we had not known about in the donor's lifetime.

We are working with the College of Science to identify if major donors to the college might be recognised in the space/room naming in the new RSIC building. We are also working with College of Business and Law on identifying mentors for this year's 21 Day Pacific Challenge and supporting fundraising.

The Annual Appeal – **Make a difference in 2016** will mail in April. The appeal is asking for support of Pukemanu-Dovedale Centre for Child and Family Psychology, The Rose Centre – Stroke Recovery and Research, Bright Start Scholarships, UC Pasifika Outreach Programmes and UC Sport.

Agreement from the UC Foundation to fund a Maori Outreach Co-ordinator Post and partial funding of a Commerce trip to China for 30 students were also approved in March from unrestricted donations.

5.6.1 Stewardship

Planning for Donor thank you events has been taking place in March – these will be in Auckland, Wellington and Christchurch. Also the first Scholars meet Trustees Tea took place on 5 April.

5.6.2 Alumni

The Alumni team has assisted with the promotion of events for Law and Education with positive feedback on the rise in attendance figures. Alumni eNews has received noteworthy praise and also

the added benefit of donations. CAPE e-newsletter on behalf of the College of Engineering was read by 44% of recipients, a great response rate.

Alumni and Development has signed up to NZ Post's change of address service which will give us new addresses when alumni move.

6. ENABLERS

Efficient, effective and sustainable use of the human, physical and financial resources available to the University

6.1 Staff Matters

6.1.1 Holidays Act

The media continue to publicise various investigations by MBIE's Labour Inspectorate in relation to the Holidays Act. MBIE Policy Advisors visited UC in 2014 as part of their review of the Holidays Act. While here they informally reviewed our compliance with legislation. The payment of annual leave was not seen to be a concern.

The Director of Human Resources advises that UC's payroll systems comply with the Holidays Act when calculating payment for annual leave. As required by the Act, we pay annual leave at a rate that is the greater of the ordinary earnings (e.g. contracted FTE) or the average earnings (e.g. 1/52 of gross earnings).

6.2 Infrastructure

Details of building status are contained in the appendix.

The preferred operator for the Ilam Homestead has declined to submit a proposal and as advised to the UC Club and members at the recent club AGM, it is intended that an independent expert now assist UC and the UC Club. Depreciation, insurance and exterior maintenance of the Ilam Homestead represent a significant cost to UC which can only be partially offset by club membership fees and margins on club member activities. The appeal of an external operator has always been to maximise external revenue while allowing the Club and its members some exclusive use time and space in the building.

UC arranged a geotech report on the area surrounding the Kaikoura Research field station. The draft findings led the University to restrict access to the research building while further matters are addressed and a peer review of the work completed. A copy of the draft report was made available to the relevant local authorities.

6.3 ICT Graduate School

At its meeting in February, Council approved UC taking the lead role in establishing the ICT Graduate School in the South. Documentation with the TEC and collaborating partners Lincoln and Otago Universities and Ara Institute of Canterbury (formerly CPIT) and Otago Polytechnic is being finalised and is expected to be executed in April.

7. Financial Outcomes: (management accounts to 31 March 2016)

March 2016	Actual Year to Date \$000	Budget Year to Date \$000	Budget Variance Year to Date \$000 Fav/(Unfav)*	Budget Full Year \$000	Forecast Full Year \$000	Full Year Forecast to Budget Variance \$000 Fav/(Unfav)*
Total Operating Income	79,467	79,264	203	323,214	328,143	4,929
Total Operating Expenditure	74,786	83,269	8,483	336,871	335,828	1,043
Net Surplus/(Deficit)	4,681	(4,005)	8,686	(13,657)	(7,685)	5,972
Net Surplus/(Deficit) as a % of Total Operating Income	5.9%	(5.1%)		(4.2%)	(2.3%)	
Capital Expenditure	35,261	72,425	37,164	274,635	209,375	65,260
Cash/ Short Term Investments/ Short Term Government Stock	276,602	162,475	114,127	42,081	236,361	194,280
Working Capital	193,884	126,650	67,234	8,296	207,576	199,280

* A variance enclosed in brackets indicates an UNFAVOURABLE financial variance e.g. income is less than budgeted income OR expenditure is greater than budgeted expenditure.

Actual Total Operating Income is favourable to budget as at March 2016. A positive variance in tuition fees and interest income has been partially offset by a negative variance in research external income and sundry income, resulting in this overall favourable position. Actual Total Operating Expenditure is favourable to budget. The favourable variance relates to operating expenses, total personnel expenses and depreciation.

We had been budgeting for an operating **deficit** as at the end of March 2016 of \$4.005 million, but have returned an operating **surplus** of \$4.681 million. The difference is thought to be mostly due to budget phasing, with the expectation that actual results will begin to match budget as the year progresses.

Capital expenditure is currently \$37.164 million below budget. \$30.653 million of the expenditure incurred to date is UC Futures related (CETF, RSIC, and NEB) against a year to date budget of \$49.111 million. At this stage of the year the remaining capital spend (excluding UC Futures), against budget, is favourable by \$18.706 million.

It seems implausible that the full year budgeted Capital Expenditure can now take place so a revised forecast has been included.

7.1 Cash Flow

The March 2016 cash position of \$276.602 million is higher than budget by \$114.127 million due largely to higher than expected balances at 31 December 2015 and failure to meet budgeted capital expenditure expectations. We are holding adequate short term cash reserves to meet expected capital costs for the NEB, CETF and RSIC projects.

Forecast cash flows including the Government's financial support now show no immediate requirement to borrow in the next three years. However, careful husbandry of balances will be required in 2018 and 2019, with capital and operating expenditure needing to be closely managed.

The TEC, which must approve all borrowing under the Education Act 1989, has provided a borrowing consent, of which a key condition is that once UC is required to borrow more than \$65 million an independent advisor will be appointed who will advise on the financial risk to the Crown and assist the UC Council in managing financial risk.

There are no specific additional MOE covenants, but the Funding Agreement with the Government sets out certain financial targets to be reported to the Governance Oversight Group (GOG) appointed under the Funding Agreement. As at the end of March 2016, it is too early to identify whether the University is tracking to meet its targets. The University's achievement for 2015 was within the ranges set.

7.2 Working Capital

Working capital¹ of \$193.884 million at 31 March 2016 is \$67.234 million more than budget, mostly due to the additional cash balances as a result of the lower capital expenditure (see above).

7.3 Arts Centre.

The final design for the fit-out has been agreed and approved by the Arts Centre. Agreement is now being sought from Christchurch Council's heritage officers prior to lodging the resource and building consents. A redesign of the public spaces was required to provide adequate climate control for the Logie Collection. The requirement for redesign has created a two month programme delay and code of compliance is now expected late in 2016.

8. COLLEGE SUMMARIES

8.1 College of Arts (Te Rāngai Toi Tangata)

We have recently announced the results of this year's Arts Research Challenge awards, which support collaborative research in and beyond the College. The diverse range of topics includes: *Asexual Identity and Experience in Aotearoa New Zealand; Chinese-Vietnamese Temple and Surname Associations, their Communities, and their Local and Global Networks; Exploring Māori Publishing History through the Kōmako Bibliographic Database; Governance in the Antarctic in an Era of Geopolitical Change; History Making a Difference: New Approaches; Language Variation and Change: from Isolated Variables to Variable Systems; and Te Ao Hurihuri: Disruption, Innovation and Transformation – Catalysing Transformational Change in Te Waipounamu.*

We are delighted to welcome a number of new arrivals or appointments into the College into continuing academic positions this year. These include Wan Chi Leung in Media and Communication, Vanessa Canete Jurado and Antonio Viselli in Global, Cultural and Language Studies, Steve Carr in Fine Arts (Film), Cindy Zeither in Social Work, and Mark Menzies as Head of the Performance programme in Music.

The pan-University Global Hub hosted by the College has now been established, and we are in the process of appointing its advisory boards to advise on implementing the global awareness attribute of the graduate profile, and help promote and coordinate student experience with an international dimension across UC.

¹ assets due to become cash or be consumed within 12 months less liabilities due to be paid in cash within 12 months

8.2 College of Business and Law (Te Rāngai Umanga me te Ture)

2016 College Diversity Week: Inspired by the local success of last year's UC Diversity Week, the College's Equity and Diversity Committee mounted a 2016 College Diversity week (11-18 March). Highlights included *A Taste of France* (co-sponsored by Alliance Française), a *Power Up BBQ* for students featuring a range of international cuisine, and a fascinating panel discussion led by Law Faculty colleagues about '*Women behind the Law*' – lawyers and criminals alike. The week culminated in a UC-wide Postgraduate Equity and Diversity Research Symposium, co-sponsored by School of Business and Economics' Research Committee.

Research Funding: Law colleagues Professor Robin Palmer and Dr Debbie Wilson have been awarded \$27,734 from the New Zealand Law Foundation for a project entitled *The Brain Does Not Lie: Use of Forensic Brain Scan Analysis and Neuroscience in Criminal and Civil Investigations*. The Surrogacy Research Team (led by Dr Debra Wilson, including Natalie Baird, Dr Rhonda Powell, and John Caldwell) has also been awarded \$54,000 from the New Zealand Law Foundation to fund a PhD student to support this project.

Meanwhile, Associate Professor Annick Masselot, (ACIS Dept), has been awarded £10,000 (sterling) by the UK Economics and Social Science Research Council (ESRC) to investigate the gendered impact of a UK exit from the European Union (Brexit).

2016 UC 21 Day International Challenge: The 2016 UC 21 Day International Challenge, co-hosted by the UC Centre for Entrepreneurship and the College is under way. This year's Challenge will involve six teams of five students, paired with industry mentors, to come up with a solution to a specific problem or challenge in a Pacific community. The winning team will be flown to the disclosed location to implement their idea (all expenses paid) later this year. The Challenge is open to students from any discipline. The closing date for applications is 22 April. Further details can be found at <http://www.uce.canterbury.ac.nz/21-day-challenge/index.shtml>

8.3 College of Engineering (Te Rāngai Pūkaha)

Staff in the College are awaiting the opening or re-opening of buildings, and are also planning for significant increases in the first Professional year in 2017, based upon the very large first year in 2016. This is not without challenges, as planned and newly built laboratory space will need to be scheduled for a mix of undergraduate teaching and research work in innovative ways to cope with larger numbers whilst retaining the full undergraduate "hands-on" experience.

I would like to advise that the PVC of Engineering Professor Jan Evans-Freeman has been re-elected by a significant margin to the Board of IPENZ.

8.4 College of Education, Health and Human Development (Te Rāngai Ako me te Hauora)

The MTghLn programme is part of a Ministry of Education (MOE) initiative intended to examine new models of initial teacher preparation at the post-graduate level. UC is in our second year of delivering the MTchgLn and was selected by Martin Jenkins Consultants, the MOE's external evaluators of the initiative, for an additional in-depth visit this year. Our selection was based on the Ministry's perception that the MTchgLn has a range of innovations that were valuable to understand more fully.

The purpose of the in-depth visit is to build a comprehensive understanding of our programme in order to identify the links between our innovative practices and quality teacher preparation. This will provide Martin Jenkins with rich information and illustrative examples to inform their analysis and reporting back to the MOE regarding the postgraduate initial teacher preparation initiative.

The College is launching the Human Synergistics Organisational Culture Inventory tools this month. Background to the initiative was provided at a College morning tea, initial meetings have been held with College leaders, and the survey process is now under way.

Dr David Small, School of Educational Studies and Leadership, has recently been appointed as Associate Academic Dean to support Dr Julie Mackey. Two new senior academic appointments have been made recently and the College looks forward to welcoming Prof Nick Draper returning from UK to UC, as Professor in Sport Science; and Dr Thomas Harding, currently Director of Nursing at EIT, who has been recruited to lead the postgraduate entry nursing programme.

8.5 College of Science (Te Rāngai Pūtaiao)

Two new Heads of Department have taken up their roles this month. Dr Catherine Reid has started as Head of Department of Geological Sciences, and brings to the role several years of experience as Deputy HoD, and as Acting HoD for significant periods. Associate Professor Peyman Zawar-Reza has started as Head of Department of Geography, and brings to the role a diverse scientific background and a range of experience, including outside academia. These two HoDs have been charged with working closely together on three areas of mutual interest – hazards, risk and resilience; geospatial science; and earth surface processes – in the context of a vision for the development of a merged school.

In research leadership positions, Professor Ant Poole of Biological sciences has been appointed as the new director of the Bio Molecular Interactions Centre and Professor Simon Kingham of Geography has been appointed as the founding Director of the Geospatial Research Institute Toi Hangarau which is to be launched by the Minister of Land Information on 26 April.

9. Conclusion

The themes of Recovery, Growth and Transformation are shaping the year as was expected. UC continues to make significant progress on many fronts operating with disruptions in the built environment, unplanned delays in accessing facilities, the pressures of growth in some areas, constrained resources everywhere and making the most of opportunities as they emerge. While our vulnerability and risk is declining and optimism about our chosen recovery programme is building, no one is in any doubt about the ongoing work we are required to do in order to work smarter to teach nearly 2,000 more students with virtually the same staffing level by 2019.

April is always a time to reflect and celebrate our purpose as we graduate thousands of students who have mastered their chosen discipline taught and supported by our staff, all of you. On their behalf, let me express their gratitude – thank you all.

I will be in the US and UK (with five days of holiday) from 28 April to 15 May 2016. DVC (Research) Professor Weaver will be Acting VC during my absence except for the 14 and 15 May when he will be on leave and DVC (Academic) Dr Cochrane will be Acting VC.

9.1 Appendix 1: Building Update

Building Update

Overall

RSIC has reached a significant milestone as in accordance with its Master Program with the first façade panels being attached to the building. Steel erection continues and will now need to maintain a pace that enables the smooth continuance for the next few months whilst both wings begin to be fully enclosed. The SEL project is now complete with the final Christchurch City Council inspection undertaken in the first week of April allowing UC to accept Practical Completion a week before the Minister of Tertiary Education, Hon. Steven Joyce, attended the Official Opening of the building. The completion of the ECE wing in the CETF Project also approaches Practical Completion but the remainder of the project continues to suffer from ongoing program changes by Hawkins in spite of the ongoing micro management efforts of the UC Project Team.

NEB Project Detailed Design and phase two Structural Design were completed on 11 March in accordance with the Approved Procurement Program and documents have been issued for the fit-out tender. The NEB still continues with low levels of activity on site with 75% of the shop drawings for structural steel now completed and issued to the contractors.

Campus Construction Safety Group

The Campus Construction Safety Group continues a productive relationship with the Main Contractor 'Round Table Group' sharing issues of concern particularly with traffic.

A number of improvement initiatives were presented by both Hawkins and Fletchers at the last 'Round Table' meeting in March which will be adopted during the next three months by both major contractors collectively and these initiatives and outcomes will be reported back to the Campus Safety Group.

Projects in planning stage this month:

The Capital Works team has finalised the review of 2016 projects and a program of scheduled Business Cases to be provided for the necessary approval processes has now been established.

The team will also begin to prepare for an industry briefing to inform the market of timings for new projects.

Current Building Status

Key Progress this month:

Major work

Regional Science and Innovation Centre (RSIC)

Structural steelwork erection from level four to six on the west wing of the building is completed, with concrete to flooring and roof level due for completion during April. Structural works to the east wing is paused as the main focus of activity has been on the critical path activities and ensuring façade installation is not delayed. A quantity of glazing panels for the façade are now installed to the east elevation with daily deliveries scheduled over the coming months.

Considerable activity continues with the installation of mechanical and electrical services to levels one to four of the west wing building, and levels one to three on the east wing. Internal walls and partitions are progressing on the west wing.

Precast concrete sections for the back of house areas have started with the remaining panels due to be installed throughout March.

Rescheduling of activities has ensured the programme is maintained with no reported change to the completion date of 10 April 2017.

In March the Project Control Group (PCG) approved the procurement strategy for the stage two von Haast replacements, and also endorsed the revised plans for stage two with a reduction in area of circa 550m². The cost plan shows an over budget of less than 1% \$480k based on a timber framed building. A report concerning the short list of options for the von Haast replacement is to be presented at the April PCG. The business case must be approved by Council and joint Ministers before a tender can be accepted. A tender price is required to complete the Business Case.

Canterbury Engineering the Future (CETF)

The main challenge for the project team at present continues to be the delivery of all buildings to programme and achieving a final project completion of February 2017. The Hawkins programme is currently being reviewed, however, it should be noted that this differs to the 15 February 2017 date currently being reported to the Government Oversight Group (GOG). The programme issues are being exacerbated by the fact that approval for the Mechanical Wing building consent has not been received. Nevertheless, the PCG is of the view that any delay in final completion of the project by Hawkins is unacceptable and Hawkins forecast changes to completion dates have not been approved.

In addition to the programme challenge the project faces a certain amount of cost pressure and the project team have advised a best case/worst case range of \$5m to \$10m additional contingency could be required. The range has been provided as gaining alignment between UC and Hawkins over a number of contract administration issues is proving to be very difficult.

The University strategy of engaging with Hawkins collaboratively at all levels is ongoing and includes: the Collaborative Management Team (CMT) at project level; an executive management meeting and a project Health Check workshop that encompassed all levels. The Health Check workshop resulted in the creation of four work streams to address the key issues identified, these are: Contract Administration, Programme, Design and Procurement.

The work streams are reporting to the CMT and updates included in the PCG report. Further health checks are being organised to provide a forum to raise any new issues and ensure progress is maintained on the existing work streams.

Tranche one buildings are the: Electrical and Computer Engineering (ECE) wing, the Chemical and Process Engineering (CAPE) wing and the Core building (Core). Progress on site to ECE includes the removal of scaffold, works to complete the external envelope, final fix of services, finishes and commissioning. The main activities required to complete CAPE are the installation of wall linings and services. Works to the superstructure of the Core are ongoing, walls have been formed and the installation of services will shortly commence.

Tranche two buildings are the Civil and Natural Resources Engineering (CNRE) wing and the Mechanical Engineering (Mech) wing. Progress on site to CNRE includes the demolition and removal of paint from structural steel. The main activities to Mechanical Engineering are asbestos removal and demolition.

The opening ceremony for the new Structural Engineering Laboratory took place on 15 April. The project has been delivered within budget.

Electrical Link

Fit-out continues to proceed at the programmed rate with phased occupation planned at different times during the twelve months between April 2016 and April 2017. A fully-costed review of external recladding options resulting from the extensive damage to the external timber structure was presented at the March FPRC and Council meetings for review and consideration, with Council approving the proposal to undertake structural repairs and recladding of the building façade at a cost of \$5.5 million..

Relocation of the College of Education Health and Human Development – New Education Building (ex-Commerce)

Currently the estimated project cost is forecast to be over budget. The delivery date remains at 30 June 2017. The team and all three client end user groups have made every effort to bring the project back to budget during the design phase. Detailed design and phase two structural design were completed on 11 March and documents have been issued for the fit-out tender in accordance with the approved procurement plan.

The shop drawing process for the structural works is proceeding well with 75% of the drawings now issued to the contractor. On site Hawkins continues with site preparation works by removing the required areas of the basement topping slab to enable forming and construction of the mega columns. On upper levels the hollow core topping slabs are being broken out around larger cracking to enable new reinforcement to be installed.

RHS secondary steel for hollow core slabs is now being installed. Structural steel frames are being fabricated off-site with delivery of frames commencing in mid-April.

A further update on execution of the procurement strategy, budget status and development of the Implementation Business Case (IBC) was provided to the UC Futures Programme Board in April.

The Implementation Business Case for stage two (fit-out) is being prepared for submission to the May PCG, FPRC and Council meetings. An Independent QA report will be prepared by Deloitte in parallel with the Implementation Business Case.

Other Buildings/ Projects

UCSA

Preparation for the relocation of the Ilam Early Learning Centre to Dovedale continues. It is anticipated that the new facility will be operating by the start of semester two. This relocation occurs prior to demolition of the existing UCSA building. The demolition and asbestos removal tender documents are being compiled for issue with demolition planned to take place after exams, with an anticipated start on site of 1 August.

Additional design workshops, with focused user input, to ensure the brief for UCSA fully meets their requirements are under way with the first round now completed. Developed design is now programmed to be completed by the end of May (subject to approval of the Preliminary Design and cost estimate at the April PCG meeting) and detailed design by early September.

The PCG in consultation with UCSA has agreed to delay the opening of the building until June 2018 to ensure that the design addresses the future functionality requirements of the mix of spaces within the building.

Arts Centre

Resource Consent has now been submitted and Building Consent will follow shortly. The Arts Centre's Contractor is pricing the UC fit-out package and the price, along with an updated programme, is due during April, however the planned completion remains at risk until all consents are approved. The Arts Centre Trust recently highlighted the potential for delay costs due to the late instruction of the fit-out and discussions are continuing with regard to this matter.

Residential (Student) Accommodation

The PCG providing oversight of the student accommodation projects for UC has established a number of work streams. These are:

- Demand and supply of beds
- Postgraduate apartments
- Undergraduate halls of residence
- St Nicholas/Kirkwood Hall and flats
- Head leases and standalone houses
- Existing UC temporary sites
- New temporary beds

1. Demand and supply of beds

Now final enrolment numbers for semester 1 are available a new update to the demand forecast will be commissioned, which supports the requirements for a postgraduate development opening for 2018. Depending on the impact of Campus Living Villages (CLV) renovation plans, the undergraduate hall may be able to be delayed until a 2019 opening.

2. Postgraduate apartments at Dovedale (Sonoda extension)

Agreement has been reached with CLV to allow design to continue in parallel with the negotiations, with UC appointing professional advisors and planning to notate these agreements to CLV once an agreement is reached. Preliminary design has reached completion and is currently being reviewed against budget before approval to proceed to developed design is sought.

3. Undergraduate Hall of Residence

The PCG meeting in April will reconsider the timing of progressing design of the Homestead Lane development in light of the updated demand forecast.

4. St Nicholas Hall (Kirkwood Avenue Halls)

Considerable effort is being made by UC to prepare the necessary information to inform a business case for presentation to Council in June. This includes the Student Accommodation Office providing the first draft of a brief for an undergraduate self-catering hall in this accommodation. Initial indications are that the original estimated budget for the redevelopment is too low and that the total project cost, including the cost incurred to gain resource consent, will exceed \$1.5m to bring on line about 80 beds in a leased facility.

The PCG will however review the proposed scope of works, program and budget for the refurbishment before a business case is formalised for consideration by the UC Council.

5. Head leases and standalone houses

Little progress has been made in this specific work stream over the past month with the exception of a review of existing houses and identifying some poor performing assets with potential for refurbishment and repurposing for Student Accommodation. This report was considered at the April PCG meeting.

6. Existing UC Temporary Sites

In recognition of the site clearance date requirements and lease expiry dates for Waimairi Village and Waitakere Village respectively, planning for packing down the villages remains at its initiation stage.

9.2 Appendix 2: Upcoming Events

Date	Time	Venue	Event name	Primary purpose
2-May	-	-	SCHOOL TERM 2 BEGINS	-
2-May	-	-	UC TERM BEGINS	-
Wednesday 4 May	12pm - 1.30pm	TBC	In-Schools training sessions with the Tactix	Engage
Thursday 5 May	5pm - 8pm	John Britten Building	21 Day Challenge Launch	Retain
Friday 6 May	7.35pm	AMI Stadium, Christchurch	Crusaders v Reds	Engage
Monday 9 May	6pm	Horncastle Arena, Christchurch	Tactix v Melbourne Vixens	Engage
Wednesday 11 May	10am - 3.30pm	Undercroft Common Area / 101	Engineering and Science Careers Fair	Retain
12, 13, 14 May	9am - 3pm & 5pm - 7pm. 9am - 3pm. 9am - 3pm	Horncastle Arena	Careers Expo (Christchurch)	Recruit
Thursday 12 May	11am - 2pm	Addington Events Centre	CECC Business Expo	Engage
Thursday 12 May	6pm	C2	UC Connect: The state of the economy and the effects on Christchurch. Presented by Cameron Bagrie, ANZ Chief Economist	Engage
Friday 13 May	7.35pm	Dunedin	Highlanders v Crusaders	Engage
Saturday 14 May	All day	TBC	SVA In-schools Volunteer programme. Day 3 (Connecting the Community)	Engage
Sunday 15 May	4pm	TBC	BOP Magic v Tactix	Engage
Monday 16 May	6pm	A1	UC Connect: Curiosity on Mars - The Adventures of a Planetary Rover. Presented by Dr Jen Blank, NASA Mars scientist	Engage
Tuesday 17 May	6pm - 8pm	Claudlands Event Centre	UC Info Evening (Waikato)	Recruit
Tuesday 17 May	7pm - 8pm	C2	UC Connect: What parts of earthquakes can we predict? Presented by Prof Brendon Bradley	Engage
Wednesday 18 May	12pm - 1.30pm	TBC	In-Schools training sessions with the Tactix	Engage
Wednesday 18 May	9am - 12pm	Undercroft 101	SVA In-schools Volunteer programme. Day 4	Engage
Wednesday 18 May	5pm - 8pm	Undercroft Common Area	Jandals 2	Retain
Wednesday 18 May	6.30pm - 8.30pm	ASB Showgrounds, Auckland	UC Info Evening (Auckland)	Recruit
Thursday 19 May	12pm - 1pm & 3pm - 4pm	TBC	In-Schools training sessions with the Crusaders	Engage
Thursday 19 May	6pm - 8pm	ASB Baypark, Mt Maunganui	UC Info Evening (Bay of Plenty)	Recruit
Friday 20 May	7.35pm	AMI Stadium, Christchurch	Crusaders v Waratahs (Activation at game)	Engage
Sunday 22	4pm	Horncastle Arena,	Tactix v NSW Swifts (Activation at game)	Engage

May		Christchurch		
Monday 23 May	2pm - 3pm	Undercroft 101	VC Forum	Engage
Tuesday 24 May	1pm - 2pm	Undercroft 101	VC Forum	Engage
Wednesday 25 May	9am - 12pm	Undercroft 101	SVA In-schools Volunteer programme Year 10. Day 1	Engage
Wednesday 25 May	6pm - 8pm	Quality Hotel Plymouth International, New Plymouth	UC Info Evening (Taranaki)	Recruit
Thursday 26 May	6pm - 8pm	Westpac Stadium - Function Centre	UC Info Evening (Wellington)	Recruit
Saturday 28 May	7.35pm	Eden Park, Auckland	Blues v Crusaders	Engage
Monday 30 May	5pm - 8pm	John Britten Building	21 Day Challenge Finals	Retain
Tuesday 31 May	11.30am - 1pm	TBC	In-Schools training sessions with the Tactix	Engage
Tuesday 31 May	6.30pm - 8.30pm	Ilam campus, UC	UC Info Evening (Christchurch)	Recruit
Wednesday 1 June	9am - 1pm	TBC	SVA In-schools Volunteer programme. Day 2	Engage
Wednesday 1 June	6pm - 8pm	ILT Stadium Southland, Invercargill	UC Info Evening (Southland)	Recruit
3-Jun	-	-	UC TERM ENDS	-
Sunday 5 June	4pm	Horncastle Arena, Christchurch	Tactix v Southern Steel (Activation at game)	Engage
6-Jun	-	-	QUEEN'S BIRTHDAY	-
7 JUN - 25 JUN	-	-	UC EXAMS	-
Tuesday 7 June	6pm - 8pm	Rutherford Hotel, Nelson	UC Info Evening (Nelson)	Recruit
Wednesday 8 June	6pm - 8pm	MTG Hawkes Bay	UC Info Evening (Hawkes Bay)	Recruit
12, 13 June	10am - 3pm. 9am - 3pm	Claudlands Event Centre	Careers Expo (Hamilton)	Recruit
Monday 13 June	6pm - 7pm	Undercroft 101	Community Meeting	Engage
Monday 13 June	7.30pm	Hamilton	WOP Magic v Tactix	Engage
Wednesday 15 June	12pm - 1.30pm	TBC	In-Schools training sessions with the Tactix	Engage
Wednesday 15 June	6pm - 8pm	Wakatipu High School	UC Info Evening (Central Otago)	Recruit
17, 18 June	10am - 3pm. 10am - 3pm	TSB Arena, Queens Wharf	Careers Expo (Wellington)	Recruit
Monday 20 June	7pm	Horncastle Arena, Christchurch	Tactix v Central Pulse	Engage
23 & 24 June	10.30am Thursday - 4pm Friday	Council Chamber / Undercroft 101 / City Centre	UC Update Day	Recruit

9.3 Appendix 3: VC Activities

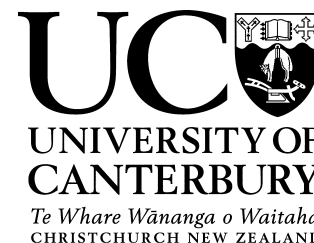
Past	
31 March 2016	<ul style="list-style-type: none"> • Attended a Human Synergistics Culture session • Attended a dinner with the Bishop Julius Hall, Halls of Residence
01 April 2016	<ul style="list-style-type: none"> • Held interviews with the shortlisted candidates for the vacant DVCR role
04 April 2016	<ul style="list-style-type: none"> • Hosted a Dinner for Local CEO's
06 April 2016	<ul style="list-style-type: none"> • Attended the Productivity Commission Closed Forum and Lecture
07 April 2016	<ul style="list-style-type: none"> • Attended a Human Synergistics Culture session • Attended the Canterbury Recovery Learning and Legacy Sponsors group meeting • Attended dinner with Rod Cameron, Value Manager of SCIRT
08 April 2016	<ul style="list-style-type: none"> • Attended the Labour Party Breakfast Forum hosted by Andrew Little • Was interviewed by News Talk ZB • Attended a dinner at the University Hall, Halls of Residence
11 April 2016	<ul style="list-style-type: none"> • Hosted a Community Meeting for local residents
13 April 2016	<ul style="list-style-type: none"> • Attended the CDC Singularity University Event
14 April 2016	<ul style="list-style-type: none"> • Attended the New Zealand Vice-Chancellors Committee in Wellington • Attended the Universities New Zealand Dinner
15 April 2016	<ul style="list-style-type: none"> • Hosted the Education Minister Steven Joyce on Campus • Attended the SEL opening and QuakeCoRE Launch
16 April 2016	<ul style="list-style-type: none"> • Met with Nina Hood, a researcher from Auckland University • Spoke at the ACG Group of Schools PD day in Auckland
19 April 2016	<ul style="list-style-type: none"> • Attended UC Graduation
20 April 2016	<ul style="list-style-type: none"> • Attended the Celebration for Maori Graduates • Attended the Pells Sullivan Meynick agreement signing ceremony • Attended the Graduation Dinner
21 April 2016	<ul style="list-style-type: none"> • Attended UC Graduation • Attended the UCSA Graduation Ball
22 April 2016	<ul style="list-style-type: none"> • Attended the International Students Celebration Breakfast • Hosted a VC's welcome for new staff
25 April 2016	<ul style="list-style-type: none"> • Attended the UCSA ANZAC memorial • Attended the SVA Legacy Project
26 April 2016	<ul style="list-style-type: none"> • Attended the Geospatial Research Institute Launch • Attended dinner with Peter Woodgate, Colin McDonald and Richard Gordon

Future	
28 April 2016	<ul style="list-style-type: none"> • Travelling to New York and the UK for Alumni and recruitment events
18 May 2016	<ul style="list-style-type: none"> • Attending the Entre Grand Formal Launch • Attending the Canterbury Recovery Learning and Legacy Sponsors group
23 May 2016	<ul style="list-style-type: none"> • Hosted a Vice-Chancellor's Forum • Attended the first Governance Oversight Group Meeting for 2016
24 May 2016	<ul style="list-style-type: none"> • Hosted a Vice-Chancellor's Forum • Attending a dinner with Mark Nicholls from Trimble Navigation

9.4 Appendix 4: Maori student data for March 2016

EFTS	Domestic												
	MARCH												
	2012	2013	2014	2015	2016	EFTS change from last year			% Change from last year				
						2013	2014	2015	2016	2013	2014	2015	2016
Academic College (course based teaching splits)													
College of Arts	189.1	183.6	177.3	183.1	213.9	(5.5)	(6.3)	5.8	30.8	(2.9%)	(3.5%)	3.3%	16.8%
College of Business and Law	136.6	129.2	114.8	134.0	156.9	(7.4)	(14.4)	19.2	22.8	(5.4%)	(11.1%)	16.8%	17.0%
College of Education, Health and Human Development less Ed Plus	225.5	210.6	214.0	222.7	185.7	(14.9)	3.4	8.8	(37.0)	(6.6%)	1.6%	4.1%	(16.6%)
College of Engineering	98.0	97.5	116.7	134.1	175.9	(0.5)	19.1	17.5	41.7	(0.5%)	19.6%	15.0%	31.1%
College of Science	124.2	126.4	138.1	137.9	145.4	2.1	11.7	(0.1)	7.4	1.7%	9.2%	(0.1%)	5.4%
Service Units	12.2	6.0	9.3	8.1	12.4	(6.2)	3.3	(1.3)	4.4	(51.0%)	55.9%	(13.4%)	54.0%
Total	785.7	753.3	770.1	820.0	890.1	(32.4)	16.8	49.9	70.1	(4.1%)	2.2%	6.5%	8.5%

Memorandum



Vice-Chancellor's Office

Extension: 8812

Email: rod.carr@canterbury.ac.nz

To:	UC Council
From:	Dr Rod Carr
Date:	20 April 2016
Subject:	Faculties and Colleges

Following a meeting of the Academic Board on Wednesday 20 April 2016 and having regard to the discussion of the matters relating to the institutional arrangements whereby Faculties have “ownership” of academic regulations and control over degrees and awards, and Pro-Vice-Chancellors of Colleges are charged with accountability as the academic and executive leaders of the Colleges and are responsible for resource utilisation and execution of University strategies in respect of programmes of study, I make the following recommendations:

EITHER

In light of the fact Academic Board resolved to refer the attached proposal back to Faculties for further advice before formulating any advice it may offer Council, Council defer consideration of this matter for one month.

OR

Noting that the changes in the attached proposal (as highlighted) between the version of the proposal considered by Faculties and the version presented to the Academic Board relate only to the fact the proposal is now recommended by SMT to Council rather than by the five PVCs and that the term associate Pro-Vice-Chancellor is to be replaced by the term Dean, Council proceed to endorse the proposal and, in particular;

1. Council note that the proposal has been discussed extensively over recent months and has been amended in light of input from Faculties and Academic Board.
2. Council note that it has been informed of the faculty advice provided to Academic Board on this proposal and that the implications of the proposal, especially in relation to matters such as academic voice and course and programme development and oversight have been considered.
3. Council note that the proposal is supported by the Senior Management Team and three of six faculties.
4. In line with the proposal attached, the powers and responsibilities of Faculties however arising, whether by regulation, assumed under delegation or arising from practice or in any other way are transferred to Pro-Vice-Chancellor's and Colleges no later than 30 September 2016.
5. All necessary measures will be taken to ensure the institutional arrangements affecting the School of Law enables the School and its programmes of study to be compliant with relevant legislation.
6. Noting the feedback from the Faculty of Commerce, the proposal in respect of that Faculty and the College of Business and Law remain unchanged.
7. The 2017 University Calendar record the fact of the change approved by Council and its effective date and that for the purposes of interpretation references to “Faculty” shall be deemed to be references to “Colleges”.

8. Council note that where documents authored by the University refer to Faculties the term shall be interpreted in light of the attached proposal in the way best suited to giving effect to the proposal in the simplest, least cost and most expeditious way.
9. Council note that where documents not authored by the University, such as wills, trusts and contracts refer to “Faculties”, to the fullest extent possible they will be given effect to as intended at the time they were created having regard to the institutional arrangements proposed which will see Colleges assume the responsibilities previously held by Faculties.
10. In the case of any ambiguity or dispute as to the meaning and effect of the proposal and this decision, in the first instance the matter will be determined by the Registrar after consultation with the Vice-Chancellor.

Kind regards

Dr Rod Carr
Vice-Chancellor Tumu Whakarae

Memorandum

Senior Management Team



To:	Academic Board and Council
From:	SMT
Date:	April 14 , 2016
Subject:	Proposal to unite Colleges and Faculties

The following proposal to unite Colleges and Faculties has been developed by the PVCs in consultation with the Deans, and revised in the light of feedback from Faculties, Academic Board, SMT, and individual submissions over approximately a six month period. The Dean of Law has asked for Law's opposition to the proposal to be noted.

We are recommending this proposal to Council, and invite Academic Board to provide advice to Council on it.

A. RATIONALE

Although proposals to unite Colleges and Faculties have been explored previously, implementation has been delayed for various reasons, amongst them the disruption caused by the earthquakes. Reasons for completing this project are outlined below.

1. Clarity

The separation of Faculties who oversee qualifications, and Colleges who oversee academic units (Departments and Schools) and related strategic/management issues, is unusual and not replicated in other New Zealand universities. Our current structure is not well understood externally or, in many cases, internally. This uncertainty or confusion extends to positions, with the role of Dean often being an executive one in other institutions, but not at UC. PVCs are currently charged with all aspects of leadership of a College, including academic leadership, and this theoretically overlaps with the role of a Dean. Although the Dean is appointed on the recommendation of a PVC, and reports to a PVC, the Dean's role currently extends beyond that PVC's College wherever qualifications are taught across Colleges. This creates confusion around lines of reporting and responsibility.

The current proposal clarifies the reporting line between Dean and PVC, introduces more consistent and less ambiguous terminology, and brings UC's structure into line with familiar models in NZ and internationally.

2. Strategic and Academic Decision-making

In the current model each Faculty is supposedly concerned only with the “stewardships of awards” within their Faculty (e.g. maintaining academic quality assurance, managing degree regulations, course content etc.), and Colleges with strategic and management issues (finance and resourcing, staffing, Department or School structures, strategic planning, recruitment, operational management etc.). In practice these things often are or should be connected – decisions regarding the academic

development of new programmes and their financial viability/resourcing being an obvious example. This risks duplication (e.g. a need for both Faculty and College meetings), potentially slower processes, and confusion and unproductive discussions about where lines of responsibility sit or what constitutes ‘due process’ in areas of overlap. At worst, it runs the risk of an oppositional culture developing between Faculties and Colleges.

The proposed unification of Colleges and Faculties avoids these risks by unifying strategic, management and academic responsibilities, processes and decisions.

3. Formalising Structures & Academic Voice

Currently Faculties are seen as the principal medium for academic staff views to be expressed and for control of academic programmes to be exercised. Although valuable, having Faculties as the principal mechanism for the academic voice to be heard confines this, in principle at least, to purely academic matters, and excludes it from broader strategic ones, including such fundamental matters as research when not immediately connected with qualifications. It also risks overconcentration at meetings on routine regulatory academic processes (e.g. course change or regulation approvals), crowding out discussion of strategic issues and discouraging attendance at meetings.

The current proposal formalizes and clarifies the role of a meeting for staff, extends it to broader strategic as well as academic issues, and embeds it in University structures and processes.

4. Cross-College Qualifications

There are complications involved in several different academic units (Departments, Colleges etc.) teaching into a single degree, and no system will remove these completely. This proposal is not primarily intended to resolve these complications, but it does have the following advantages: (i) at present, cross-College representation on Faculties is uncoordinated, and depends on the willingness or otherwise of individual academics to attend Faculty meetings outside of the Faculty aligned with their College. In the proposed model, there will be a designated representative on a relevant Standing Committee/Board of Study, as well as the opportunity for representatives of other Colleges to join meetings where matters relevant to their area are being discussed; (ii) there will be a clearer and more unified responsibility for and leadership of specific qualifications.

Concerns were raised in feedback regarding how the voice of “non-home Colleges” will be maintained. In this version of the proposal, provision is made for academics from outside Colleges who teach into the degrees of Colleges to attend those parts of College meetings that are not reserved business. This means that there will be no loss of cross-College representation.

5. Current Strategic Considerations

Although the above rationale for unifying Colleges and Faculties is appropriate at any time, there are specific reasons why it is timely to address this issue now:

(i) According to the recent Cycle 5 Academic Audit, "Universities should have clear delegations for decision-making related to teaching and learning quality and research supervision, and for accountability for quality assurance of programmes and courses". The ambiguity noted above, of PVCs charged with academic leadership of Colleges along with responsibility for financial and academic matters, and academic Deans and Faculties having oversight of the academic integrity and quality of qualifications, leaves responsibility for teaching quality unclear.

(ii) In introducing the new graduate attributes (graduate profile) the University has embarked on an ambitious and aspirational project, requiring clear academic leadership as well as resourcing, staff professional development, innovative thinking and a cultural shift in our teaching pedagogies in some areas. These issues cut across academic and strategic/management issues and will be best addressed in a unified model. This is suggested by the Cycle 5 audit, where "The Panel recommends that in order to achieve institution-wide integration of the new Graduate Profile in all programmes, and to enable future students to achieve the graduate attributes, the University considers the areas where the Panel has expressed concern [*academic leadership, resourcing*] and urgently gives attention to the planning, resourcing and high-level oversight for the project."

(iii) There is increased need for academic efficiency and stronger financial performance. The University's current financial situation and obligations to the UC Futures programme necessitates a high level of accountability for efficiency in our academic processes as well as ensuring the financial viability of qualifications we offer at UC, reinforcing the need to bring together academic and financial planning.

(iv) Our current academic matrix of Colleges and Faculties is confusing to most people external to our University and has been raised as such in various panel reviews such as professional accreditation reports (e.g. the Commerce panel review). As we develop our programme of community engagement and internationalization within UC Futures, ensuring clarity for external stakeholders, students and community is increasingly important.

(v) With increased competition for students nationally and internationally there is a need for academic processes to be responsive to changing markets. A unified model has the potential to be more responsive to change.

B. PRINCIPLES

The following principles were identified as priorities in developing the proposal:

1. Within the constraints of being fit for purpose, the structure should be clear, simple, efficient, and in step with other Universities in New Zealand and elsewhere.
2. Lines of leadership and responsibility should be explicit and unambiguous.
3. Academic voice (i.e. the capacity for academics, along with other staff members of the University, to influence decisions) should be maintained and, if possible, strengthened.
4. Student voice and other external input should be preserved in discussion of academic matters

C. PROPOSAL

We propose the following for consideration by Academic Board and for approval by the University Council:

1. Faculties and Colleges are united into academic units called Colleges. In the Colleges, the current association with Faculties is maintained, as follows:
 - a. The Faculty of Arts and College of Arts become The College of Arts, Te Rāngai Toi Tangata

- b. The Faculty of Education and the College of Education, Health and Human Development become the College of Education, Health and Human Development, Te Rāngai ako me te Hauora.
- c. The Faculty of Science and the College of Science become the College of Science, Te Rāngai Pūtaiao
- d. The Faculty of Commerce and College of Business and Law become the College of Business and Law, Te Rāngai Umanga me te Ture
- e. The Faculty and School of Law remains the Faculty and School of Law within the College of Business and Law. (The Dean of Law's current position and reporting line would remain as per current arrangements, reporting to PVC College of Business and Law).
- f. The Faculty of Engineering and Forestry and College of Engineering becomes the College of Engineering, Te Rāngai Pūkah

2. Academic membership of Colleges remains according to academics' current membership of Colleges and comprises staff in units (e.g. Schools/Departments) within the Colleges, not necessarily staff teaching into the degrees of the College.

3. The PVC continues to be the senior line manager in the College, including overall responsibility for academic matters as per the PVCs' current role descriptions.

4. The position of 'Dean' will relate to other significant positions in the College management structure as delegated by the PVC and identified appropriately: e.g. Dean (Academic); Dean (Research and Postgraduate); Dean (International) etc.

5. It is expected in the new model that the PVC will generally delegate day to day oversight of academic matters to a Dean (Academic), and these positions will replace the roles of the current Deans or Associate Deans. A Dean (Academic) is likely to be Chair of one or more Boards of Studies and be delegated to represent the College on Academic Administration Committee.

6. Each College will retain the current administrative structure of its current corresponding College (e.g. its School/Departmental Structure). In addition it will include the following elements in its operations:

(i) There will be a monthly College meeting (similar to current Faculty meetings) for all continuing members of the College, including academic and general (professional) staff, UCSA student representatives and others (e.g. fixed-term staff, library representatives) by invitation. For those parts of the meeting that relate to cross-College qualifications, continuing academic staff from other Colleges who teach into those qualifications will be eligible to attend the meeting with full participatory rights. Overall, the membership is intended to be inclusive to preserve and strengthen opportunities for staff (both academic and general/ professional) and student (UCSA) representatives to participate in discussion of College matters.

(ii) The meeting will be minuted and will follow regular committee standing orders. The meeting will consider significant issues related to the strategic and academic direction and operations of the College.

(iii) In response to feedback, it is also recommended that College meetings are structured to maximise efficiency of people's time through agenda management (e.g. demarcated operational or strategic matters, academic matters, CUAP proposals etc). Within standing orders, a Chair may wish to reserve parts of meetings for certain groups of staff only, and if voting on a particular matter

confine voting to relevant staff members (e.g. discussion of programme development, degree regulations etc. may be confined to continuing academic staff in a College and/or teaching into a qualification of the College).

(iv) The College meeting will send a formal report, including any motions/resolutions, to be received by Academic Board, and the PVC and/or delegate will speak to the report at Academic Board as appropriate (e.g. a PVC may speak to strategic matters and a Dean (Academic) may speak to academic regulation matters or CUAP proposals). College meetings will be advisory to Academic Board as well as to the PVC, and will assist Academic Board in providing advice to Council on academic matters. Individual academics may influence academic advice by presenting motions to the College meeting which would be included in College reports to Academic Board, and it is assumed that, as at present, there will continue to be broader College representation at Academic Board over and above that of PVC and Dean.

(v) The Chair of the College meeting will be the PVC. However, it is envisaged that the PVC will nominate another member of the College (e.g. a Dean) to act as Chair which replicates current Academic Board Chairing arrangements.

(vi) Oversight of degrees will remain with the Colleges through their current affiliation with Faculties (e.g. the BSc will be within the College of Science, the BA within the College of Arts, etc.). Each qualification will be overseen by a College Board of Studies (or Standing Committee) which will review major changes to courses, programmes and regulations, including all significant Calendar changes, relevant to all the degrees/qualifications of the College. A Board of Studies/Standing Committee may have oversight of more than one qualification of the College.

(vii) The Chair and members of Faculty Boards/Committees in a unified College will be appointed in the same way that they are currently appointed in the relevant Faculty. Proposals approved by the Board/Committee will be reported to the relevant College meeting on Section B of the meeting agenda, but may on request of a member be brought into Section A and be the subject of discussion and motions. Boards of Study should include at least one academic representative from another College teaching into a qualification overseen by that Board, recommended by that College's PVC, and representatives of other Colleges will be invited to join a Board where matters relating to that College are discussed (e.g. regulations relating to a major offered across two or more degrees/Colleges). This model is already in place for Joint Boards of Studies and it is envisaged that similar terms of reference for these or existing Faculty Standing Committees will be appropriate for any new Boards/Committees that need to be created. Where necessary, a working group may be formed to help develop terms of reference for any new or existing Boards of Studies.

(viii) It is recommended that the agenda for each College meeting is distributed to PVCs of other Colleges, who may from time to time suggest that a member of their College be invited to attend a particular item for discussion at a College meeting.

(ix) Current positions will generally be transferred to new positions without any additional formal process, i.e. PVCs will remain as PVC, Deans or Associate Deans will automatically become Deans (Academic), (Research and Postgraduate), (International) etc., existing Faculty Standing Committee members will become members of any relevant Board of Study/Standing Committees, and so on.

11. In the case of any other issues that might arise from the proposed changes, the principle will be to maintain the status quo ante and/or to ensure that no party is disadvantaged as a result of these changes. This includes the current distribution of Erskine Fellowships and similar awards.

E. RECOMMENDATION TO COUNCIL

That Council approve the above proposal.

Report to the Council from a meeting of the
Finance, Planning and Resources Committee
held on Monday 18 April 2016

The Committee recommends:

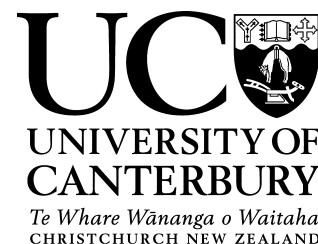
1. Monthly Financial Report to 31 March 2016

That: Council note the Monthly Financial Report to 31 March 2016.

Ms Catherine Drayton
Chair
Finance, Planning and Resources Committee

21 April 2016

Memorandum



Financial Services

Office: 6th Floor Matariki
Extension: 6945
Email: keith.longden@canterbury.ac.nz

To:	Council
From:	Keith Longden
Date:	20 April 2016
Subject:	Monthly Financial Report – 31 March 2016
Purpose:	For information

Please find attached the financial report for the period ended 31 March 2016.

1 Key items

\$000	Actual Year to Date	Budget Year to Date	Full year budget	Full year forecast
Total operating income	79,467	79,264	323,214	328,143
Total operating expenditure	74,786	83,269	336,871	335,828
Total operating surplus/(deficit)\	4,681	(4,005)	(13,657)	(7,685)
Working capital	193,884	126,650	8,296	207,576
Net assets	1,315,746	1,226,541	1,239,889	1,336,629
Net cash received from operating activities	70,301	63,424	30,363	34,188
Closing cash balance	276,602	162,475	42,081	236,361

2 Benchmarks

The report includes the UC results as measured against benchmarks calculated as a simple average of the 7 other NZ university results drawn from the published annual reports for the year ended 31 December 2014. This will be changed once all universities have reported, the statutory deadline for which is 30 April.

3 Operating results – actual year to date

Year to date actual operating surplus is \$4.681 million against a year to date budgeted operating deficit of (\$4.005) million.

Overall, revenues remain mostly on budget, and are generally positive against budget for the colleges reflecting the additional EFTS (except for the College of Science and Education Plus). Additional investment income has been offset by unfavourable variances in QuakeCoRE funding

(timing as project starts up, but with \$nil impact on result as there has been limited expenditure) and in Navitas royalty income (information only just received to enable invoicing to take place).

The following is a summary of significant favourable variances in year to date expenditure:

- \$0.759 million (DVC-Academic – Navitas income distribution still to be made);
- \$1.062 million (DVC-Research – QuakeCoRE expenditure);
- \$2.253 million (Director Learning Resources - \$0.178 million personnel, \$0.218 million contractors, \$0.322 million consultancy expenses, and \$1.247 million depreciation); and
- \$1.616 million (Director Student Services and Communications - \$1.290 million underspend in scholarship and prizes).

As with the colleges, the majority of these variances are thought to be due to the phasing of the budget, and these savings will not be sustained.

However, depreciation savings relate to extending of useful lives of buildings in the 31 December 2015 revaluation, and the reduced level of capitalisation in 2015, with less buildings being completed than anticipated. These savings will be sustained for 2016 and have been reflected in the forecast.

4 Operating results - forecast 31 December 2016

Full year forecast operating deficit is (\$7.685) million against a full year budgeted operating deficit of (\$13.657) million.

The improvement in EFTS noted above has translated to a forecast improvement in revenue in all colleges except the College of Science, with a total of \$4.302 million additional revenue currently forecast.

Savings in depreciation account for the majority of the rest of the favourable variance, indicating expenditure savings to date are considered to be timing differences only.

5 Capital expenditure

Year to date capital expenditure of \$35.261 million is (\$37.164) million (51%) under budget.

An analysis of the main items is as follows:

Year to date	Actual	Budget	Variance	Variance
	\$000	\$000	\$000	%
RSIC	12,441	31,158	(18,717)	-60%
CETF	17,191	17,953	(762)	-4%
NEB	2,153	7,504	(5,351)	-71%
Art Centre	79	1,578	(1,499)	-95%
Site preparation - Homestead Lane	0	1,300	(1,300)	-100%
St Nicholas - student accommodation	0	1,500	(1,500)	-100%
11kV infrastructure	0	663	(663)	-100%
Electrical Link Block	1,050	1,675	(625)	-37%
SMS	0	1,500	(1,500)	-100%
Other (several - budget YTD < \$500k)	2,347	7,594	(5,247)	-69%
Totals	35,261	72,425	(37,164)	-51%

While there is an expectation this position will be brought back with increased spend in the remaining nine months, we have reforecast capital expenditure along the following lines:

\$000	Forecast change		
	Budget	Reduce	Forecast
RSIC	98,036	(18,036)	80,000
CETF	66,091	0	66,091
NEB	42,063	(12,063)	30,000
Art Centre	1,968	500	2,468
Site preparation - Homestead Lane	1,300	0	1,300
St Nicholas - student accommodation	1,000	500	1,500
11kV infrastructure	663	0	663
Electrical Link Block	1,853	0	1,853
SMS	6,000	(5,500)	500
Other (several - budget YTD < \$500k)	55,661	(30,661)	25,000
Totals	274,635	(65,260)	209,375

RSIC has been reduced to reflect underspend to date, with the expectation that activity will increase and significant material cost will occur, particularly the \$11.7 million costs from Thermosash for the glass cladding.

NEB has been reduced to reflect underspend to date and current level of activity on site.

SMS has been reduced to reflect lack of capital spend to date and known activity, and where \$0.219 million has been spent in the year to date on operating expenditure. This may require further review.

The adjustment to the balance reflects the low level of spend against budgeted projects in the year to date.

We will continue to monitor and adjust the capital forecast as more detail comes to light,

6 Cash and cash flows

Short term holdings of cash have been temporarily increased by the unspent funds for capital expenditure and by enrolment receipts. We continue to maintain significant short term investments and cash on call to meet the expected demand in the next 12 months, which affects working capital. Our expectation remains that this cash will dissipate as the capital projects commence fully, despite delays noted above.

The report includes the monthly five year projection of our net operating cash and cash balance position. Key assumptions remain as set out in previous reports, including: continuing SAC support; receipt of the \$15 million from the Crown later this year; the timing of the receipt of the committed Crown support in early 2019; timing and cost of investment in our capital programme; and student numbers increasing.

One of the main cash flow assumptions is the completion of accurate cash flows by the three main building projects, but which have proven to be reasonably inaccurate to date. We continue to update the forecast cash flows as capital expenditure projections are received and for changes to the Ten Year Model.

7 Covenants

The borrowing consent signed in 2014 provides for the following:

- appointment of an independent advisor “as soon as practicable after UC Council forms the view that it will be required to borrow more than \$65 million under the terms of the funding agreement”;
- provision of full Council and Finance, Planning and Resource Committee papers to TEC;
- strict limits on use of assets as security and UC retaining overall responsibility for its debt; and
- formal annual capital asset management planning and capital expenditure reporting.

The Funding Agreement signed with the Crown also provides certain financial targets not dissimilar to those already reported in the monthly financial report, and which we have included in the monthly report.

The summary on page 7 of the monthly report shows that while we are within the allowable ranges of all the targets, Domestic and Overall EFTS results are below target, although will be within the \pm 5% “allowable tolerance”.

8 Bond requirements

All Trustee bond requirements have been met.

9 EFTS reporting

The summary EFTS position for 2016 is as follows (detail on page 20 of the monthly report):

(EFTS)	2015 Full Year	2016 Budget Full Year	2016 Forecast Full Year	Variance Forecast to Budget	2016 Funding Agreement Target	2017 Next Year Forecast
Domestic	11,053	11,234	11,426	192	11,797	11,666
Full Fee	878	1,034	1,197	163	985	1,367
Total	11,931	12,268	12,622	354	12,782	13,033

Domestic EFTS

The University forecast is for a surplus against the Domestic EFTS budget of 192 EFTS, 1.7%.

This surplus is comprised by the College of Engineering 206 EFTS, 7.4% favourable, the College of Arts 43 EFTS, 2.0% favourable and College of Business & Law 20 EFTS 0.9% favourable, partly offset by the College of Science (49) EFTS, (2.2)% adverse and the College of Education, Health and Human Development (32) EFTS, (1.9)% adverse.

Overall, the percentage variance in fees corresponds to the variance in EFTS, suggesting the shortfall/surplus of EFTS has occurred across all price bands. However, the College of Arts has a significantly better price variance 2.4% than EFTS variance 2.0%, suggesting their extra EFTS have been earned in programmes priced higher than the average. In comparison the College of

Business and Law has a lower price variance 0.1% than EFTS variance 0.9%, suggesting their extra EFTS have been earned in programmes priced lower than the average.

Full Fee EFTS

The University has exceeded its budget in Full Fee EFTS by 163 EFTS, 15.7%.

All Colleges are favourable to budget with the exception of the College of Science (17) EFTS (8.8)% adverse, and include the College of Business and Law 97 EFTS, 27.0% favourable and the College of Education, Health and Human Development 54 EFTS, 102.2% favourable. The College of Engineering also showed a positive variance of 26 EFTS, 8.1% favourable and the College of Arts showed a positive variance of 3 EFTS, 3.0% favourable.

With regard to fee income, overall EFTS are 15.7% favourable to budget whilst fees are 13.0% favourable to budget, indicating that extra EFTS have been earned in programmes priced lower than the average.

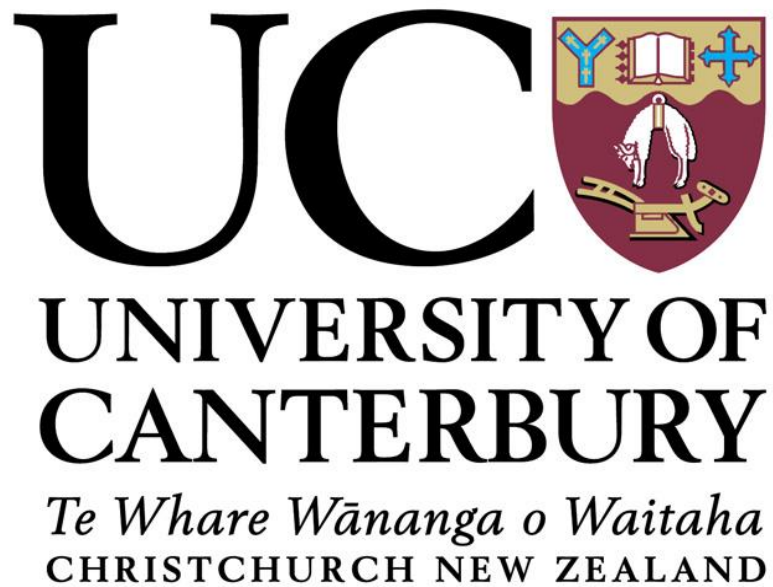
All Colleges reflect this same pattern except for the College of Engineering where the favourable EFTS variance of 8.1% is exceeded by the favourable fees variance 8.5%. The most significant variances are in the College of Education, Health & Human Development where full fee EFTS are 102.2% favourable to budget and tuition fees 88.6% favourable and the College of Business and Law where EFTS are 27.0% favourable and tuition fees 24.8% favourable to budget.

UCIC

The number of students who have converted to UC from UCIC so far this year is 94 (94.1 EFTS). This compares to a full year forecast of 172 headcount (150.0 EFTS). Of these, 41.8 EFTS are studying for a BCom, 24.0 EFTS are studying for a BE(Hons) and 19.4 EFTS are studying for a BSc.

There are currently 60 students at UCIC scheduled to complete programmes at the end of UCIC's first trimester, with another 56 in University Transfer Programmes (Commerce 26, Engineering 20, and Science 8) due to complete at the end of UCIC's second trimester.

Keith Longden
Chief Financial Officer



Council Monthly Report

March 2016

Report approved by:

Keith Longden
Chief Financial Officer

19 April 2016

March 2016

Council Monthly Report

March 2016

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Cash

Cash Position as at March 2016

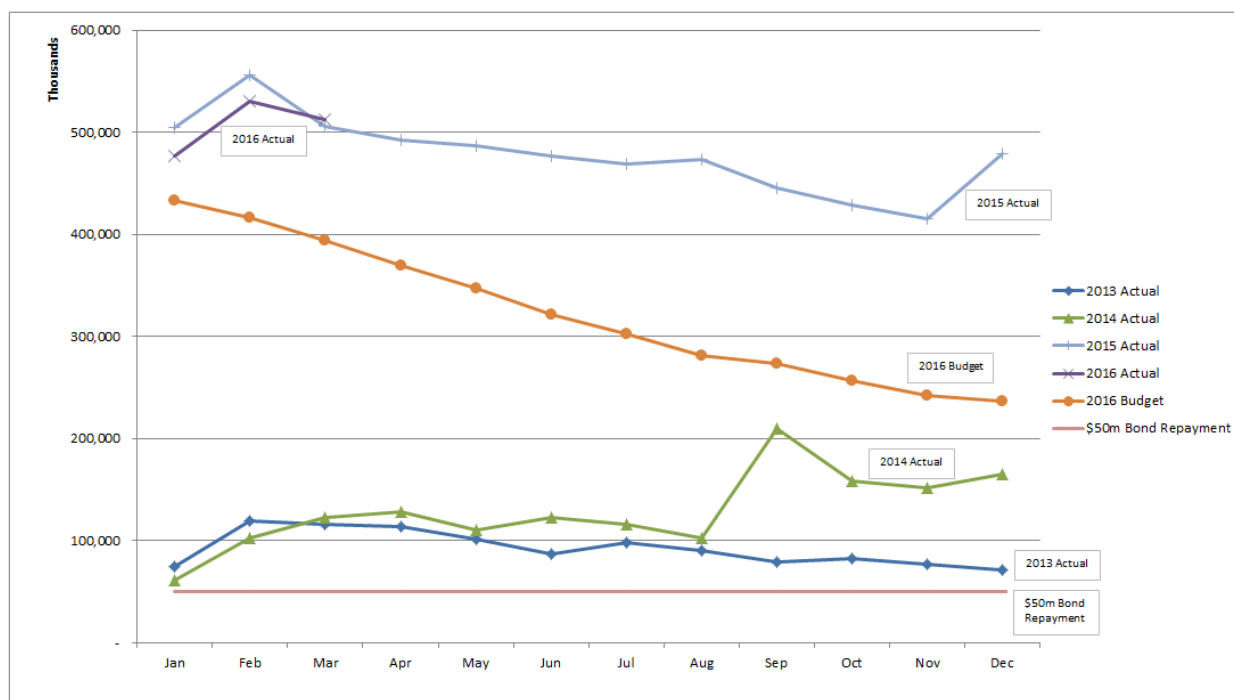
	Actual Year to Date in \$000s	Budget Year to Date in \$000s	Variance Year to Date in \$000s	Forecast Full Year in \$000s
Cash/ Short Term Investments/ Short Term Government Stock	276,602	162,475	114,127	236,361
Long Term Government Stock	106,005	101,649	4,356	37,625
Long Term Investments	129,500	129,500	0	44,500
Total	512,106	393,624	118,482	318,486

The table is presented in descending level of liquidity: current cash and short term investments that UC can access immediately or will become available on maturity over the next twelve months; Government Stock (maturing December 2017 and March 2019) – these can be sold on the market if necessary, but there would be a time delay in completing any deal, and our current intention is to hold these to maturity; and long term investments are for a period greater than twelve months as at the date of the financial report – both these and the short term investments can be accessed in an emergency, but there is a financial penalty to do so.

Daily Cash Balance (rolling 12 months)



Monthly Cash Balance Monitoring



The above summary includes Government Stock and Long Term Investments.

Interest Rates on Deposits March 2016

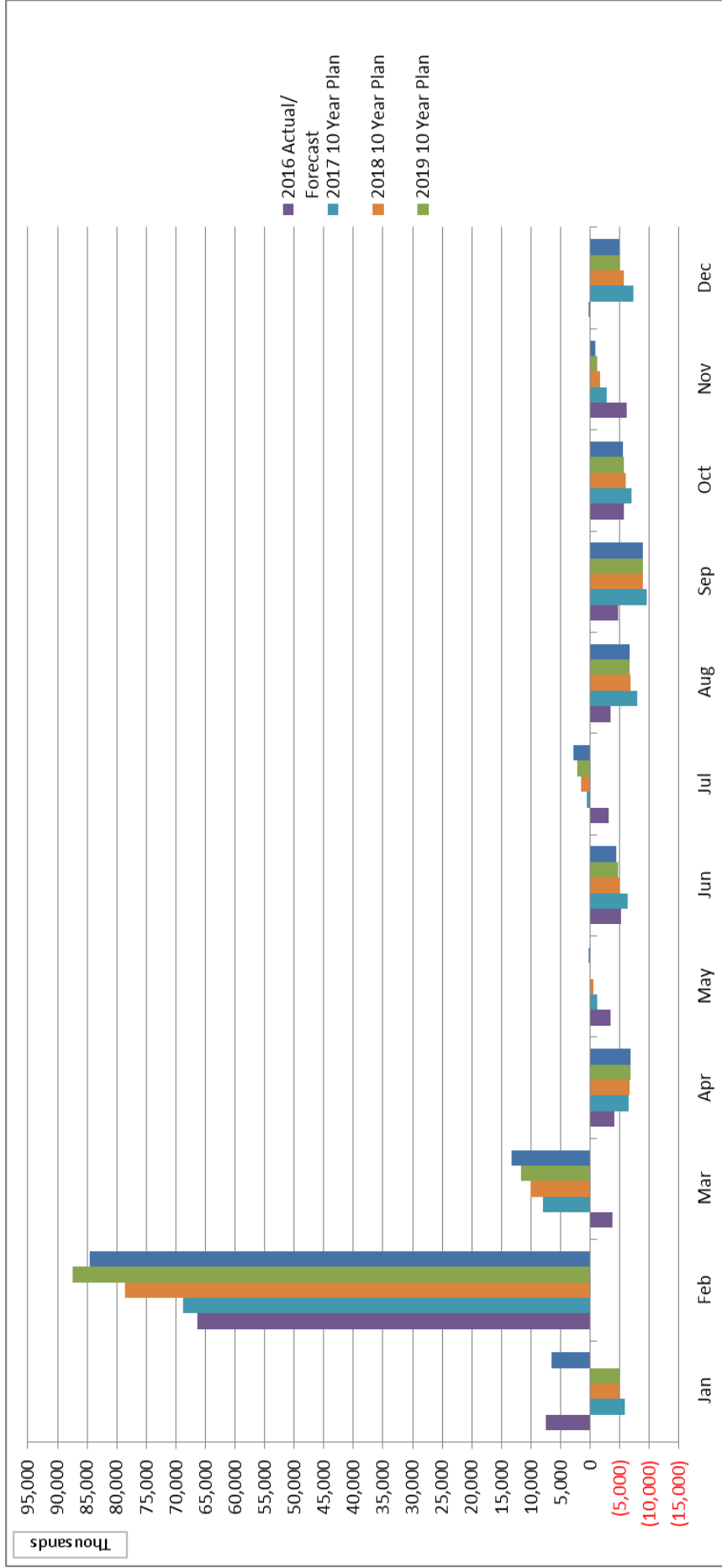
Bank	Interest Rates	Total Days Invested	Current \$M	Term \$M
ANZ	2.74% - 4.53%	50 - 583	\$ 139.25	\$ 68.00
ASB	4.78% - 6.01%	549 - 1,549	\$ 90.00	\$ 17.50
BNZ	2.81% - 3.68%	57 - 556	\$ 13.49	\$ 17.00
Kiwibank	3.65% - 3.65%	923 - 923	\$ -	\$ 27.00
Westpac	2.74% - 2.77%	55 - 71	\$ 5.20	\$ -
Call Accounts	2.75% - 3.05%	-	\$ 27.13	\$ -
Current Account	2.50%	-	\$ 0.27	\$ -
Foreign Currency Account	0.10%	-	\$ 1.26	\$ -
Government Stock (maturity date 15 Dec 2017)	6.00%	1,044	\$ -	\$ 52.42
Government Stock (maturity date 15 Mar 2019)	5.00%	1,256	\$ -	\$ 53.59
TOTAL			\$ 276.60	\$235.51
Average annual interest rate			4.18%	4.76%

The benchmark information relating to deposit amounts and interest rates is drawn from the 31 December 2014 published financial statements for Universities as follows:

Range of deposit rates	Current 2.50% - 4.78%	Term 4.49% - 5.28%
Average amount on deposit as at 31 December 2014	\$48.13 million	\$1.48 million

Five Year Projection of Net Cash from Operating Activities

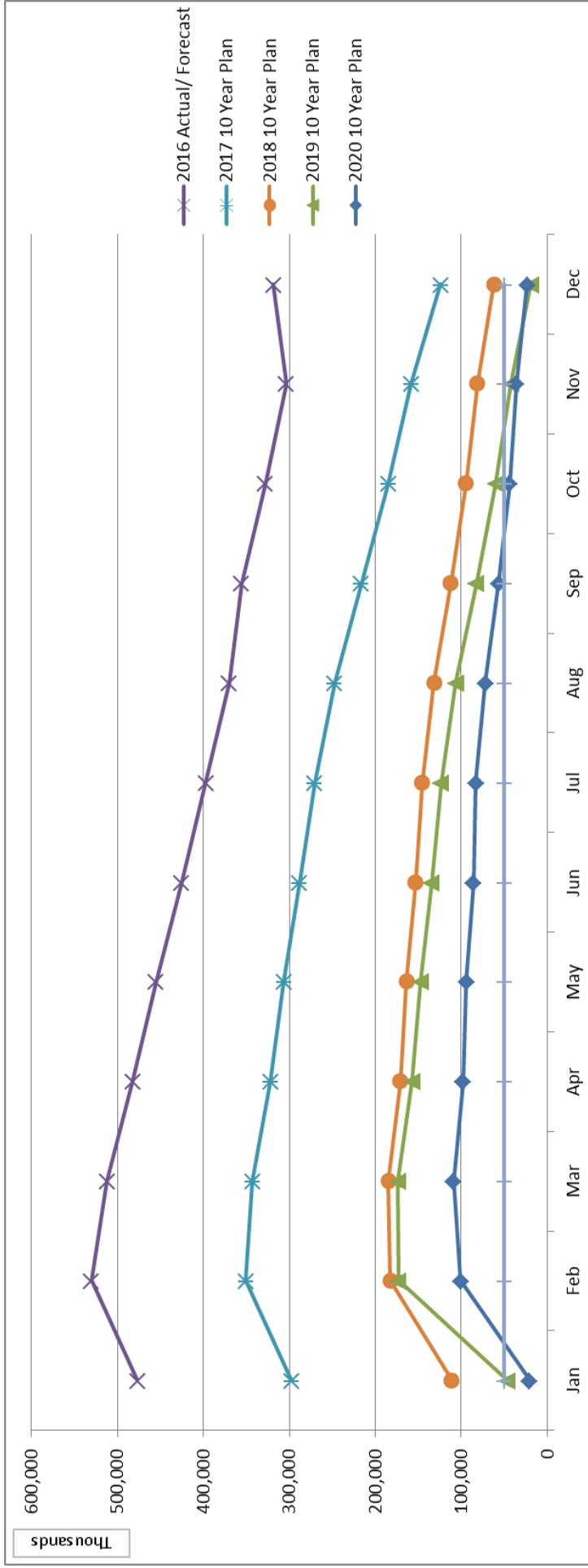
The following graph reflects cash from operating activities less cash to operating activities for the current year Actuals and 2016 Forecast, and 2017-2020 from the 10 Year Plan.



2016 Actual/ Forecast: January – March is based on Actuals with the remaining months based on the 2016 Forecast.

Five Year Projection of Cash position

The following graph reflects the balance of cash on hand at the end of each month for the current year Actuals and 2016 Forecast, and 2017-2020 from the 10 Year Plan.



2016 Actual/ Forecast: January – March is based on Actuals with the remaining months based on the 2016 Forecast.

Covenants

Governance Oversight Group – Funding Agreement Targets: March 2016

	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Target Full Year
Domestic EFTS	10,635	n/a	11,234	11,426	11,797
Overall EFTS	11,599	n/a	12,268	12,622	12,782
Total operating revenue (\$million)	79	79	323	328	305
Net cash outflow from operations (cash inflow/outflow from operations) (%)	206%	189%	110%	112%	113% to 115%
Net operating surplus before abnormals/ total income (%)	6%	-5%	-4%	-2%	-4% to 0%
Ability to service debt (interest coverage ratio)	6.5	(3.3)	(2.7)	(1.1)	< 1.0x
Debt to (debt + equity) ratio (%)	3.7%	4.0%	3.9%	3.7%	7.5% to 15%

Philanthropic Bond Trust Deed

	Indicator	Full Year Budget	Full Year Forecast	Actual Full Year 2013	Actual Full Year 2014	Actual Full Year 2015	Benchmark
Debt/Debt plus Equity	< 25%	3.9%	3.7%	7.9%	4.2%	3.7%	2.2%
		Ok	Ok	Ok	Ok	Ok	n/a

	Indicator	Full Year Budget	Full Year Forecast	Actual Full Year 2013	Actual Full Year 2014	Actual Full Year 2015	Benchmark
Secured Debt/Debt plus Equity	< 5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
		Ok	Ok	Ok	Ok	Ok	n/a

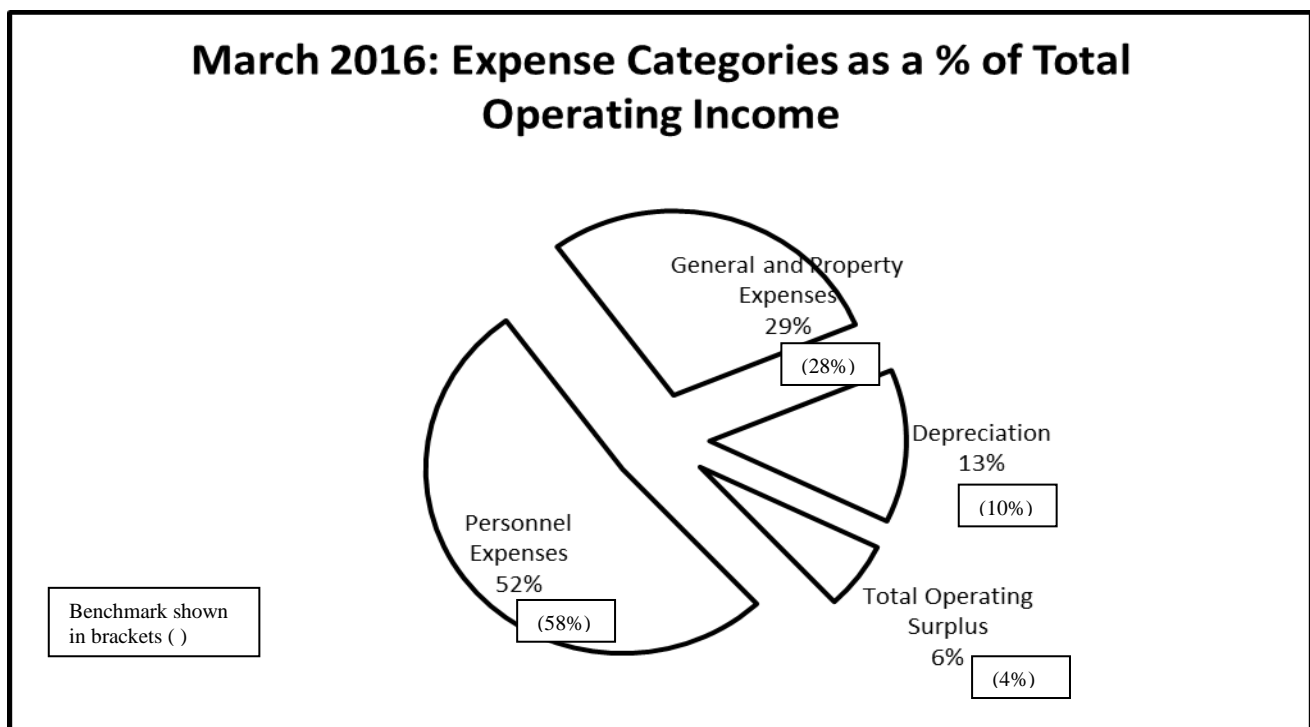
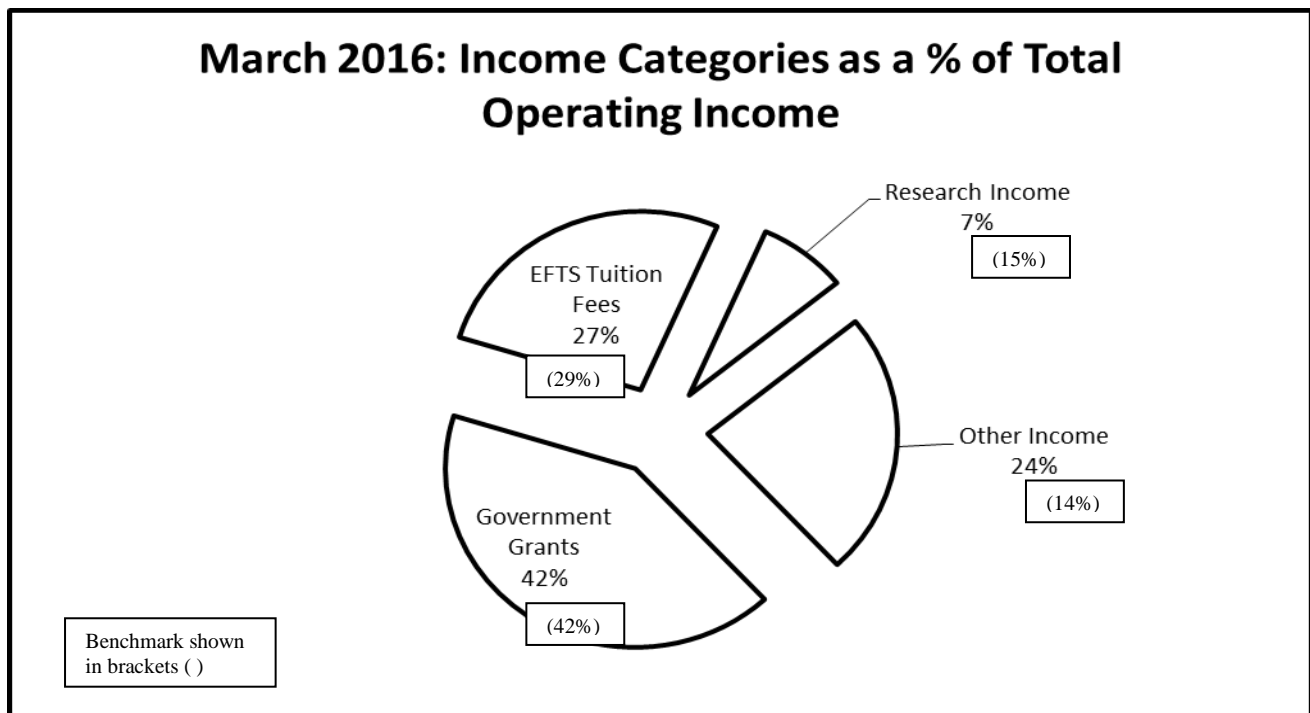
MOE

All MOE covenants have been replaced by a consent that requires appointment of an independent advisor as soon as practicable after UC Council forms the view that it will be required to borrow more than \$65 million under the terms of the funding agreement; provision of FPRC and Council papers; limits on use of assets as security; and provision of capital asset management planning and capital expenditure reporting. There are no financial covenants.

Financial Indicators

These were MOE covenant indicators, but which we continue to report as relevant liquidity measures.

Indicators Relating to Financial Performance:



	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
EBITDA \$000	11,280	5,826	25,776	29,872	60,754
EBITDA/ Revenue %	14.2%	7.4%	8.0%	9.2%	13.6%

Indicators Relating to Financial Position: March 2016

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Working Capital \$000	Positive	193,884	126,650	8,296	207,576	*
Working Capital Ratio	> 1	2.6:1	2.7:1	1.1:1	3.9:1	0.7:1
		Ok	Ok	Ok	Ok	n/a

* Benchmark working capital is negative.

Year to date working capital is \$67.234 million more than budget.

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Total Borrowings/Total Assets	< 25%	3.2%	3.5%	3.4%	3.2%	1.3%
		Ok	Ok	Ok	Ok	n/a

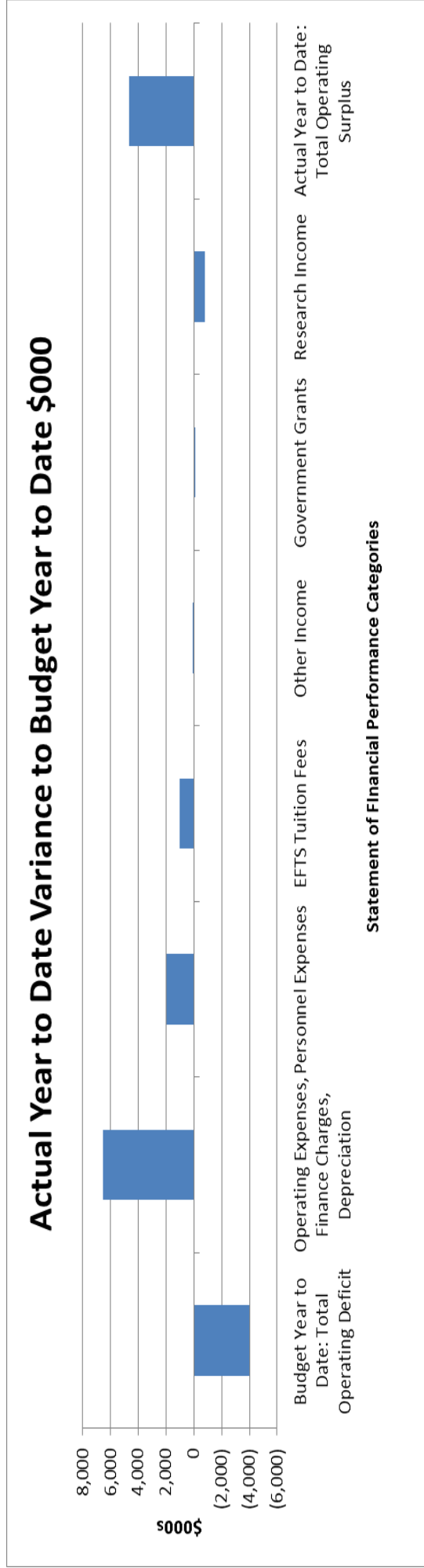
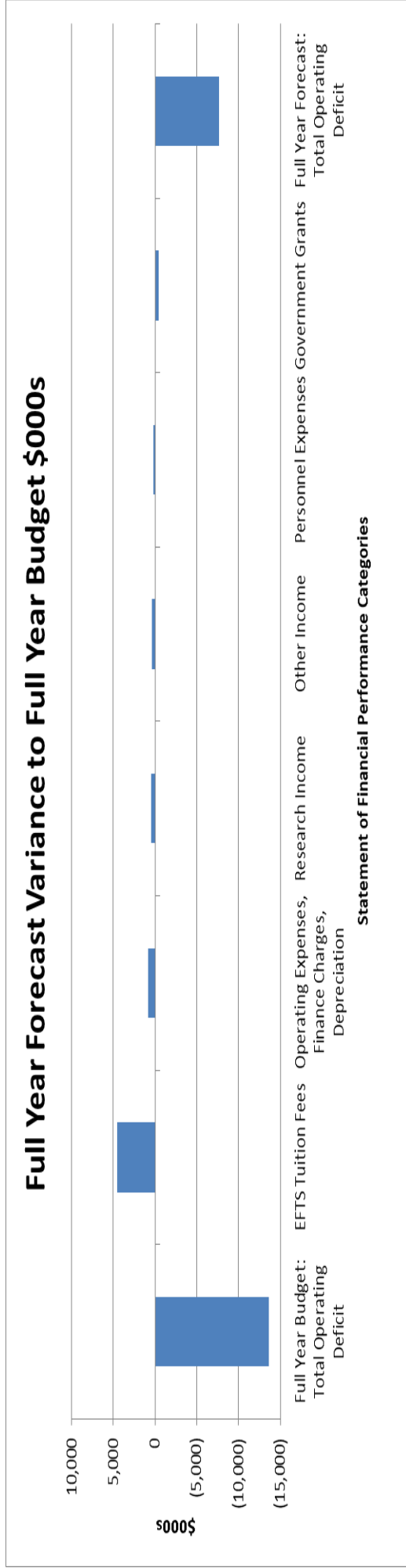
Indicators Relating to Cashflows: March 2016

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Net Debt/ Net Cash from Operating Activities	< 1.8	0.0	0.0	0.3	0.0	0.0
		Ok	Ok	Ok	Ok	n/a

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Cash Cover in months	> 1.5	12.9	6.8	1.7	9.8	1.5
		Ok	Ok	Ok	Ok	n/a

Financial Statements

Total Operating Surplus/ (Deficit) Variances to Budget: March 2016



Statement of Financial Performance for period ending March 2016

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Full Year Budget \$000	Previous Year Actual Year to Date \$000	Full Year Forecast 2016 \$000	Full Year Forecast 2017 \$000
OPERATING INCOME							
Government Grants							
SAC Student Achievement Component ¹	31,199	31,199	(0)	124,797	30,634	124,797	127,293
Other Government Grants	1,953	2,082	(129)	8,458	1,811	8,007	8,468
Total Government Grants	33,152	33,281	(129)	133,255	32,445	132,804	135,761
EFTS Tuition Fees							
Student Tuition Fees Full Paying	5,921	5,275	646	25,723	4,381	29,055	34,317
Student Tuition Fees Domestic Fee Paying	15,044	14,920	124	63,936	14,109	65,000	68,495
Student Tuition Fees Other	353	125	228	536	328	665	565
Total EFTS Tuition Fees	21,318	20,320	998	90,195	18,818	94,720	103,377
Research Related Income							
Research External Income	6,026	6,796	(770)	26,959	5,684	27,473	27,129
PBRF Income	6,863	6,863	0	27,462	6,480	27,462	27,462
Total Research Income including PBRF	12,889	13,659	(770)	54,421	12,164	54,935	54,591
Other Income							
Interest Income	4,925	2,999	1,926	12,060	4,501	12,060	12,060
Sundry Income	7,183	9,005	(1,822)	33,283	8,927	33,624	33,828
Total Other Income	12,108	12,004	104	45,343	13,428	45,684	45,888
TOTAL OPERATING INCOME	79,467	79,264	203	323,214	76,855	328,143	339,617
OPERATING EXPENDITURE							
Personnel Expenses							
Academic Continuing	15,275	16,082	807	64,354	15,205	63,873	67,103
Academic Temporary	3,173	3,227	54	14,031	2,669	14,441	14,324
General Staff Continuing	16,930	17,527	597	70,384	16,111	68,926	70,620
General Staff Temporary	3,638	3,490	(148)	14,239	3,684	15,729	15,122
Other Personnel Expenses	2,196	2,851	655	11,692	2,873	11,518	11,708
Total Personnel Expenses	41,212	43,177	1,965	174,700	40,542	174,487	178,877
Operating Expenses	22,050	27,262	5,212	110,678	22,110	111,724	111,114
Finance Charges	852	929	77	3,736	761	3,736	3,736
Depreciation	10,672	11,901	1,229	47,757	10,522	45,881	48,102
TOTAL OPERATING EXPENDITURE	74,786	83,269	8,483	336,871	73,935	335,828	341,829
NET SURPLUS/(DEFICIT)	4,681	(4,005)	8,686	(13,657)	2,920	(7,685)	(2,212)

¹ Forecast Government Grants include unearned SAC of \$13.638 million (2016) and \$10,691 million (2017)

Statement of Financial Position as at March 2016

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget		Full Year Budget \$000	Previous Year Actual Year to Date \$000	Forecast 2016 \$000
			\$000	%			
Cash/Short Term Investments	276,602	162,475	114,127	70.2%	42,081	253,400	236,361
Trade Debtors	10,746	5,000	5,746	114.9%	5,000	9,475	1,000
Other Current Assets	28,716	34,700	(5,984)	(17.2%)	34,700	17,066	42,700
Total Current Assets	316,064	202,175	113,889	56.3%	81,781	279,941	280,061
Trade Creditors	2,642	3,470	828	23.8%	3,470	2,503	3,470
Other Current Liabilities	119,538	72,055	(47,483)	(65.9%)	70,015	109,703	69,015
Total Current Liabilities	122,180	75,525	(46,655)	(61.8%)	73,485	112,206	72,485
Working Capital	193,884	126,650	67,234	53.1%	8,296	167,735	207,576
Term Assets	1,226,171	1,230,005	(3,834)	(0.3%)	1,361,707	1,101,613	1,259,167
Term Liabilities	104,309	130,114	25,805	19.8%	130,114	101,054	130,114
Net Assets	1,315,746	1,226,541	89,205	7.3%	1,239,889	1,168,294	1,336,629
Represented by:							
Community Equity	1,075,516	1,053,691	21,825	2.1%	1,050,002	995,133	1,081,399
Crown Contribution	0	0	0	0.0%	15,000	0	15,000
Te Pourewa Settlement Reserve	17,500	17,500	0	0.0%	17,500	17,500	17,500
Student Service Levy Capital Reserve	10,774	8,750	2,024	23.1%	10,787	8,168	10,774
Revaluation Reserves	211,956	146,600	65,356	44.6%	146,600	147,493	211,956
Total Equity	1,315,746	1,226,541	89,205	7.3%	1,239,889	1,168,294	1,336,629

NOTES:

The Te Pourewa Settlement Reserve has been created to acknowledge the University's undertakings to its insurers on the receipt of the advance insurance settlement of \$17.5M. The reserve will be released back into general equity once this undertaking has been met.

Statement of Cash Flows for period ending March 2016

	Actual Year to Date \$000	Budget Year to Date \$000	Full Year Budget \$000	Previous Year Actual Year to Date \$000	Forecast 2016 \$000
OPERATING ACTIVITIES					
<i>Cash Provided From:</i>					
Government Grants	40,015	40,131	160,520	38,925	160,267
Tuition Fees	75,579	79,113	90,194	69,458	94,720
Other Revenue	17,675	12,795	51,180	13,150	61,096
Interest Received	3,124	2,738	19,591	2,019	9,060
Insurance reimbursements (Earthquake)	0	0	0	22,689	0
Total Cash Provided from Operating Activities	136,393	134,777	321,485	146,241	325,143
<i>Cash Applied To:</i>					
Personnel Expenses	44,296	43,177	174,700	35,953	174,487
General Expenses	23,786	27,675	110,678	27,886	111,724
Interest Paid	0	0	3,736	19	2,736
Net GST Movement	(1,720)	501	2,008	3,433	2,008
Total Cash Applied to Operating Activities	66,362	71,353	291,122	67,291	290,955
Net Cash Provided from Operating Activities	70,031	63,424	30,363	78,950	34,188
INVESTING ACTIVITIES					
<i>Cash Provided From:</i>					
Proceeds from disposal of Fixed Assets	22	0	0	0	22
Proceeds from disposal of Investments	0	0	15,380	0	15,380
Insurance reimbursements (Earthquake)	0	0	0	246,493	0
Maturity of Deposits	0	22,000	305,646	22,000	138,000
Total Cash Provided from Investing Activities	22	22,000	321,026	268,493	153,402
<i>Cash Applied To:</i>					
Purchase of Fixed Assets	36,629	72,425	274,635	25,171	209,375
Deposits with terms >12months	0	77,528	276,645	180,000	0
Purchase of Investments	0	0	0	54,448	0
Total Cash Applied to Investing Activities	36,629	149,953	551,280	259,619	209,375
Net Cash Applied to Investing Activities	(36,607)	(127,953)	(230,254)	8,874	(55,973)
FINANCIAL ACTIVITIES					
<i>Cash Provided from:</i>					
Loans	0	0	0	0	0
Capital Contributions	0	0	15,000	0	15,000
Total Cash Provided from Financing Activities	0	0	15,000	0	15,000
<i>Cash Applied To:</i>					
Repayment of Loans	0	0	32	0	32
Crown Repayment	0	0	0	0	0
Total Cash Applied to Financing Activities	0	0	32	0	32
Net Cash Provided from Financing Activities	0	0	14,968	0	14,968
Change in Cash	33,424	(64,529)	(184,923)	87,824	(6,817)
Opening Cash Balance	243,178	227,004	227,004	165,576	243,178
Closing Cash Balance	276,602	162,475	42,081	253,400	236,361

Financial Statements Commentary: March 2016

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
SAC Student Achievement Component	31,199	31,199	0	0.0%	124,797	124,797

No variance as SAC is guaranteed for now.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Other Government Grants	1,953	2,082	(129)	(6.2%)	8,458	8,007

No significant variances.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Student Tuition Fees Full Fee Paying	5,921	5,275	646	12.2%	25,723	29,055

Increase is in line with increased international student numbers.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Student Tuition Fees Domestic Fee Paying	15,044	14,920	124	0.8%	63,936	65,000

Domestic student numbers have increased slightly over budget, but no significant variance to report.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Student Tuition Fees Other	353	125	228	182.3%	536	665

No significant variances.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Research External Income	6,026	6,796	(770)	(11.3%)	26,959	27,473

The majority of the variance is in DVC-Research (\$0.801 million) relating to Quake CoRE and the College of Engineering (\$0.319 million), with an offsetting positive variance in Research Institutes of \$0.445 million.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
PBRF Income	6,863	6,863	0	0.0%	27,462	27,462

No variance.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Interest	4,925	2,999	1,926	64.3%	12,060	12,060

Interest income has increased due to higher than budgeted opening cash balances as a result of expected capital spends not being as budgeted, and with higher opening cash balances than budgeted. The forecast has not been reduced as current rates are less than the 3% budgeted for new investments, and this gain is expected to erode.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Sundry Income	7,183	9,005	(1,822)	(20.2%)	33,283	33,624

The negative variance is concentrated mainly in Contract Income (Education Plus \$0.137 million and DVC-Research \$0.073 million), Income from UC Foundation/ Trusts (College of Engineering \$0.438 million and College of Science \$0.141 million), and Reversionary Interest (CFO \$0.338 million).

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Academic Continuing	15,275	16,082	807	5.0%	64,354	63,873

All of the colleges are reporting positive variances to budget in this category, the main ones being College of Arts \$0.293 million, College of Business and Law \$0.230 million and College of Engineering \$0.155 million. This category should be viewed together with Academic Temporary costs below.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Academic Temporary	3,173	3,227	54	1.7%	14,031	14,441

The favourable variance is being generated from College of Engineering \$0.324 million, offset by a negative variance to budget from College of Education, Health and Human Development \$0.209 million. These variances are thought to be mostly phasing at this time of the year.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
General Staff Continuing	16,930	17,527	597	3.4%	70,384	68,926

There are favourable variances to budget across most service and support departments, the main variances being in Learning Resources \$0.151 million, College of Business and Law \$0.134 million, College of Education, Health and Human Development \$0.107 million, and Student Services and Communications \$0.079 million. This category should be viewed together with General Staff Temporary costs below.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
General Staff Temporary	3,638	3,490	(148)	(4.2%)	14,239	15,729

The main favourable variances here are Learning Resources \$0.209 million and Student Services and Communications \$0.124 million, with negative variances in all colleges. This is partially offset with a favourable variance in Education Plus \$0.207 million and DVC-Research \$0.109 million.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Other Personnel Expenses	2,196	2,851	655	23.0%	11,692	11,518

There are positive variances to budget across most service and support departments, but is concentrated mainly in Leave Provision Adjustment and Other Salary Related Expenses. For Leave Provision Adjustment, the main variances are in College of Engineering \$0.216 million and College of Science \$0.111 million; and in Other Salary Related Expenses the main variance is in Human Resources \$0.243 million.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Operating Expenses	22,050	27,262	5,212	19.1%	110,678	111,724

There are positive variances to budget across all service and support departments except for College of Engineering with a negative variance of \$0.486 million (additional spending of \$0.564 million on scholarships and prizes) and the College of Education, Health and Human Development with a negative variance of \$0.368 million (additional spending of \$0.319 million on scholarships and prizes). In the colleges, the main positive variances are in College of Science \$0.354 million (savings on most expense lines, but particularly in Direct Academic Costs \$0.254 million) and the College of Business and Law \$0.349 million (savings on most expense lines, but particularly in Scholarships Fees \$0.114 million).

In the service and support departments, there are positive variances in Student Services and Communication \$1.730 million (\$1.402 million in Scholarships and Prizes, and \$0.220 million in Marketing and Public Relations); DVC-Research \$0.982 million (savings on most expense lines, but particularly in Direct Academic Costs \$0.679 million); Learning Resources \$0.875 million (\$0.322 million on consultancy expenses, \$0.218 on contractor expenses); Vice-Chancellor \$0.655 million (\$0.152 million in consultancy expenses and \$0.133 million in Patents/Copyright); Finance \$0.463 million (mostly reduced insurance premiums). These are mostly thought to be due to budget phasing only.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Finance Charges	852	929	77	8.2%	3,736	3,736

No significant variances.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Depreciation	10,672	11,901	1,229	10.3%	47,757	45,881

Actual depreciation is below budget, mainly in relation to Buildings \$0.972 million and IT Equipment \$0.237 million.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Cash and Short Term Investments	276,602	162,475	114,127	70.2%	42,081	236,361

This is in excess of budget due to higher than expected opening balances and unmet capital and operational budgets in the first two months of the year.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Trade Debtors	10,746	5,000	5,746	114.9%	5,000	1,000

The trade debtor balance is consistent with March 2015, and we have had no appreciable increase in student numbers where a debtor might be created (full fee students largely pay prior to enrolment).

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Other Current Assets	28,716	34,700	(5,984)	(17.2%)	34,700	42,700

No significant individual variances.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Trade Creditors	2,642	3,470	828	23.8%	3,470	3,470

No significant variance.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Other Current Liabilities	119,538	72,055	(47,483)	(65.9%)	70,015	69,015

While some of this variance against budget relates to student fees received in advance, due to the large increase in full fee paying students, the majority is due to an incorrect phasing of the balance sheet budget. We will review this and adjust in future months as required.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Non Current Assets	1,226,171	1,230,005	(3,834)	(0.3%)	1,361,707	1,259,167

Increases in the book value of assets at 31 December 2015 of \$65 million due to revaluations have been offset by reductions in capital spend against budget and the PBE IPSAS increases in long-term research revenue reserve, now no longer needing adjustment following the audit for 31 December 2015.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Non Current Liabilities	104,309	130,114	25,805	19.8%	130,114	130,114

This variance relates to the accounting treatment of long term research contracts (income in advance) under PBE IPSAS, now no longer needed following the audit for 31 December 2015.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Community Equity	1,075,516	1,053,691	12,825	2.1%	1,050,002	1,081,399

No significant variance.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Capital Received	0	0	0	0.0%	15,000	15,000

No variance to explain. The University expects to receive the \$15 million from the Crown later in the year, in line with the funding agreement.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Te Pourewa Settlement Reserve	17,500	17,500	0	0.0%	17,500	17,500

No variance to explain.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Student Space Capital Reserve	10,774	8,750	2,024	23.1%	10,787	10,774

The main variance is the inclusion of interest on the \$6 million relating to the allocation of insurance funds received as part of the final insurance settlement that relate to the UCSA building, and an additional allocation of the Compulsory Student Service Levy at 31 December 2015.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Revaluation Reserves	211,956	146,600	65,356	44.6%	146,600	211,956

As a result of year end revaluation, including recognising a revaluation reserve on buildings for first time since the 2011, due to the earthquakes.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2016 \$000
Capital Expenditure	35,261	72,425	37,164	51.3%	274,635	209,375

Early indications are that the budget for capital expenditure is overly optimistic. Capital expenditure is currently \$37.164 million below budget. \$25.962 million of the variance in expenditure is related to the UC futures projects, against a year to date budget of \$56.615 million. At this stage of the year the 'business as usual' capital spend, against budget, is favourable by \$12.892 million, against a year to date budget of \$15.810 million.

Capital Expenditure by Activity: March 2016

	Actual Year to Date \$000s	Budget Year to Date \$000s	Variance Year to Date \$000s	Budget Full Year \$000s	% Spent	Forecast 2016 \$000
Director of Learning Resources	2,022	12,577	10,555	56,193	4%	26,623
College of Engineering	332	1,703	1,371	2,573	13%	2,573
Deputy Vice-Chancellor Academic and International Responsibilities	0	1,050	1,050	6,000	0%	500
Chief Financial Officer	0	138	138	553	0%	553
Total Other Activities	564	342	(222)	3,126	18%	3,035
Sub Total (excluding Earthquake and UC Futures Related Activities)	2,918	15,810	12,892	68,445	4%	33,284
Earthquake Related Activities	1,690	0	(1,690)	0	0%	0
UC Futures Related Activities	30,653	56,615	25,962	206,190	15%	176,091
Grand Total	35,261	72,425	37,164	274,635	13%	209,375

The table above shows those activities with the most significant year to date actual variance to budget (favourable or unfavourable). All other activities are included within 'Total Other Activities'.

The Budget includes \$42.063m (Full Year) and \$3.052m (YTD) relating to NEB. This was originally included within 'Director of Learning Resources' but has now been adjusted to be reported under 'UC Futures Related Activities'.

EFTS SUMMARY

Domestic EFTS Summary: MARCH 2016	2015	2016					2017
	Actual Full Year	Actual YTD	Budget	Forecast	Fcast vs Budget	Fcast as % of Budget	Next Year Forecast
College of Arts	2,158	2,047	2,189	2,232	43	2.0%	2,191
College of Business and Law	2,202	2,081	2,233	2,253	20	0.9%	2,268
College of Education, Health and Human Development less Ed Plus	1,668	1,544	1,655	1,623	-32	-1.9%	1,610
College of Engineering	2,703	2,833	2,789	2,995	206	7.4%	3,206
College of Science	2,208	2,056	2,256	2,207	-49	-2.2%	2,273
Service Units	114	74	112	116	4	3.3%	119
Summary (incl unfunded)	11,053	10,635	11,234	11,426	192	1.7%	11,666
Non and Sub Degree	118	73	117	113	-3	-2.9%	116
Undergraduate	8,524	8,450	8,722	8,847	125	1.4%	9,022
Postgraduate Taught	1,288	1,273	1,312	1,398	85	6.5%	1,433
Postgraduate Research	1,122	839	1,083	1,067	-15	-1.4%	1,095
Summary (incl unfunded)	11,053	10,635	11,234	11,426	192	1.7%	11,666

Domestic Fee Student:

These students pay Domestic Fee rates and are normally eligible for SAC funding. Domestic students are usually New Zealand citizens, permanent residents, or Australian citizens. International PhD students, who reside in New Zealand, are also eligible for SAC funding and pay fees at Domestic rates. Some Domestic students are not eligible for SAC, for example STAR (High School) students and PhD students who have exceeded the 4 EFTS funding limit.

Full Fee EFTS Summary: MARCH 2016	2015	2016					2017
	Actual Full Year	Actual YTD	Budget	Forecast	Fcast vs Budget	Fcast as % of Budget	Next Year Forecast
College of Arts	101	88	106	109	3	3.0%	115
College of Business and Law	296	338	360	458	97	27.0%	524
College of Education, Health and Human Development less Ed Plus	49	89	53	106	54	102.2%	118
College of Engineering	272	290	319	345	26	8.1%	407
College of Science	159	159	196	179	-17	-8.8%	202
Service Units	0	0	0	0	0	-68.1%	0
Summary	878	964	1,034	1,197	163	15.7%	1,367
Non and Sub Degree	0						
Undergraduate	635	718	780	864	84	10.7%	983
Postgraduate Taught	193	199	205	277	72	35.2%	319
Postgraduate Research	50	47	49	56	7	13.8%	64
Summary	878	964	1,034	1,197	163	15.7%	1,367

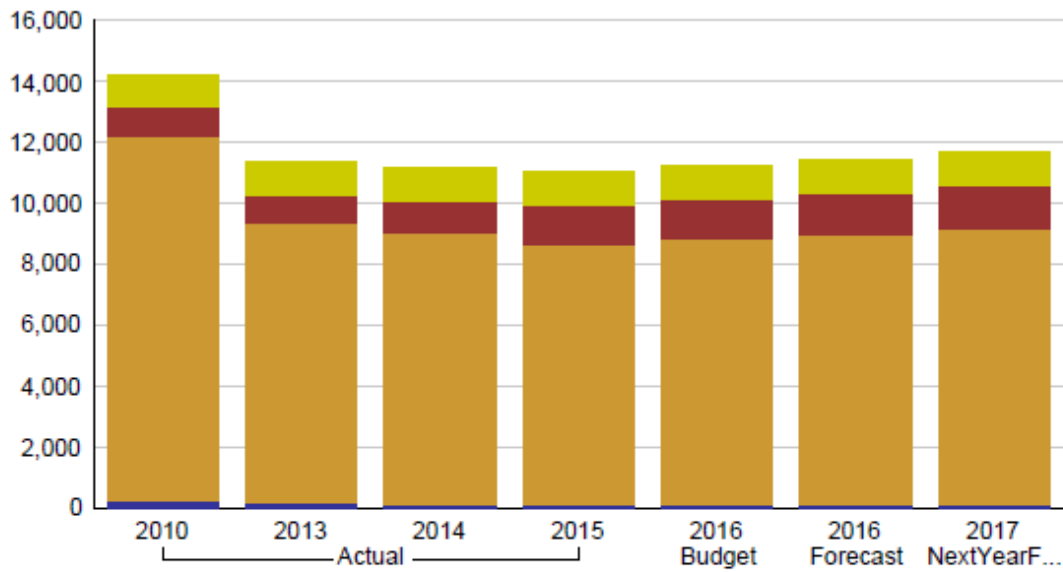
Full Fee Paying Student:

Full Fee students do not qualify to pay domestic fee rates. Most full fee students do not attract SAC funding. Full Fee research students i.e. Master's Thesis do qualify for some SAC funding but at a reduced rate when compared to Domestic students.

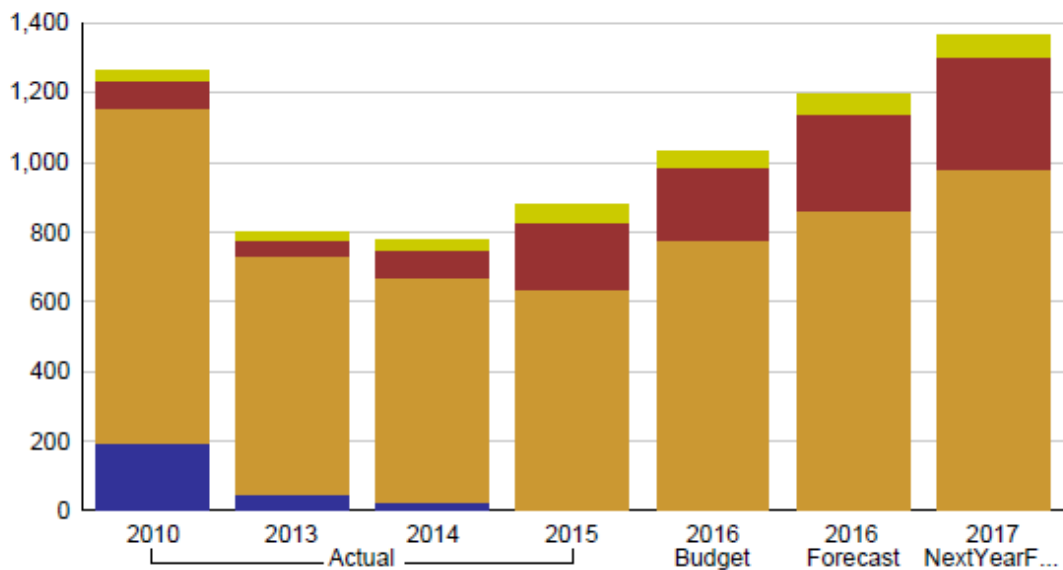
Total EFTS Summary: MARCH 2016	2015	2016					2017
	Actual Full Year	Actual YTD	Budget	Forecast	Fcast vs Budget	Fcast as % of Budget	Next Year Forecast
College of Arts	2,259	2,135	2,295	2,341	46	2.0%	2,305
College of Business and Law	2,498	2,418	2,593	2,711	117	4.5%	2,792
College of Education, Health and Human Development less Ed Plus	1,717	1,633	1,708	1,730	22	1.3%	1,728
College of Engineering	2,976	3,123	3,108	3,340	232	7.5%	3,613
College of Science	2,367	2,216	2,452	2,385	-66	-2.7%	2,475
Service Units	114	75	112	116	3	3.0%	119
Summary	11,931	11,599	12,268	12,622	354	2.9%	13,032
Non and Sub Degree	119	73	117	113	-3	-2.9%	116
Undergraduate	9,158	9,168	9,502	9,711	209	2.2%	10,005
Postgraduate Taught	1,481	1,472	1,517	1,675	157	10.4%	1,752
Postgraduate Research	1,173	886	1,132	1,123	-8	-0.7%	1,159
Summary	11,931	11,599	12,268	12,622	354	2.9%	13,032

EFTS Trends by Level: March 2016

Domestic EFTS



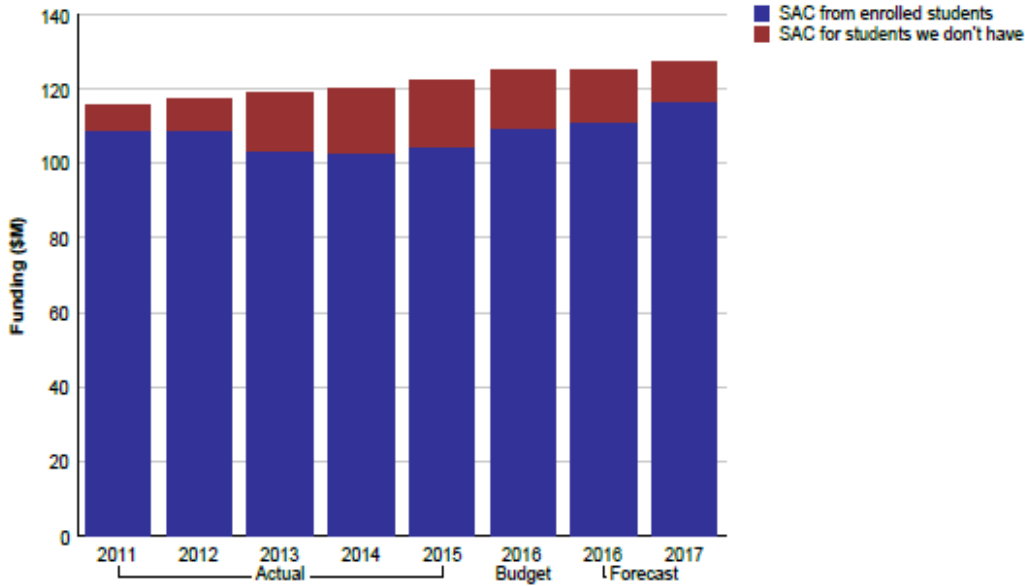
Full Fee EFTS



Notes:

1. Postgrad/Undergrad is based on course level
2. 2010 has been included as a pre-quake yardstick.

SAC Guarantee Value: March 2016



UC has been given a SAC guarantee from 2011 to the end of 2016 (this may be extended until the end of 2018). The SAC guarantee means UC will retain 100% of SAC funding regardless of actual enrolments.

The above assumes that UC meets the TEC's measures of Educational Performance Indicators (EPI's). From 2010, up to 5% of UC's SAC funding is only retained if UC reaches specified targets in: Successful Course completions, Qualification Completions, Student Progression and Retention.

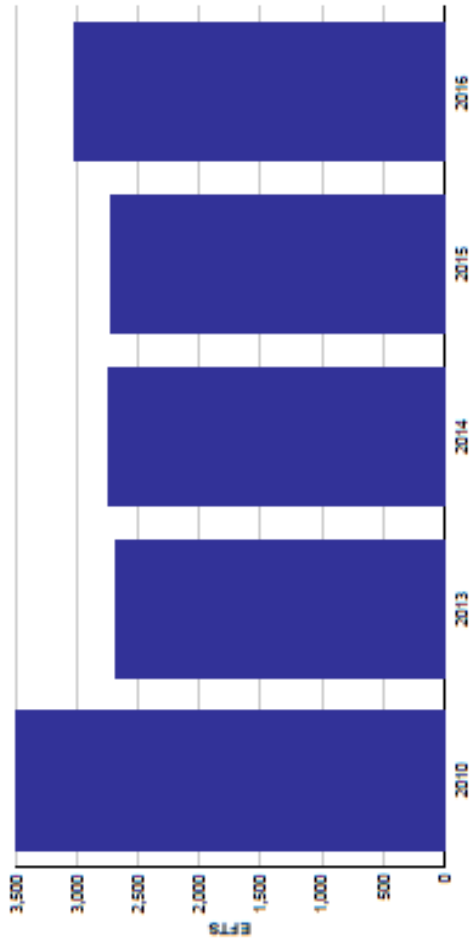
Notes:

1. Universities receive SAC funding per their annually reviewed TEC SAC Funding Plan. Without the SAC guarantee TEC would seek to recover funding where enrolments fell below the SAC Plan levels. Universities are given a 1% grace threshold, so if 90% of the SAC Plan is reached 91% will be retained, pre 2013 this threshold was 3%.
2. The numbers above are based on enrolments at 31-Dec each year. These differ slightly to the enrolment numbers submitted to TEC via the SDR. The SDR is not completed until late January and includes any back dated enrolment changes that occur during January.
3. 2011 SAC has been amended to reflect the actual 2011 TEC SAC funding rates; prior to 2012 UC used it's own internal SAC funding rates which differed to the TEC SAC funding rates.

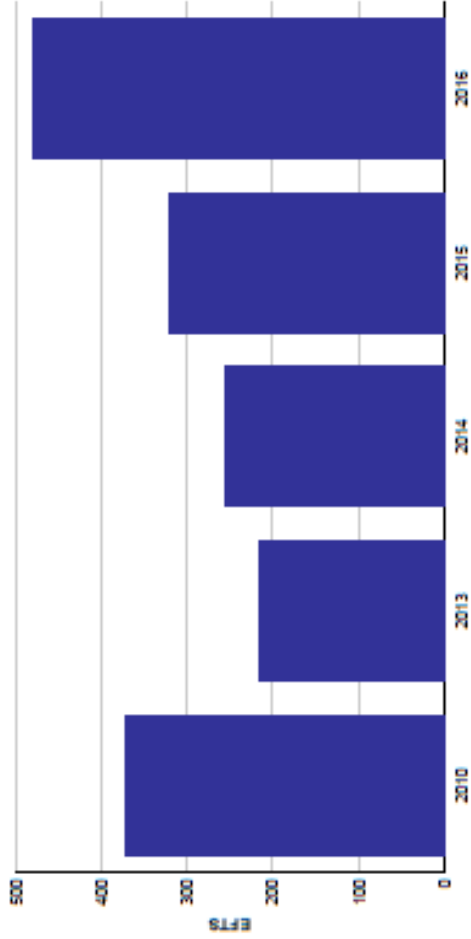
	2011	2012	2013	2014	2015	2016		2017
	Actual	Actual	Actual	Actual	Actual	Budget	Forecast	Forecast
TEC SAC Plan	\$115,502,768	\$117,380,732	\$118,950,916	\$119,865,579	\$122,534,623	\$124,797,170	\$124,797,170	\$127,293,113
SAC from enrolled students	\$108,892,424	\$109,039,212	\$103,459,370	\$103,115,775	\$104,775,041	\$109,482,672	\$111,159,661	\$116,601,614
SAC for students we don't have	\$6,610,344	\$8,341,520	\$15,491,546	\$16,749,804	\$17,759,582	\$15,314,498	\$13,637,509	\$10,691,499
Value of SAC Guarantee (allows for grace threshold of 1% or 3% prior to 2013)	\$3,145,261	\$4,820,098	\$14,302,037	\$15,551,148	\$16,534,236	\$14,066,526	\$12,389,537	\$9,418,568

New to UC and Returning Student Trends: March 2016

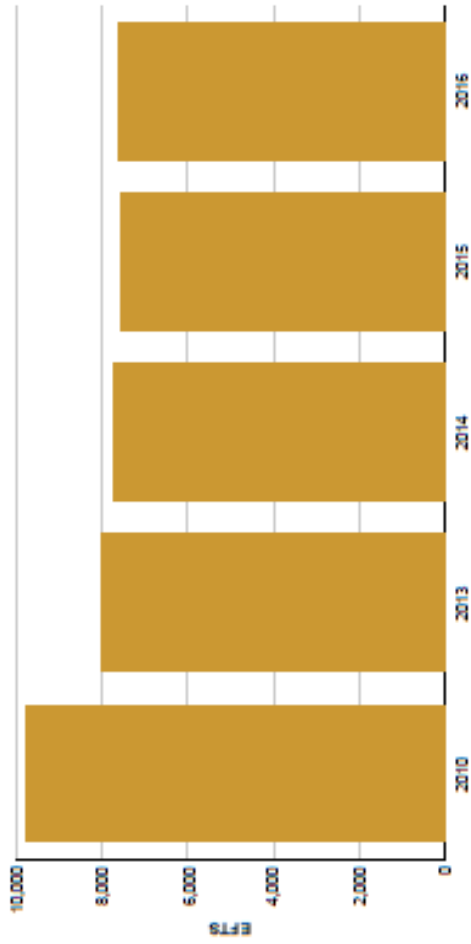
New to UC Students - Domestic



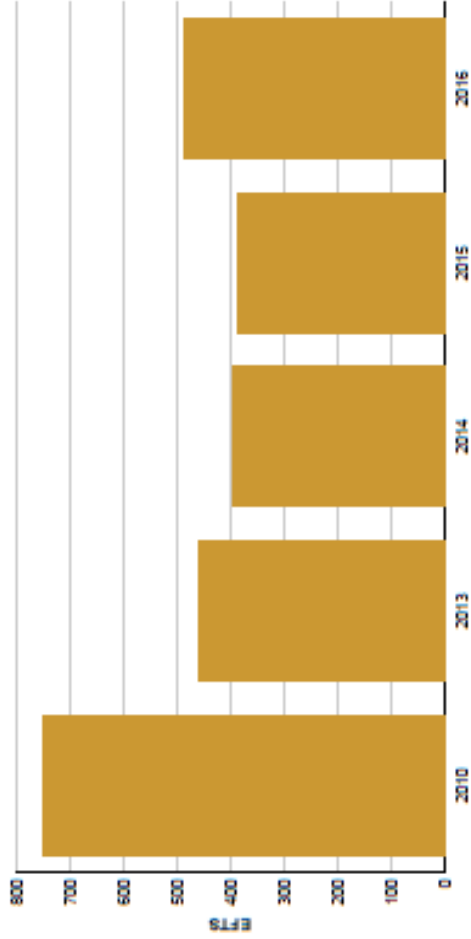
New to UC Students - Full Fee



Returning Students - Domestic



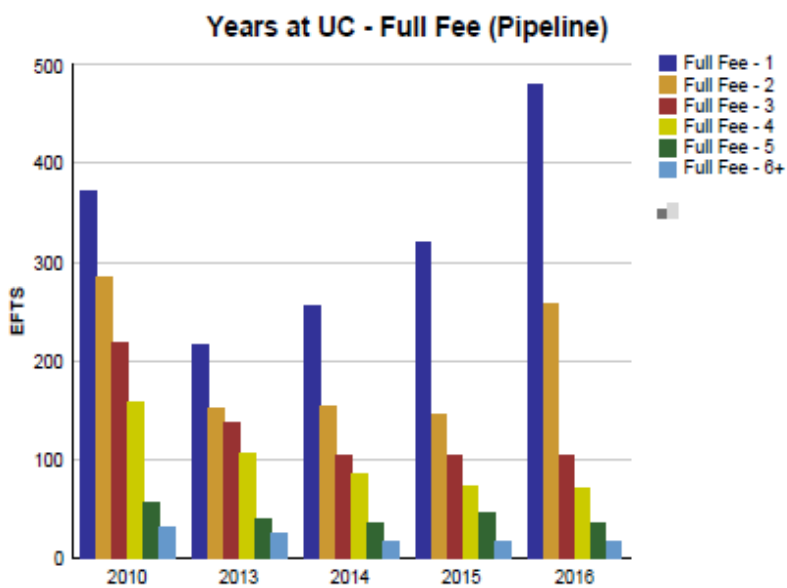
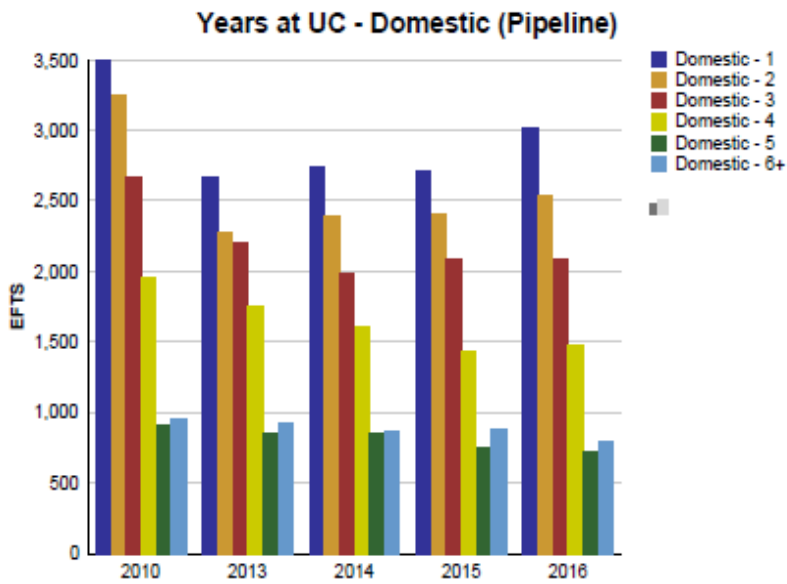
Returning Students - Full Fee



Notes:

1. A 'New to UC' student is a student who has never enrolled with UC before. 'New to UC' will include new postgraduate students in addition to new undergraduates. 'New to UC' should not be confused with 'stage one' or 'freshner' students.
2. Numbers compare year to date EFTS
3. 2010 has been included as a pre-quake yardstick.

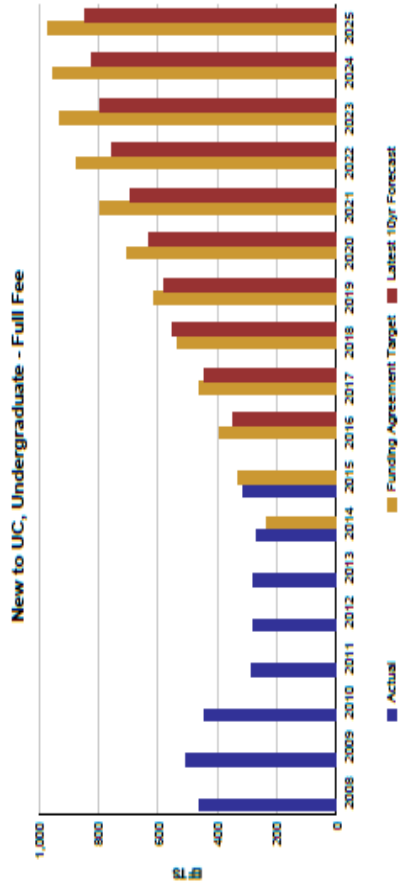
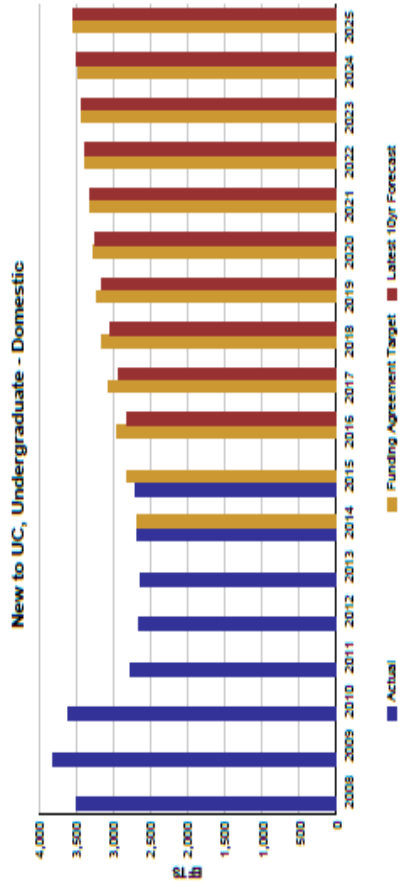
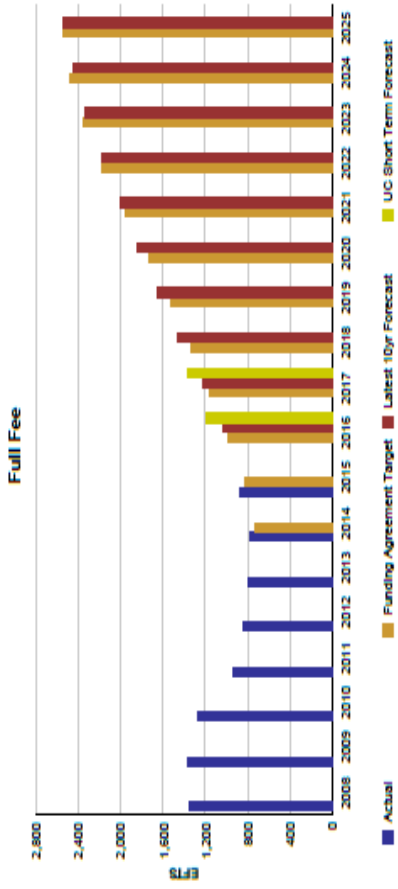
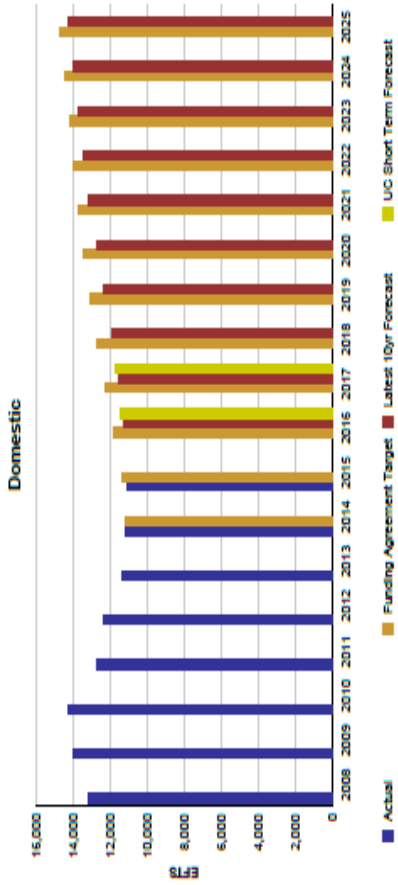
Pipeline: March 2016



Notes:

1. A 'New to UC' student is a student who has never enrolled with UC before. 'New to UC' will include new postgraduate students in addition to new undergraduates. 'New to UC' should not be confused with 'stage one' or 'fresher' students.
2. Numbers compare year to date EFTS
3. 2010 has been included as a pre-quake yardstick.

UC 10 Year Forecast: March 2016



1. Funding Agreement Target: The 10 year forecast included in the appendix of the Futures Funding Agreement.
2. UC Short Term Forecast: UC updates the current and next year forecasts on a monthly basis. The 10 year forecast is updated less frequently.
3. The latest 10 year model is the Oct-15, post budget v4.0.5 version.
4. A 'New to UC' student is a student who has never enrolled with UC before. 'New to UC' will include new postgraduate students in addition to new undergraduates. 'New to UC' should not be confused with 'stage one' or 'freshier' students.

	EFT8	2015	2016	2017	2018	2018
Domestic	Actual	11,053	11,393	11,797	12,246	12,684
	Funding Agreement Target					13,075
	Latest 10yr Forecast		11,234	11,521	11,820	12,322
	UC Short Term Forecast		11,426	11,666		

	EFT8	2016	2018	2017	2018	2018
Full Fee	Actual	878	965	1,161	1,331	1,522
	Funding Agreement Target					1,659
	Latest 10yr Forecast		1,034	1,225	1,455	1,659
	UC Short Term Forecast		1,197	1,367		

Human Resources Summary

Statistical Summary – Annualised Rolling FTEs

Staffing			
	Mar-15	Mar-16	Change
Full Time Equivalent (Annualised FTE):			
Continuing	1,439	1,437	(2)
Temporary	443	428	(15)
Total Annualised FTEs	1,882	1,865	(17)
Academic Continuing	519	507	(12)
General Continuing	809	823	14
Technical Continuing	111	107	(4)
Total Continuing Annualised FTEs	1,439	1,437	(2)

Glossary

Annualised FTE A rolling 12 month annualised FTE measure.

Worked hours in the last 12 months *divided by* Full time standard worked hours (37.5 hours x 52 weeks)

Benchmark Average 2014 data relating to the seven NZ Universities (excludes UOC).

Cash Cash and Short Term Investments

Cash Balance For the purposes of UC monthly reporting, 'cash balance' is defined as including bank-based deposits (including all term deposits) that the University has unrestricted use of. These could be represented either as cash balances or term deposits that could, if required, be converted into cash balances at short notice with the capital value being maintained.

Cash Cover (Free Cash Balance) An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. It measures the number of months average operating cash expenditure for the year would be covered by current cash holdings. The covenant was **no less than 1.5 months**.

Cash and Short Term Investments *divided by* (Total Expenses YTD excluding depreciation *divided by* number of months year to date)

Cash from Operating Activities An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. It measures the ability of an organization on a cash basis to cover expenditure flowing to its operating activities with the incomes flowing from the same activities. The covenant was **greater than 111%**.

Operating Cash Inflows *divided by* Operating Cash Outflows

Debt An obligation or liability

Debt/Debt plus Equity A Philanthropic Bond Trust Deed Covenant being **less than 25%**.

(Long Term Debt *plus* Short Term Debt) *divided by* (Long Term Debt *plus* Short Term Debt *plus* Equity)

Depreciation The systematic allocation of the depreciable amount of an asset over its useful life (Source: NZIAS16 Property, Plant and Equipment)

Domestic Fee Student These students pay Domestic Fee rates and are normally eligible for SAC funding. Domestic students are usually New Zealand citizens, permanent residents, or Australian citizens. International PhD students, who reside in New Zealand, are also eligible for SAC funding and pay fees at Domestic rates. Some Domestic students are not eligible for SAC, for example STAR (High School) students and PhD students who have exceeded the 4 EFTS funding limit.

EBITDA Earnings before interest, tax, depreciation and amortisation. EBITDA gives an indication of the current operational profitability of the business and is widely used when assessing the performance of a business.

Financing activities Activities that result in changes in the size and composition of the contributed equity and borrowings of the entity. (Source: NZIAS7 Statement of Cashflows)

Full Fee Paying Student Full Fee students do not qualify to pay domestic fee rates. Most full fee students do not attract SAC funding. Full Fee research students i.e. Master's Thesis do qualify for some SAC funding but at a reduced rate when compared to Domestic students.

Investing activities The acquisition and disposal of long-term assets and other investments not included in cash equivalents. (Source: NZIAS7 Statement of Cashflows)

MOE Ministry of Education

Net Debt Debt less Cash and Short Term Investments

Operating activities The principal revenue-producing activities of the entity and other activities that are not investing or financing activities. (Source: NZIAS7 Statement of Cashflows)

SAC Student Achievement Component

Total Borrowings/Total Assets An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. The covenant was **no greater than 25%**.

Philanthropic Bond Liability *divided by* (Current Assets *plus* Non-Current Assets)

Working Capital An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. Working Capital represents operating liquidity, i.e. the ability of the organization to cover current liabilities with its current assets. The covenant was **greater than 1**.

Current Assets *minus* Current Liabilities

UNIVERSITY OF CANTERBURY
REPORT TO THE COUNCIL FROM A MEETING OF THE ACADEMIC BOARD
HELD ON WEDNESDAY 20 APRIL 2016
TE POARI AKORANGA

The Academic Board reports for the information of Council the following matters that have been considered since the March 2016 Council meeting:

1. THE VICE-CHANCELLOR'S REPORT

The Vice-Chancellor presented his report and noted the following:

- That graduation ceremonies were proceeding this week. The Vice-Chancellor noted his thanks for the support of academic and general staff in delivering the many graduation ceremonies and celebrations occurring this week.
- The Productivity Commission report. It was noted that UNZ is providing a large submission in response to the initial report. The Vice-Chancellor encouraged individual staff to provide submissions and noted that a full university response would be made to the September Commission report. Concern was expressed by Board members on the apparent bias against research intensive institutions in the Commission report. It was suggested that Commission members be invited to experience modern university learning environments as again there appeared to a lack of understanding of the innovative teaching environments that typify New Zealand universities today. The Vice-Chancellor noted that it was a real opportunity for the University to inform the Productivity Commission on how the sector should evolve.
- That some capital projects were encountering time delays in terms of their finish dates.

Questions from Board members focused on:

- What was meant by redirecting resources away from slow growing areas of the University. The Vice-Chancellor responded that we need to carefully monitor student growth in programmes and resource it appropriately and in a sustainable manner.
- The manner in which the University and academic staff had been portrayed in the media with regards space allocation. Some concern was expressed as to the accuracy of some of the attributed comments. The Vice-Chancellor noted that he is happy to engage with staff and students on this front. The Chair updated members as to the progress of the space working group which will report to Academic Board in May. A member noted that service quality is an important factor and we need to base discussion on fact rather than anecdote.

2. FROM THE ACADEMIC ADMINISTRATION COMMITTEE

The meeting discussed the introduction, modification and discontinuation of academic qualifications that have been developed or considered by the Faculties. All of the proposals have been endorsed by Academic Board and it requests Council's approval of each so that they may be forwarded to the Universities New Zealand's Committee for University Academic Programmes (CUAP) for approval or noting and entry on the New Zealand Qualifications Register. The executive summary information for each proposal is attached to this report.

During the discussion on proposals the following matters were discussed:

- How we best prepare students for research activity at the Masters level (Arts and Law proposals)
- How well leadership would be developed in the Māori and Indigenous Leadership programmes
- Whether a Certificate in Sport Coaching prepared a student for a teaching role (the response not in and of itself)
- Whether matters relevant to data security and the ethics of the use of data would be covered in the Applied Data Science programmes (to which the answer was yes it is covered).

Recommendation

That Council approves the proposals ---(as below) ... and requests they be forwarded to CUAP for approval or noting.

From the Faculty of Arts

1. To introduce a Master of Māori and Indigenous Leadership, a Postgraduate Certificate in Māori and Indigenous Leadership and to discontinue the Master of Māori and Indigenous Studies and the Postgraduate Diploma in Māori and Indigenous Studies

The qualifications are predicted to draw 10 students (15 EFTS) in their first year, rising to 17 students by 2020. It is expected that some full-fee paying students will be recruited to the masters programme once it is up and running, particularly on the basis of connections made with partner institutions involved in the Cross-Cultural Research Tour. These numbers are predicted as a result of discussions with partner and sponsoring organisations, iwi, and potential employers. A number of organisations have indicated that they are likely to commit to sponsoring students into the programme.

2. To introduce a Master of Policy and Governance

It is anticipated that 10-15 students will enrol in the MPAG in 2017. This is based on the expectation that some of students who would otherwise have enrolled in the Honours degrees will instead choose to enrol in the MPAG and new students enquiring about conversion Masters in policy will be able to take the qualification. With effective marketing strategies in place, we would then hope to attract between 15-20 students each year from 2018 onwards.

3. To introduce a Master of International Relations and Diplomacy

It is anticipated that 15-20 students will enrol in the MIRAD in 2017. This is based on the expectation that students who would otherwise have enrolled in the discontinued DIPL and ILAP degrees will instead choose to enrol in the MIRAD. With effective marketing strategies in place, we would then hope to attract between 20-25 students each year from 2018 onwards.

4. To signal the discontinuation of the Master of International Law and Politics

The MIntLaw&Pols is being disestablished and replaced with the 180 point Master of International Relations and Diplomacy (MIRAD).

5. To signal the discontinuation of Diplomacy and International Relations as a subject in the BA(Hons)

The BA(Hons) Diplomacy and International Relations (DIPL) is being disestablished and replaced with the 180 point Master of International Relations and Diplomacy (MIRAD).

6. To change the name of Political Science to Political Science and International Relations

The name change is designed to reflect the strong international and global focus of teaching and research within the Department of Political Science and International Relations.

7. To restructure the (renamed) BA(Hons) in Political Science and International Relations

From the Faculty of Education

8. To restructure the Graduate Diploma in Teaching and Learning (Secondary)

9. To simplify and clarify regulations for the Graduate Certificate of Sport Coaching (GradCertSpC).

10. To allow students who have completed a PGCertEd an exemption from PGDipEd or MEd coursework
11. To allow students who have completed a PGCertHealSc an exemption from PGDipHealSc or MHealSc coursework. To clarify that this arrangement also applies to the MHealScProfPr.
12. To discontinue and remove the following qualifications from the NZQF.
 - a) CE1001 Diploma in Educational Management
 - b) CE1038 Certificate in Autism and Severe Communication Disorders
 - c) CE1039 Certificate in Community Services (Disabilities)
 - d) CE1044 Bachelor of Business Management
 - e) CE1051 Diploma in Accounting
 - f) CE1053 Diploma in Information Systems
 - g) CE1054 Diploma in Marketing
 - h) CE1057 Graduate Diploma in Human Resource Management
 - i) NC5121 New Zealand Diploma in Business

From the Faculty of Engineering and Forestry

13. To introduce an endorsement in Renewable Energy to the Master of Engineering Studies
The estimates of EFTS for the first three years of the MEngSt in Renewable Energy are 20, 25, 30.

14. To amend the schedules of the Bachelor of Forestry Science, Postgraduate Diploma in Forestry Science and Master of Forestry Science.

From the Faculty of Law

15. To restructure the Master of Laws (International Law and Politics)

16. To introduce a Certificate in Criminal Justice

New to UC: assuming students attempt 30 points per year/15 points per semester, 25 individual students (6.25 EFTS) in the first year rising to 75 (18.75 EFTS) in the second year and thereafter increasing slightly to perhaps 200 students (50+ EFTS) in later years.

From the Faculty of Science

17. To introduce a Master of Applied Data Science, a Postgraduate Diploma in Applied Data Science and a subject called Data Science.

Estimates of new enrolments for these programmes are:

	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>
<i>Domestic</i>	<i>10</i>	<i>12</i>	<i>14</i>	<i>16</i>	<i>20</i>
<i>International</i>	<i>2</i>	<i>2</i>	<i>4</i>	<i>6</i>	<i>10</i>
	<i>12</i>	<i>14</i>	<i>18</i>	<i>22</i>	<i>30</i>

3. PROPOSAL TO UNITE COLLEGES AND FACULTIES

The chair introduced the item by reminding Board members that Council was seeking advice from Academic Board on the matter of Faculty/College unification. The chair also foreshadowed

a potential motion that might be out after discussion had ended.

The updated proposal from SMT was then introduced and the key change regarding nomenclature was noted.

The Chair then invited individual Faculty Dean's to explain the feedback from each Faculty. It was noted that there was a range of opinions expressed. Arts expressed that they stood by their original position which was to reject the proposal. Commerce were reasonably positive about the change but felt more email on the implementation was needed. Education were also interested in how implementation might occur. Engineering and Forestry felt that major concerns had been addressed, and that the new approach could be made to work. Law stood by their earlier position of rejecting the proposal. Law also noted that from a procedural point of view they felt that the updated proposal should be sent back to Faculties for further comment. Science noted that they were generally supportive.

A member of Board then raised the issue of process given that changes had been made to the proposal. Discussion ensued as to whether the changes were substantive or not without consensus being reached. It was noted that the only major change was the move to use the title Dean, and that this was in response to feedback provided by faculties.

Notwithstanding this many members of Academic Board felt that process was important and that the proposal should be referred back to Faculties. A motion to this effect was put and whilst strongly supported it was not unanimously so.

4. LIBRARY REPORT

The Library report was brought forward for discussion. It was noted that borrowing trends have changed dramatically since 2010, and that we need to carefully consider conflicting demands in managing the resources associated with our teaching and research libraries, particularly in an environment of increasing digital resources.

5. GENERAL BUSINESS

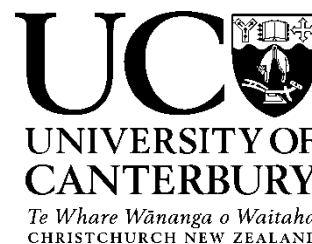
A vote of thanks was passed acknowledging Professor Steve Weaver's significant contribution to Academic Board. It was noted Professor Weaver has been a member since 1980 and that this would be his final Academic Board meeting.

Professor Steve Weaver
Chair, Academic Board
20 April 2016

TEMPLATE 1

NEW QUALIFICATION/SUBJECT

2016



EXECUTIVE SUMMARY

- (i) To introduce a 180-point Master of Māori and Indigenous Leadership.
- (ii) To introduce a 60 point Postgraduate Certificate in Māori and Indigenous Leadership.
- (iii) To discontinue the Master of Māori and Indigenous Studies
- (iv) To discontinue the Postgraduate Diploma in Māori and Indigenous Studies

The Master of Māori and Indigenous Leadership is designed to accelerate the career progression of early and mid-career professionals working in the 'Māori sector' in this country or with indigenous organizations beyond New Zealand. The programme aims to equip the next generation of leaders in these sectors with the skills, knowledge and attributes necessary to advance the social, cultural, environmental, political and commercial aspirations of Iwi Māori and indigenous peoples. The Master of Māori and Indigenous Leadership has been developed in response to growing market demand for managers, governors and other leaders within the Māori sector. The core components of the programme will be delivered through monthly wānanga. This will make the programme accessible to students in part-time or full-time work, and to those who live outside Canterbury.

The associated Postgraduate Certificate in Māori and Indigenous Leadership is designed to provide both an entry and an exit point for students – in particular those who may not meet the normal admission requirements and those who, for whatever reason, are unable to complete the full Masters programme.

The qualifications are predicted to draw 10 students (15 EFTS) in their first year, rising to 17 students by 2020. It is expected that some full-fee paying students will be recruited to the masters programme once it is up and running, particularly on the basis of connections made with partner institutions involved in the Cross-Cultural Research Tour. These numbers are predicted as a result of discussions with partner and sponsoring organisations, iwi, and potential employers. A number of organisations have indicated that they are likely to commit to sponsoring students into the programme.

The Master of Māori and Indigenous Studies and Postgraduate Diploma in Māori and Indigenous Studies will be discontinued.

DETAILS

Title of qualifications	Master of Policy and Governance (MPAG)		
Year of introduction	2017		
Department or School	Department of Political Science and International Relations		
Faculty or College	College of Arts		
Contact person	Bronwyn Hayward	Phone number	021 2727069

EXECUTIVE SUMMARY

The proposed 180-point Master of Policy and Governance will provide training for graduates and professionals who aspire to work in regional, local, national or third sector/not-for-profit policy analysis and governance. The programme will involve: case studies, fieldwork (in Wellington and at UC regional field centres) and mentoring. It builds on Department of Political Science and International Relations expertise in NZ-Pacific, South East Asia and STEP policy together with research and teaching expertise in the wider university, particularly the College of Arts, Business and Law and Pacific McMillan Brown. It also strengthens opportunity for connections to existing and new community partnerships: e.g. the New Zealand Parliament & Business Trust; the McGuiness Institute NZ, the Taiwan Foundation for Democracy.

The programme has been encouraged by our external advisors particularly local government advisors and central government who have commented that this engaged learning provides vital training for graduates and midcareer professionals in governance and policy making at the local, community/not-for-profit and national level. (Note the NZ Business and Parliament Trust currently provide one \$5000.00 scholarship annually to Canterbury and in consultation the CEO welcomes the proposal and noted NZBPT will consider a possible second larger scholarship for longer research essays at the December Board meeting 2016).

It is anticipated that 10-15 students will enrol in the MPAG in 2017. This is based on the expectation that some of students who would otherwise have enrolled in the Honours degrees will instead choose to enrol in the MPAG and new students enquiring about conversion Masters in policy will be able to take the qualification. With effective marketing strategies in place, we would then hope to attract between 15-20 students each year from 2018 onwards.

TEMPLATE 1

NEW QUALIFICATION/SUBJECT COVER PAGE

2016

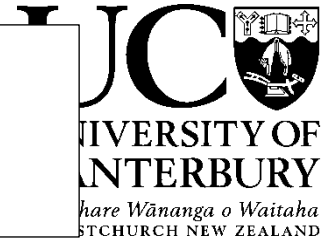
DETAILS

Title of qualifications	Master of International Relations and Diplomacy (MIRAD)		
Year of introduction	2017		
Department or School	Department of Political Science and International Relations		
Faculty or College	College of Arts		
Contact person	Jeremy Moses	Phone number	x6471

EXECUTIVE SUMMARY

- The Master of International Relations and Diplomacy (MIRAD) is a 180-point taught Master's degree aimed at:
 - Students from across all disciplines who have completed an undergraduate degree and are seeking a professionally-focused capstone Master's degree to complement their undergraduate studies.
 - International students seeking a high-quality, 12-month postgraduate degree in the popular field of international relations and diplomacy. The 180-point Master's degree is more widely understood and respected internationally than the current 4th year Honours programme, which will likely lead to higher interest and enrolments.
 - Mid-career professionals seeking to add to their qualifications and improve their theoretical and practical knowledge in order to enhance their career prospects in international relations and diplomacy or move into the field from a different profession.
- The MIRAD programme meets the demands of the University strategic plan and the College of Arts postgraduate strategy in that it provides a coherent, professionally-focused, interdisciplinary degree designed to give graduates a set of knowledge and skills that will be advantageous in attaining and building careers in the competitive fields of international relations and diplomacy.
- The degree programme is composed of:
 - A 60-point (15-20,000 word) dissertation.
 - A core course (POLS 441: *Principles and Practice of International Relations and Diplomacy*), encompassing both theoretical and practical dimensions of the field. Half of the course will involve seminars given by professionals from the fields of international relations and diplomacy in order to expose students to a range of 'real-life' problems and engage them in research on the issues raised by these cases.

- A range of optional 30 and 15-point courses from the Departments of Political Science and International Relations, History, European and European Union Studies, Pacific Studies, and the School of Law.
- A field trip to Wellington, which provides an opportunity to meet with senior figures in international politics and diplomacy (including, in recent years, the Prime Minister, the Foreign Minister, the Australian and Fijian High Commissioners, and figures from the Ministry of Foreign Affairs and Trade and the Ministry of Defence). The trip also provides an opportunity to build networks with other UC graduates from postgraduate programmes in Political Science and International Relations who are now working across a range of fields in Wellington.
- The existing degrees of Honours in Diplomacy and International Relations (DIPL) and Master of International Law and Politics (MIntLaw&Pols) will be discontinued and replaced by the MIRAD.
 - The MIRAD will thus allow for the consolidation of postgraduate teaching and administration in the POLS Department.
- The MIRAD degree can be offered without any significant new funding.
 - There may be some need for funding to support the travel costs for contributors to the professional seminars in the core course, but this is unlikely to amount to a large expense.
- It is anticipated that 15-20 students will enrol in the MIRAD in 2017. This is based on the expectation that students who would otherwise have enrolled in the discontinued DIPL and ILAP degrees will instead choose to enrol in the MIRAD. With effective marketing strategies in place, we would then hope to attract between 20-25 students each year from 2018 onwards.

TEMPLATE 5**DISCONTINUATION REPORT TO CUAP COVER PAGE****DETAILS**

Title of qualification	Master of International Law and Politics (MIntLaw&Pols)		
Year of introduction			
Department or School	Department of Political Science and International Relations		
Faculty or College	College of Arts		
Contact person	Jeremy Moses	Phone number	X6471

EXECUTIVE SUMMARY**1. Name of Qualification(s)**

To signal the discontinuation of the Master of International Law and Politics (MIntLaw&Pols)

2. Rationale

The MIntLaw&Pols is being disestablished and replaced with the 180 point Master of International Relations and Diplomacy (MIRAD). The new MIRAD will have a broader appeal as it is open to those who have completed a 3-year undergraduate degree, which also brings it into line with taught Master's programmes internationally. The introduction of the MIRAD effectively renders the MIntLaw&Pols superfluous.

Students enrolling in the MIntLaw&Pols programme in 2016 mid-year or on a part-time basis will be taught out utilising courses currently on the MIntLaw&Pols schedule that will remain in operation for other degree programmes (POLS404-408, ILAP601-649).

TEMPLATE 5

DISCONTINUATION REPORT TO CUAP COVER PAGE



DETAILS

Title of qualification	BA(Hons) Diplomacy and International Relations (DIPL)		
Year of introduction			
Department or School	Department of Political Science and International Relations		
Faculty or College	College of Arts		
Contact person	Jeremy Moses	Phone number	X6471

1. Name of Qualification(s)

To signal the discontinuation of the subject of Diplomacy and International Relations (DIPL) in the BA(Hons)

2. Rationale

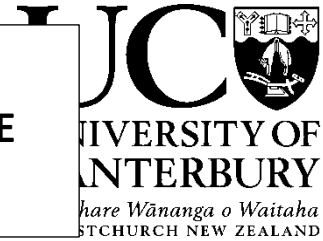
The BA(Hons) Diplomacy and International Relations (DIPL) is being disestablished and replaced with the 180 point Master of International Relations and Diplomacy (MIRAD). The new MIRD will have a broader appeal as it is open to those who have completed a 3-year undergraduate degree, which also brings it into line with taught Master's programmes internationally. The introduction of the MIRD effectively renders the BA(Hons) Diplomacy and International Relations (DIPL) superfluous.

Students enrolling in the DIPL programme in 2016 mid-year or on a part-time basis will be taught out utilising courses currently on the DIPL schedule that will remain in operation for other degree programmes (POLS404-408, EURO457-458, HIST449).

TEMPLATE 2

MAJOR QUALIFICATION CHANGES COVER PAGE

2016



DETAILS

Title of qualifications	BA, BA(Hons), Cert Arts, PG Dip Arts, PG Cert Arts, COP Arts, Grad Dip Arts, MA, PhD in Political Science and International Relations		
Year of introduction	2017		
Department or School	Department of Political Science and International Relations		
Faculty or College	College of Arts		
Contact person	Jeremy Moses	Phone number	x6471

EXECUTIVE SUMMARY

- A proposal to change the name of the BA, BA(Hons), Cert Arts, PG Dip Arts, PG Cert Arts, COP Arts, Grad Dip Arts, MA, and PhD degrees in 'Political Science' to 'Political Science and International Relations'.
- The name of the Department was changed with the approval of the College of Arts in 2015.
- The name change is designed to reflect the strong international and global focus of teaching and research within the Department of Political Science and International Relations.
- The name change provides a clear signal to prospective students of the international and global pathways that can be taken within the POLS Department, particularly given the current proposal to establish a new 180-point Master of International Relations and Diplomacy.
- The name change also connects strongly with the 'Global' graduate attribute and the establishment of a 'Global Hub' within the College of Arts.
- There are no changes to the structure or content of the existing degrees that will come about as a consequence of this name change.

**TEMPLATE 2
MAJOR QUALIFICATION CHANGES COVER
PAGE**



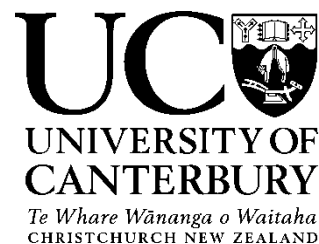
DETAILS

Title of qualifications	Bachelor of Arts with Honours in Political Science and International Relations		
Year of introduction	2017		
Department or School	Department of Political Science and International Relations		
Faculty or College	College of Arts		
Contact person	Jeremy Moses	Phone number	x6471

EXECUTIVE SUMMARY

- This proposal provides for the restructuring of the (renamed) BA(Hons) in Political Science and International Relations to support proposed taught MA options and reflect BA teaching pathways.
- The structural change is that existing 15-point courses will be discontinued and fewer courses offered as 30-point courses reflecting clear teaching and research strengths.
- The consequence of this change is that the structure of the POLS Honours programme will change from 6 x 15-point courses plus a 30-point independent research project, to 3 x 30-point courses plus a 30-point independent research project.

TEMPLATE 2
MAJOR QUALIFICATION CHANGES
2016



DETAILS

Title of qualifications	Graduate Diploma in Teaching and Learning (Secondary)		
Year of introduction	2017		
Department or School	School of Teacher Education		
Faculty or College	Education		
Contact person	Stuart Wise	Phone number	44406

EXECUTIVE SUMMARY

The GradDipTchLn (Secondary) is a professional qualification for secondary teachers, which will be offered with a blended delivery model suitable for on-campus and distance students both full-time and part-time. The aim of this proposal is to restructure the GradDipTchLn (Sec) by enhancing course content in Professional and Education Studies, consolidating specialist and additional curriculum courses and enhancing te Reo and Tikanga Māori whilst continuing to provide an academically and professionally coherent 135-point programme of learning appropriate for graduate students planning to enter the teaching profession. This restructure will allow for synergies in Professional and Education Studies with the GradDipTchLn (Primary) and synergies with the MTchLn in secondary curriculum specialisation. Graduates will be prepared to meet the Graduating Teacher Standards and criteria for teacher certification.

The proposal is being developed at this time to enhance the programme's quality through better alignment of content with current Ministry of Education priorities to develop beginning teachers' strategies for raising achievement through inclusive practices, strong links between teaching and learning, strategies to identify at risk students, and the skills, knowledge and understanding to meet the needs of individual learners (*Challenge: Programmes, Continuous Improvement; Connect: Māori Engagement and Support; Pacific Engagement and Support*). The proposed changes will also enhance the programme's attractiveness for recruitment of domestic students by providing a blended option (*Challenge: Recruit; Connect: Internationalisation*); and will improve viability and financial performance through better utilisation of resources via the consolidation of curriculum courses (*Concentrate: Effective Teaching*).

The Ministry of Education has granted an exemption to the moratorium on new initial teacher education qualifications, which allows this proposal to progress.

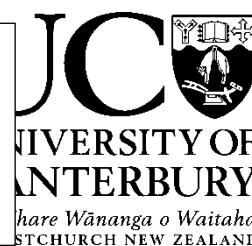
Below are outlined the key changes proposed for the GradDipTchLn (Sec) for 2017.

1. Move to a blended model of delivery comprising On Site Intensives (OSIs) with web support via Learn. Students will be able to attend classes/workshops for all courses either on-campus or access content via Learn with classes/workshops recorded with echo 360 or similar.
2. New Professional Inquiry courses will replace current Professional Studies (30 point) and Education (15 point) courses. Relevant content from current TDU370 will be subsumed into these new

courses with a focus on adolescent development, inclusive practices and teaching for diverse learners along with current sociology content.

3. A new te Reo Ngā Āhuratanga Māori course will be introduced to further support Ka Hikitia, Tātaiako, The Effective Teacher Profile and overall cultural competency for graduates.
4. The current range of junior and senior curriculum courses will be replaced by three curriculum courses. These generic courses will allow for students to maintain a specialist curriculum teaching subject and an additional junior and/or senior subject where necessary.
5. Thirty one current curriculum courses will be replaced by the new specialist and additional teaching courses.

TEMPLATE 3 – REGULATION CHANGES



DETAILS

Title of qualification	Graduate Certificate of Sport Coaching		
Year of introduction of the proposed change	2017		
Department or School	School of Sport & Physical Education		
Faculty or College	College of Education, Health and Human Development		
Contact person	Glenn Fyall	Phone number	021 1374 199

1. Purpose of the proposal

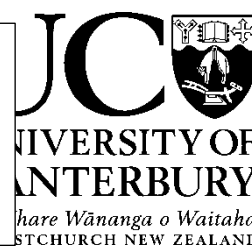
This proposal is to simplify and clarify UC regulations for the ‘optional’ course selection process for the Graduate Certificate of Sport Coaching (GradCertSpC).

2. Justification

The GradCertSpC is a 60-point qualification designed to up-skill those who meet the appropriate entry criteria and who are currently, or those who wish to be, involved in the sport industry. Cognisant of CUAP regulations, the GradCertSpC requires students to complete three 15-point compulsory courses from the Bachelor of Sport Coaching (BSpC) schedule (SPCO301, SPCO302 and SPCO310) and a further 15-point optional course from a range of 200 or 300 level courses also from the BSpC schedule.

The optional course allows students to further contextualise their study to an area of interest and relevance for their future employment and/or coaching endeavours. Recently, the BSpC programme has introduced new 200 and 300 level endorsement courses and made some adjustments to course titles at 200 and 300 level which provides some confusion for intending students when making their optional course selection. Therefore, for clarity and simplicity, it seems logical to delete the GradCertSpC regulations reference to Schedule C and instead include the phrase “**15 points from any 200 or 300 level SPCO course**”.

TEMPLATE 3 – REGULATION CHANGES



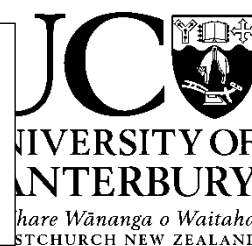
DETAILS

Title of qualification	MEd & PGDipEd & PGCertEd		
Year of introduction of the proposed change	2017		
Department or School	Educational Studies & Leadership		
Faculty or College	Education, Health & Human Development		
Contact person	Julie Mackey	Phone number	44230

1. Purpose of the proposal

To allow students who have completed a PGCertEd a 60 point exemption from PGDipEd or MEd coursework. Students who complete the PGCertEd may later decide to complete the PGDipEd or MEd. There is currently no regulation which allows them to “surrender” their earlier qualification or to gain an exemption from PGDipEd or MEd coursework. Such an exemption does exist for the same situation for the PGCertHealSc.

TEMPLATE 3 – REGULATION CHANGES



DETAILS

Title of qualification	PGCertHealSc, PGDipHealSc, MHealSc & MHealScProfPr		
Year of introduction of the proposed change	2017		
Department or School	Health Sciences		
Faculty or College	Education, Health & Human Development		
Contact person	Julie Mackey	Phone number	44230

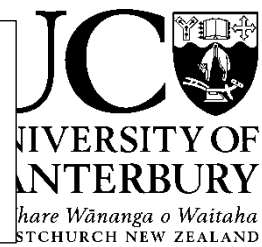
1. Purpose of the proposal

To copy from the PGCertHealSc to the PGDipHealSc and MHealSc the regulation which allows students who have completed a PGCertHealSc a 60 point exemption from PGDipHealSc or MHealSc coursework. To clarify that this arrangement also applies to the MHealScProfPr.

Also to correct a longstanding typographical error in the PGDipHealSc.

Students who complete the PGCertHealSc may later decide to complete the PGDipHealSc or MHealSc or MHealScProfPr. This exemption for the PGDipHealSc and MHealSc is described in the regulations for the PGCertHealSc but not for the PGDip or Masters. The exemption is not specified for candidates entering the MHealScProfPr but is applicable.

TEMPLATE 5 – DISCONTINUATION REPORT TO CUAP



PROPOSAL DESCRIPTION

1. Name of Qualification(s)

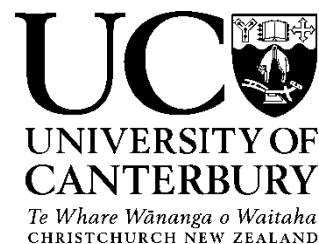
CE1001 Diploma in Educational Management
CE1038 Certificate in Autism and Severe Communication Disorders
CE1039 Certificate in Community Services (Disabilities)
CE1044 Bachelor of Business Management
CE1051 Diploma in Accounting
CE1053 Diploma in Information Systems
CE1054 Diploma in Marketing
CE1057 Graduate Diploma in Human Resource Management
NC5121 New Zealand Diploma in Business

2. Rationale

When the College of Education and University of Canterbury merged, a CUAP proposal was submitted (Round 1 2006) which formalised the qualifications that would be retained and allowed for others to be taught out.

This proposal formally discontinues those qualifications which were to be taught out. These have not been taught for a number of years and appear as College of Education codes. They have never appeared in UC publications.

This formal discontinuation enables us to officially discontinue them on the New Zealand Qualifications Framework.

TEMPLATE 1**NEW QUALIFICATION/SUBJECT****2016****DETAILS**

Title of qualifications	Master of Engineering Studies in Renewable Energy		
Year of introduction	2017		
Department or School			
Faculty or College	College of Engineering		
Contact person	Dr Andrew Laphorn	Phone number	4117

EXECUTIVE SUMMARY

This proposal is for a new endorsement in Renewable Energy to the existing Master of Engineering Studies degree.

This proposal is part of a growth strategy for the College of Engineering (CoE) by offering an endorsement in Renewable Energy to the existing Master of Engineering Studies as a college-wide programme. The programme aims to meet the demand from the energy industry, both in New Zealand and abroad, for a postgraduate degree enabling specialisation in energy change.

Predicted Student Numbers

The estimates of EFTS for the first three years of the MEngSt in Renewable Energy are 20, 25, 30. These figures were based on the following entry qualification profile for the long-term target of 30 EFTS:

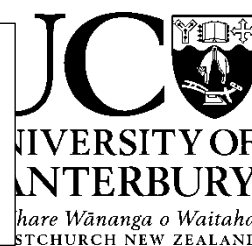
- 3 from Mechanical Engineering
- 1 from Electrical Engineering
- 2 from Natural Resources Engineering
- 3 from Civil Engineering
- 1 from Chemical Engineering
- 4 from other New Zealand universities or returning professionals
- 16 from overseas

It is expected that the MEngSt in Renewable Energy will have no negative effect on existing enrolments in other programmes such as Fire Engineering or Transportation Engineering. As the MEngSt in Renewable Energy students can carry on to a ME by completing a research thesis in a subsequent semester, it is anticipated that the MEngSt in Renewable Energy programme will increase ME Research numbers by 8 per year after year 3

EFTS Description/Category (Total New EFTS)	Year 1	Year 2	Year 3	Year 4	Year 5
Postgraduate (Level 700) MEngSt	20	25	30	30	30

<i>Postgraduate (Level 700) ME</i>	<i>4</i>	<i>6</i>	<i>8</i>	<i>8</i>	<i>8</i>
TOTAL EFTS:	<i>24</i>	<i>31</i>	<i>38</i>	<i>38</i>	<i>38</i>
TOTAL EFTS NEW TO THE UNIVERSITY: 24 – 38 by year 5					
Rationale: Engineering students will be able to enter the MEngSt in Renewable Energy directly. It has been assumed that at a steady state 8 more Masters students will come from other countries because of the MEngSt in Renewable Energy programme's international recognition.					

TEMPLATE 3 – REGULATION CHANGES



DETAILS

Title of qualification	Bachelor of Forestry Science (BForSc) Postgraduate Diploma in Forestry (PGDipFor) Master of Forestry Science (MForSc)		
Year of introduction of the proposed change	2017		
Department or School	School of Forestry		
Faculty or College	Faculty of Engineering and Forestry		
Contact person	David Norton	Phone number	6116

1. Purpose of the proposal

To remove both FORE 444 Sustaining Biodiversity on Private Land and FORE445 Environmental Forestry from the Bachelor of Forestry Science and FORE445 from the Postgraduate Diploma in Forestry and Master of Forestry Science degree schedules and add a new course FORE447 Environmental Forestry to all schedules.

2. Justification

FORE445, alongside FORE444 Sustaining Biodiversity on Private Land, is to be discontinued at the end of 2016 (please reference the New Course proposal for FORE447). The course was included on the degree schedules for the BForSc in 2009 and the PGDipFor and MForSc Science in 2014.

This regulation change proposal offers a replacement for the discontinued course in both programmes. In the case of the Bachelor of Forestry Science this replaces compulsory courses and for the masters degree ensures we are offering a diverse range of subject areas under the Forestry umbrella.

TEMPLATE 2

MAJOR QUALIFICATION CHANGES COVER PAGE



DETAILS

Title of qualification	Master of Laws (International Law & Politics)		
Year of introduction	2017		
Department or School	Law		
Faculty or College	Business & Law		
Contact person	Natalie Baird	Phone number	x 8770

EXECUTIVE SUMMARY

This proposal aims to restructure the existing Master of Laws (International Law and Politics) degree by allocating points for the coursework and research components of the degree and adjusting the EFTS split between these components, tightening the course offerings for the degree (by increasing the compulsory courses from one to two, and narrowing the range of optional courses available), and responding in part to recommendations in the 2015 Academic Review of the LLM (IntLaw&Pols).

TEMPLATE 1
NEW QUALIFICATION/SUBJECT
2016



DETAILS

Title of qualifications	Certificate in Criminal Justice		
Year of introduction	2017		
Department or School	Law		
Faculty or College	Law & Business		
Contact person	Lyndon Fraser	Phone number	0211331200

EXECUTIVE SUMMARY

The Certificate in Criminal Justice is designed to accelerate the career progression of early and mid-career professionals working in criminal justice fields by providing a professionally relevant qualification. The programme also aims to equip new students with skills, knowledge and attributes which will be attractive to employers in the sector, including Corrections, Police, Justice and Social Services. The CertCJ has been developed in response to a growing demand identified by the degree's external partners and it builds on the existing schedules and resources of the Bachelor of Criminal Justice. It will introduce a qualification that is accessible to students in part-time or full-time employment and to those living elsewhere in New Zealand. The programme will provide a foundation for those seeking work in criminal justice, whether at frontline or in policy related roles.

New to UC: assuming students attempt 30 points per year/15 points per semester, 25 individual students (6.25 EFTS) in the first year rising to 75 (18.75 EFTS) in the second year and thereafter increasing slightly to perhaps 200 students (50+ EFTS) in later years.

Existing Enrolments: The course will not significantly impact existing enrolments, as the predicted growth will be in students new to UC.

TEMPLATE 1
NEW QUALIFICATION/SUBJECT
2016



DETAILS

Title of qualifications	Masters in Applied Data Science and Postgraduate Diploma in Applied Data Science		
Year of introduction	2017		
Department or School	School of Mathematics and Statistics		
Faculty or College	College of Engineering		
Contact person	Professor Jennifer Brown	Phone number	(03) 364-2696

EXECUTIVE SUMMARY

This proposal presents a new postgraduate programme in Applied Data Science, comprised of a taught Master's degree (Master of Applied Data Science - 180 points) and a postgraduate diploma (Postgraduate Diploma in Applied Data Science- 120 points). The Master of Applied Data Science (MADS) consists of taught courses and a 45-point project. The Postgraduate Diploma (PGDipADS) consists of 120 points of taught courses. The proposed programme will include a new subject, data science, in the Science regulations.

The programme aims to leverage the explosive growth of big data, to provide data aware, data hungry graduates from any background with the skills, knowledge and competencies needed to undertake applied data science roles in organisations.

The programme has been developed in consultation with staff from across the University, as well as with industry and government agencies with an interest in the graduate skills being developed. The programme connects in with current University strengths in the application of data science in areas including geospatial research, human interface technologies, mathematics and statistics, high performance computing, wireless research, spatial engineering, digital social sciences and humanities, accounting and information systems.

It aligns with the development of the UC Data Sciences Working Group, the establishment of the new Geospatial Research Institute, Toi Hangarau, and existing strengths in the HITLab, DASH Lab, NZILBB, SERC, WRC, and GeoHealth Laboratory.

The target market for the programme will be both domestic and international graduate students who have completed degrees that did not involve a data science major. It would be expected that the programme would attract students with an interest in data with degrees from a wide range of disciplines from the Sciences, Arts, Engineering, Commerce, and Education.

The programme will provide students from a broad and diverse range of backgrounds with the applied knowledge and skills needed to work effectively in a data science environment. The programme will also allow students to connect with a wide range of external stakeholders as they develop their skills.

The appeal of the programme to students includes its relevance to the employment market, and attractive employment prospects for graduates; the concentrated nature of the programme which allows student*ts to complete it in an accelerated timeframe- which is particularly attractive to international students; and the delivery method as a taught degree with a distinctive teaching approach at its core, bringing together students from multiple disciplines in collaborative industry-related projects. This approach meets industry demands for students adept at problem-solving, multidisciplinary teams and a commercial and R&D orientation.

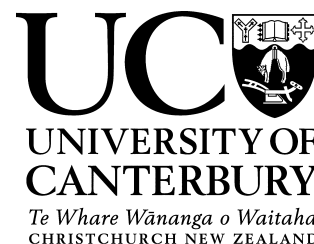
The programme aligns with the University of Canterbury graduate profile attributes requiring graduate students to be:

- **Critically competent in the core academic discipline of their degree** – competency in the core data science discipline is developed through taught components, practice-informed content, case studies, essays, and a project on a data science topic.
- **Employable, Innovative and Enterprising** – opportunities are provided to develop key data science skills and attributes through lab work, experiential learning, work integrated learning and an industry informed project.
- **Biculturally competent and confident** – competency and confidence developed through Māori-related curriculum content, and opportunities projects in Māori-related data science areas.
- **Engaged in the community** – engagement in the community will occur through work integrated learning opportunities, the project, and guest speakers from the data science industry.
- **Globally Aware** – students will develop their global awareness through course content on global data science issues, and group project work with international students.

Estimates of new enrolments for these programmes are:

	2017	2018	2019	2020	2021
Domestic	10	12	14	16	20
International	2	2	4	6	10
	12	14	18	22	30

Memorandum



Vice-Chancellor's Office

Office: Room 602, Matariki
Extension: 6103
Email: Hamish.cochrane@canterbury.ac.nz

To:	UC Council
From:	Dr Hamish Cochrane, Deputy Vice-Chancellor (Academic), Acting Secretary Academic Board
CC:	
Date:	21 April 2016
Subject:	Attached papers for information on Faculty College unification

Dear Members of Council,

Attached are papers for information regarding the Faculty/College unification proposal. The papers included are:

1. March 1 proposal from PVCs which Faculties discussed and provided feedback on;
2. March 30 proposal from the Pro-Vice-Chancellors that was submitted to SMT. (This proposal, which included changes based on the Faculty feedback on the March 1 proposal, was further amended and has been provided to Council by the Vice-Chancellor in item 6.2 of this agenda.)
3. A series of Faculty reports feeding back on the March 1 version of the proposal.

Dr Hamish Cochrane

Memorandum

College Pro-Vice-Chancellors and Deans



To:	Faculties and Academic Board
From:	Pro-Vice-Chancellors
Date:	March 1, 2016
Subject:	Revised Proposal to unite Colleges and Faculties

Below is a revised proposal to unite Colleges and Faculties following feedback from Faculties, Academic Board and further discussion between the PVCs and Academic Deans. Areas of discussion are highlighted to address feedback received

A. RATIONALE

Although proposals to unite Colleges and Faculties have been explored previously, implementation has been delayed for various reasons, amongst them the disruption caused by the earthquakes. Reasons for completing this project are outlined below.

1. Clarity

The separation of Faculties who oversee qualifications, and Colleges who oversee academic units (Departments and Schools) and related strategic/management issues, is unusual and not replicated in other New Zealand universities. Our current structure and is not well understood externally or, in many cases, internally. This uncertainty or confusion extends to positions, with the role of Dean often being an executive one in other institutions, but not at UC. PVCs are currently charged with all aspects of leadership of a College, including academic leadership, and this theoretically overlaps with the role of a Dean. Although the Dean is appointed on the recommendation of a PVC, and reports to a PVC, the Dean's role extends beyond that PVC's College wherever qualifications are taught across Colleges. This creates confusion around lines of reporting and responsibility.

The current proposal clarifies the reporting line between Dean and PVC, introduces consistent and unambiguous terminology, and brings UC's structure into line with familiar models in NZ and internationally.

2. Strategic and Academic Decision-making

In the current model each faculty is supposedly concerned only with the “stewardships of awards” within their faculty (e.g. maintaining academic quality assurance, managing degree regulations, course content etc.), and Colleges with strategic and management issues (finance and resourcing, staffing, Department or School structures, strategic planning, recruitment, operational management etc.). In practice these things often are or should be connected – decisions regarding the academic development of new programmes and their financial viability/resourcing being an obvious example. This risks duplication (e.g. a need for both Faculty and College meetings), potentially slower processes, and confusion and unproductive discussions about where lines of responsibility sit or what constitutes ‘due process’ in areas of overlap. At worst, it runs the risk of an oppositional culture developing between Faculties and Colleges.

The proposed unification of Colleges and Faculties avoids these risks by unifying strategic, management and academic responsibilities, processes and decisions.

3. Formalising Structures & Academic Voice

Currently Faculties are seen as the principal medium for academic staff views to be expressed and for control of academic programmes to be exercised. Although valuable, having Faculties as the principal mechanism for the academic voice to be heard confines this, in principle at least, to purely academic matters, and excludes it from broader strategic ones, including such fundamental matters as research when not immediately connected with qualifications. It also risks overconcentration at meetings on routine regulatory academic processes (e.g. course change or regulation approvals), crowding out discussion of strategic issues and discouraging attendance at meetings.

The current proposal formalizes and clarifies the role of a meeting for staff, extends it to broader strategic as well as academic issues, and embeds it in University structures and processes.

4. Cross-College Qualifications

There are complications involved in several different academic units (Departments, Colleges etc.) teaching into a single degree, and no system will remove these completely. This proposal is not primarily intended to resolve these complications, but it does have the following advantages: (i) at present, cross-College representation on Faculties is uncoordinated, and depends on the willingness or otherwise of individual academics to attend Faculty meetings outside of the Faculty aligned with their College. In the proposed model, there will be a designated representative on a relevant Standing Committee/Board of Study, and a formal mechanism whereby representatives of other Colleges will be invited to join meetings where matters relevant to their area are being discussed; (ii) there will be a clearer and more unified responsibility for and leadership of specific qualifications.

Concerns were raised in feedback regarding how the voice of “non-home Colleges” will be maintained with only one College representative present at College meetings. In response it is suggested that the designated representative may request an item of particular interest be opened up for wider debate across Colleges and for additional members from the “non-home” College to attend the meeting for input.

5. Current Strategic Considerations

Although the above rationale for unifying Colleges and Faculties is appropriate at any time, there are specific reasons why it is timely to address this issue now:

(i) According to the recent Cycle 5 Academic Audit, "Universities should have clear delegations for decision-making related to teaching and learning quality and research supervision, and for accountability for quality assurance of programmes and courses". The ambiguity noted above, of PVCs charged with academic leadership of Colleges along with responsibility for financial and academic matters, and academic Deans and Faculties having oversight of the academic integrity and quality of qualifications, leaves responsibility for teaching quality unclear.

(ii) In introducing the new graduate attributes (graduate profile) the University has embarked on an ambitious and aspirational project, requiring clear academic leadership as well as resourcing, staff professional development, innovative thinking and a cultural shift in our teaching pedagogies in

some areas. These issues cut across academic and strategic/management issues and will be best addressed in a unified model. This is suggested by the Cycle 5 audit, where "The Panel recommends that in order to achieve institution-wide integration of the new Graduate Profile in all programmes, and to enable future students to achieve the graduate attributes, the University considers the areas where the Panel has expressed concern [*academic leadership, resourcing*] and urgently gives attention to the planning, resourcing and high-level oversight for the project."

(iii) There is increased need for academic efficiency and stronger financial performance. The University's current financial situation and obligations to the UC Futures programme necessitates a high level of accountability for efficiency in our academic processes as well as ensuring the financial viability of qualifications we offer at UC, reinforcing the need to bring together academic and financial planning.

(iv) Our current academic matrix of Colleges and Faculties is confusing to most people external to our University and has been raised as such in various panel reviews such as professional accreditation reports (e.g. the Commerce panel review). As we develop our programme of community engagement and internationalization within UC Futures, ensuring clarity for external stakeholders, students and community is increasingly important.

(v) With increased competition for students nationally and internationally there is a need for academic processes to be responsive to changing markets. A unified model has the potential to be more responsive to change.

B. PRINCIPLES

The following principles were identified as priorities in developing the proposal:

1. Within the constraints of being fit for purpose, the structure should be clear, simple, efficient, and in step with other Universities in New Zealand and elsewhere.
2. Lines of leadership and responsibility should be explicit and unambiguous.
3. Academic voice (i.e. the capacity for academics, along with other staff members of the University, to influence decisions) should be maintained and, if possible, strengthened.
4. Student voice and other external input should be preserved in discussion of academic matters

C. PROPOSAL

We propose the following for consideration by Academic Board and for approval by the University Council:

1. Faculties and Colleges are united into academic units called Colleges. In the Colleges, the current association with Faculties is maintained, as follows:
 - a. The Faculty of Arts and College of Arts become The College of Arts, Te Rāngai Toi Tangata
 - b. The Faculty of Education and the College of Education, Health and Human Development become the College of Education, Health and Human Development, Te Rāngai ako me te Hauora.

- c. The Faculty of Science and the College of Science become the College of Science, Te Rāngai Pūtaiao
 - d. The Faculty of Commerce and College of Business and Law become the College of Business and Law, Te Rāngai Umanga me te Ture
 - e. The Faculty and School of Law remains the Faculty and School of Law within the College of Business and Law. (The Dean of Law's current position and reporting line would remain as per current arrangements, reporting to PVC College of Business and Law).
 - f. The Faculty of Engineering and Forestry and College of Engineering becomes the College of Engineering, Te Rāngai Pūkaha
2. Academic membership of Colleges remains according to academics' current membership of Colleges and comprises staff in units (e.g. Schools/Departments) within the Colleges, not necessarily staff teaching into the degrees of the College.
 3. The PVC continues to be the senior line manager in the College, including overall responsibility for academic matters as per the PVCs' current role descriptions. It is expected in the new model that the PVC will generally delegate day to day oversight of academic matters to one or more Associate PVCs (Academic), and these positions will replace the roles of the current Academic Deans or Associate Deans.
 4. Each College will retain the current administrative structure of its current corresponding College (e.g. its School/Departmental Structure). In addition it will include the following elements in its operations:
 - (i) There will be a monthly College meeting (similar to current Faculty meetings) for all continuing members of the College, including academic and general staff, student representatives and others (e.g. library representatives) by invitation. The membership is intended to be inclusive to preserve and strengthen opportunities for staff and student representatives to participate in discussion of College matters.
 - (ii) The meeting will be minuted and will follow regular committee standing orders. The meeting will consider significant issues related to the strategic and academic direction and operations of the College.

In response to feedback, it is also recommended that College meetings are structured to maximise efficiency of people's time through agenda management (e.g., demarcated operational or strategic matters, academic matters, CUAP proposals etc). Within standing orders, a Chair may wish to reserve parts of meetings for certain groups of staff only, and if voting on a particular matter confine voting to relevant staff members (e.g. discussion of programme development, degree regulations and similar academic matters may be confined to continuing academic staff in a College).

- (ii) The College meeting will send a formal report, including any motions/resolutions, to be received by Academic Board, and the PVC and/or delegate will speak to the report at Academic Board as appropriate. (e.g. a PVC may speak to strategic matters and an Associate PVC Academic may speak to academic regulation matters or CUAP proposals). College meetings will be advisory to Academic Board as well as to the PVC, and will assist Academic Board in providing advice to Council on academic

matters. Individual academics may influence academic advice by presenting motions to the College meeting which would be included in College reports to Academic Board, and it is assumed that, as at present, there will continue to be broader College representation at Academic Board over and above that of PVC and Associate PVC.

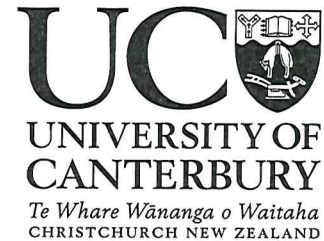
- (iii) The Chair of the College meeting will be the PVC. However, it is envisaged that the PVC will nominate another member of the College to act as Chair (e.g. an Associate PVC), which replicates current Academic Board Chairing arrangements.
 - (iv) Oversight of degrees will remain with the Colleges through their current affiliation with Faculties (e.g. the BSc will be within the College of Science, the BA within the College of Arts, etc.). Each qualification will be overseen by a College Board of Studies (or Standing Committee) which will review major changes to courses, programmes and regulations, including all significant Calendar changes, relevant to all the degrees/qualifications of the College. A Board of Studies/Standing Committee may have oversight of more than one qualification of the College.
 - (v) The PVC will appoint the Chair and members of Boards/Committees within their College. Proposals approved by the Board/Committee will be reported to the relevant College meeting on Section B of the meeting agenda, but may on request of a member be brought into Section A and be the subject of discussion and motions. All Boards of Study should include an academic representative from another College, recommended by that College's PVC, and representatives of other Colleges will be invited to join a Board where matters relating to that College are discussed (e.g. regulations relating to a major offered across two or more degrees/Colleges). This model is already in place for Joint Boards of Studies and it is envisaged similar terms of reference for these or existing Faculty Standing Committees will be appropriate for any new Boards/Committees that need to be created. Where necessary, a working group may be formed to help develop terms of reference for any new or existing Boards of Studies.
 - (vi) The PVC is expected to appoint at least one Associate PVC delegated with oversight of day-to-day academic matters related to the College. An Associate PVC will generally be Chair of one or more Boards of Studies and will generally be delegated to represent the College on Academic Administration Committee.
 - (vii) It is recommended that the agenda for each College meeting is distributed to PVCs of other Colleges, who may from time to time suggest that a member of their College be invited to attend a particular item for discussion at a College meeting.
 - (viii) Current positions will be transferred to new positions without any additional formal process, i.e. PVCs will remain as PVC, Deans will automatically become Associate PVCs Academic, existing Faculty Standing Committee members will become members of any relevant Board of Study/Standing Committees, and so on.
11. In the case of any other issues that might arise from the proposed changes, the principle will be to maintain the status quo ante and/or to ensure that no party is disadvantaged as a result of these changes. This includes the current distribution of Erskine Fellowships and similar awards.

E. PROCESS FOR PROGRESSING THIS PROPOSAL

This revised proposal with comment as to how feedback has been addressed will be re-circulated to Faculties and Academic Board for discussion at March and April meetings, and subsequently forwarded to Council at the end of April for approval consideration.

Memorandum

College Pro-Vice-Chancellors and Deans



To:	Academic Board and Council
From:	The Pro-Vice-Chancellors
Date:	March 30 , 2016
Subject:	Proposal to unite Colleges and Faculties (Final version)

The following proposal to unite Colleges and Faculties has been advanced by the PVCs in full consultation with the Deans, and revised in the light of feedback from Faculties, Academic Board, and individual submissions over approximately a six month period. The Dean of Law has asked for Law's opposition to this proposal to be noted.

We are recommending this proposal to Council, and invite Academic Board to provide advice to Council on it.

A. RATIONALE

Although proposals to unite Colleges and Faculties have been explored previously, implementation has been delayed for various reasons, amongst them the disruption caused by the earthquakes. Reasons for completing this project are outlined below.

1. Clarity

The separation of Faculties who oversee qualifications, and Colleges who oversee academic units (Departments and Schools) and related strategic/management issues, is unusual and not replicated in other New Zealand universities. Our current structure is not well understood externally or, in many cases, internally. This uncertainty or confusion extends to positions, with the role of Dean often being an executive one in other institutions, but not at UC. PVCs are currently charged with all aspects of leadership of a College, including academic leadership, and this theoretically overlaps with the role of a Dean. Although the Dean is appointed on the recommendation of a PVC, and reports to a PVC, the Dean's role extends beyond that PVC's College wherever qualifications are taught across Colleges. This creates confusion around lines of reporting and responsibility.

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Concerns were raised in feedback regarding how the voice of "non-home Colleges" will be maintained. In this revised version of the proposal, provision is made for academics from outside Colleges who teach into the degrees of Colleges to attend those parts of College meetings that are not reserved business. This means that there will be no loss of cross-College representation.

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Although the above rationale for unifying Colleges and Faculties is appropriate at any time, there are specific reasons why it is timely to address this issue now:

(i) According to the recent Cycle 5 Academic Audit, "Universities should have clear delegations for decision-making related to teaching and learning quality and research supervision, and for accountability for quality assurance of programmes and courses". The ambiguity noted above, of PVCs charged with academic leadership of Colleges along with responsibility for financial and academic matters, and academic Deans and Faculties having oversight of the academic integrity and quality of qualifications, leaves responsibility for teaching quality unclear.

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(iv) Our current academic matrix of Colleges and Faculties is confusing to most people external to our University and has been raised as such in various panel reviews such as professional accreditation reports (e.g. the Commerce panel review). As we develop our programme of community engagement and internationalization within UC Futures, ensuring clarity for external stakeholders, students and community is increasingly important.

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c. The Faculty of Science and the College of Science become the College of Science, Te Rāngai Pūtaiao

d. The Faculty of Commerce and College of Business and Law become the College of Business and Law, Te Rāngai Umanga me te Ture

e. The Faculty and School of Law remains the Faculty and School of Law within the College of Business and Law. (The Dean of Law's current position and reporting line would remain as per current arrangements, reporting to PVC College of Business and Law).

f. The Faculty of Engineering and Forestry and College of Engineering becomes the College of Engineering, Te Rāngai Pūkaha

2. Academic membership of Colleges remains according to academics' current membership of Colleges and comprises staff in units (e.g. Schools/Departments) within the Colleges, not necessarily staff teaching into the degrees of the College.

3. The PVC continues to be the senior line manager in the College, including overall responsibility for academic matters as per the PVCs' current role descriptions. It is expected in the new model that the PVC will generally delegate day to day oversight of academic matters to one or more Deputy or Associate PVCs (Academic), and these positions will replace the roles of the current Academic Deans or Associate Deans.

4. Each College will retain the current administrative structure of its current corresponding College (e.g. its School/Departmental Structure). In addition it will include the following elements in its operations:

(i) There will be a monthly College meeting (similar to current Faculty meetings) for all continuing members of the College, including academic and general (professional) staff, UCSA student representatives and others (e.g. fixed-term staff, library representatives) by invitation. For those parts of the meeting that relate to cross-College qualifications, continuing academic staff from other Colleges who teach into those qualifications will be eligible to attend the meeting with full participatory rights. Overall, the membership is intended to be inclusive to preserve and strengthen opportunities for staff (both academic and general/ professional) and student representatives to participate in discussion of College matters.

(ii) The meeting will be minuted and will follow regular committee standing orders. The meeting will consider significant issues related to the strategic and academic direction and operations of the College.

(iii) In response to feedback, it is also recommended that College meetings are structured to maximise efficiency of people's time through agenda management (e.g. demarcated operational or strategic matters, academic matters, CUAP proposals etc). Within standing orders, a Chair may wish to reserve parts of meetings for certain groups of staff only, and if voting on a particular matter confine voting to relevant staff members (e.g. discussion of programme development, degree regulations etc. may be confined to continuing academic staff in a College and/or teaching into a qualification of the College).

(iv) The College meeting will send a formal report, including any motions/resolutions, to be received by Academic Board, and the PVC and/or delegate will speak to the report at Academic

Board as appropriate (e.g. a PVC may speak to strategic matters and a Deputy/Associate PVC Academic may speak to academic regulation matters or CUAP proposals). College meetings will be advisory to Academic Board as well as to the PVC, and will assist Academic Board in providing advice to Council on academic matters. Individual academics may influence academic advice by presenting motions to the College meeting which would be included in College reports to Academic Board, and it is assumed that, as at present, there will continue to be broader College representation at Academic Board over and above that of PVC and Deputy/Associate PVC.

(v) The Chair of the College meeting will be the PVC. However, it is envisaged that the PVC will nominate another member of the College to act as Chair (e.g. a Deputy or Associate PVC), which replicates current Academic Board Chairing arrangements.

(vi) Oversight of degrees will remain with the Colleges through their current affiliation with Faculties (e.g. the BSc will be within the College of Science, the BA within the College of Arts, etc.). Each qualification will be overseen by a College Board of Studies (or Standing Committee) which will review major changes to courses, programmes and regulations, including all significant Calendar changes, relevant to all the degrees/qualifications of the College. A Board of Studies/Standing Committee may have oversight of more than one qualification of the College.

(vii) The Chair and members of Faculty Boards/Committees in a unified College will be appointed in the same way that they are currently appointed in the relevant Faculty. Proposals approved by the Board/Committee will be reported to the relevant College meeting on Section B of the meeting agenda, but may on request of a member be brought into Section A and be the subject of discussion and motions. All Boards of Study should include at least one academic representative from another College teaching into a qualification overseen by that Board, recommended by that College's PVC, and representatives of other Colleges will be invited to join a Board where matters relating to that College are discussed (e.g. regulations relating to a major offered across two or more degrees/Colleges). This model is already in place for Joint Boards of Studies and it is envisaged similar terms of reference for these or existing Faculty Standing Committees will be appropriate for any new Boards/Committees that need to be created. Where necessary, a working group may be formed to help develop terms of reference for any new or existing Boards of Studies.

(viii) The PVC is expected to appoint at least one Deputy or Associate PVC delegated with oversight of day-to-day academic matters related to the College. A Deputy/Associate PVC will generally be Chair of one or more Boards of Studies and will generally be delegated to represent the College on Academic Administration Committee.

(ix) It is recommended that the agenda for each College meeting is distributed to PVCs of other Colleges, who may from time to time suggest that a member of their College be invited to attend a particular item for discussion at a College meeting.

(x) Current positions will be transferred to new positions without any additional formal process, i.e. PVCs will remain as PVC, Deans will automatically become Deputy/Associate PVCs Academic, existing Faculty Standing Committee members will become members of any relevant Board of Study/Standing Committees, and so on.

11. In the case of any other issues that might arise from the proposed changes, the principle will be to maintain the status quo ante and/or to ensure that no party is disadvantaged as a result of these changes. This includes the current distribution of Erskine Fellowships and similar awards.

E. RECOMMENDATION TO COUNCIL

That Council approve the above proposal.

**Response of the Faculty of Arts to the
Revised Proposal to Unite Colleges and Faculties
10 March 2016**

The Faculty of Arts discussed the Revised Proposal to Unite Colleges and Faculties at a Special Meeting of the Faculty on 9 March 2016.

The short time frame for response to the proposal was noted. The proposal was sent out on the evening of March 1, after the deadline for Faculty Papers. It was not possible to discuss the proposal at the regular meeting on 2 March owing to a full agenda. The Faculty of Arts looks forward to a long period of deliberation on this very important issue. In this response the Faculty addresses several concerns that underpin a motion passed by an overwhelming majority of faculty members present at the meeting:

**MOVED: That the Faculty of Arts rejects the Revised Proposal to
Unite Faculties and Colleges.**

1. What is the problem that this proposal solves?

In its response to the previous version of this proposal the Faculty of Arts asked, "What is the problem that this proposal solves?" The Faculty does not agree with the reasons stated in "Section A Rationale" of the revised document. In particular, it does not accept that the proposal will increase the power of the academic voice (A.3), a point that will be addressed further below. Further, the Faculty observes that with reduced numbers of staff (both academic and general) and reduced financial resources, it is operating extremely efficiently, counter to the claim in A.5.iv.

2. The role of Faculty and the meaning of "stewardship of awards"

The definition of the role of Faculty was queried at the meeting. Afterwards the Chair of Faculty determined that since at least 2002 (the extent of the Chair's research into the matter) the Academic Awards Regulations of the UC Calendar have consistently defined the function of each Faculty as:

[having] overall stewardship of the awards of the Faculty

The word "stewardship" is not strictly defined in the regulations, and so might be understood to change over time. Since 2010 "stewardship" has come to include coping with the impact of limited financial resources on the awards of the Faculty.

The proposal claims (A.2) the present structure, wherein Colleges are concerned "with strategic and management issues (finance and resourcing, staffing...)" and Faculties with "academic quality assurance, managing degree regulations, course content etc" is inefficient insofar as it creates duplication of meetings to address this dichotomy of roles.

In Faculty's view it is incorrect to say that faculties are not concerned with strategic or financial issues. To take just one example, in 2013 the Faculty of Arts approved the suspension of several foreign language majors as a result of staffing cuts and other financial pressures that were exacerbated by the earthquakes. In 2015 these majors were reactivated. In both cases the decisions of the Faculty related to the stewardship of the awards in certain foreign languages, as well as to strategic and financial factors affecting them.

It is also the case that every new course or CUAP proposal requires the proposer to address the issue of resourcing in the broadest sense (staffing, space requirements, library assets, etc).

On these grounds it can be argued the phrase "stewardship of awards" has changed and will change over time, and now takes into account the impact of finances on the quality of the awards of the Faculty.

With regard to "duplication" of meetings (A.2), the Faculty of Arts disagrees. Late in 2013 the PVC Arts took the Dean role himself and created three Associate Dean roles. He has attended Faculty of Arts meetings consistently since he became PVC Arts, but has not chaired these meetings. His presence has created an opportunity for staff to communicate with him, ask questions, and bring issues to his attention. Since 2013 there have been very few College forums (i.e. very little duplication).

In sum, the Faculty notes that there are other ways to address the issue of the integration of strategic, financial and academic issues than the proposed unification of Faculties and Colleges. One suggestion is that the PVC presents more relevant financial and strategic information at meetings of Faculty, which would not require the structural change proposed.

3. Concentration of power

As indicated in its earlier response, the Faculty remains concerned about the effects of a rigorous line management system at the University.

The Faculty notes that in the proposal (C.4.v) the PVC would appoint people to various roles (Chair of Faculty (if he/she chooses), associate deans, membership on College committees). It is the view of the Faculty that this is undemocratic and reduces academic voice rather than increasing it.

The Faculty argues that separation of roles of PVC and Dean is a positive situation that fosters healthy debate. While it is currently the case that the PVC Arts holds the Dean title and appoints the Associate Deans, the continued existence of Faculty, and the appointment of the one of the Associate Deans as Chair of Faculty recognizes, if only superficially, that Faculty has a certain independence in its deliberations as a body within an institution. The Faculty therefore supports the continuation of Faculties as separate entities with a Chair that is not the PVC/Dean.

The Faculty further observes that the line management system only functions efficiently if there is trust. Trust will always be greater when employees are satisfied that there is transparency in decision-making and disclosure of

important information to interested parties and stakeholders. The Faculty therefore notes that the line management system fails if the managers act in a manner that is not transparent, or if they lack the necessary skills to perform complex management tasks.

4. Academic voice and the role of the University as Critic and Conscience of Society

The teaching and research activities of academic staff and the open debate that occurs in Faculty meetings are crucial in helping the University fulfil its goal as Critic and Conscience of Society. The Faculty has some concerns around the proposed merger of College and Faculty in relation to this point. First, the merger signals the “financialisation” of Faculty’s role in the stewardship of its awards, and even in the delivery of them. As stated above, the Faculty does not deny that financial resources and strategic planning must be taken into account in the stewardship of awards. However, it is Faculty’s concern that the proposed model will by default prioritise financial and strategic thinking and as a result might compromise the integrity of the awards, and even the existence of particular awards or areas of study. It is Faculty’s view that there needs to be a space where academic issues can, when necessary, be discussed separately from financial and strategic issues. Furthermore, in the stewardship of its awards the Faculty also safeguards bodies of knowledge that are valuable in their own right, not merely valuable because there is a market demand for such knowledge. When the “market value” of subjects of study is under constant scrutiny the University’s role as “Critic and Conscience of Society” is inevitably compromised.

Finally, it is Faculty’s view that the “financialisation” of academic matters and the line management system have contributed to the oppositional culture that this proposal hopes to eradicate (as expressed on more than one occasion by the PVC of Arts). Merging the Faculties and Colleges into a single academic unit will not necessarily end this oppositional culture. Faculties only have powers of recommendation, but modelling careful scrutiny, peer review and robust debate are hallmarks of a healthy, vibrant university, not an “oppositional” culture.

Memorandum



Dr Ross James, Dean of Commerce

Office: Room 208, Business and Law Building
Extension: 7015
Email: ross.james@canterbury.ac.nz

To:	Academic Board
CC:	
Date:	14 March 2016
Subject:	Revised Proposal to Unite Colleges and Faculties

The Faculty of Commerce held a special meeting on the 14th March 2016 to discuss the revised proposal to Unite Colleges and Faculties. The following points were raised during the meeting:

Titles and Terminology

- The faculty was not in favour of replacing the term “Dean” with “Associate Pro Vice Chancellor (Academic)”. The term Dean is well understood nationally, internationally and within schools. The term PVC is confusing, so should potentially be replaced by “Dean” or “Executive Dean”. The Faculty moved and passed the following motion to this effect:
That the Faculty of Commerce rejects the use of the titles “PVC” and “Associate PVCs” as titles and that the use of the titles “Dean” and “Associate Dean” be used instead.
- Forums at UC are known as being question and answer sessions with management without any advisory or decision making powers. Using this terminology is seen as implying the removal of the advisory and delegated decision making authority that faculties currently hold.

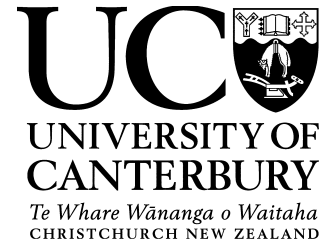
Decision Making Processes/Representation

- The decision making processes, related responsibilities and accountabilities were unclear in the proposal. This needs to be clarified and outlined in any updated proposal so it is clear what body has the delegation to make particular decisions. Clarity on which bodies would be advisory and which bodies would only be informed needs to be made. An organisational diagram showing decision making delegations and authority would help clarify these issues. Without this clarity of process the Faculty was unable to make an informed decision as to whether it supported or rejected the proposal.
- It is also unclear as to whether there would be a standardised committee structure imposed on the newly united Colleges and Faculties. What committees would be required or if particular committees would be required is unanswered in the proposal.
- The proposal does say Boards/Committees will have membership appointed by the PVC. This approach was rejected by the Faculty with the following motion being passed:
That the representation on the Board/Committees of the College must be drawn from people from the university and that representatives on the body must be elected by all members (or similar) within each constituency listed, or by using some other collegial method. These positions should not be appointed solely by the PVC or person acting for her/him.
- Representation of students and the student voice should always include membership from the UCSA, although this may not be exclusive.
- It is unclear as to who would represent the College at Academic Board. The proposal states that the PVC may choose to (and is recommended to) delegate the Chair of the College Forum to an Associate, however there is no mention of who presents the Faculty views at Academic Board. If this were the PVC then there could potentially be a conflict of interest if they are to present the interests and opinions of the College while also showing unity as part of the Senior Management Team.

Accreditation

- A visit from an advisor from EFMD, the provider of EQUIS Business School Accreditation, indicated that any structure where the School of Business and Economics did not have operational autonomy was not going to meet the expectations of EQUIS accreditation. The proposal does not recognise the School of Business and Economics as an operational unit and therefore jeopardises the school’s ability to obtain this accreditation.
- The School of Business and Economics united with the Faculty of Commerce would provide the operational autonomy required. This would be a similar arrangement as provided to the School of Law in the proposal and make the structure within the College consistent, with two operationally autonomous Schools.

Memorandum



Faculty of Education

Telephone: +64 3 343 9606 Fax: +64 3 345 8416

To: Academic Board
From: Dr Julie Mackey, Academic Dean
Date: 10 March 2016
Subject: **Proposal to Unite Faculties and Colleges**

The revised Proposal to Unite Colleges and Faculties, and the accompanying Response to Feedback document were circulated to Faculty at late notice on the day of the meeting and therefore the majority of members had not had an opportunity to read these prior to the meeting.

The key revisions were highlighted by the PVC and it was decided that a special meeting would be called to facilitate discussion of the revised proposal.

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m e m o r a n d u m

TO: **Secretary – Academic Board**

FROM: Professor Conan Fee – Dean of Engineering and Forestry

DATE: 10 March 2016

SUBJECT: **Faculty of Engineering and Forestry Report to Academic Board
(Section A)**

Please find below a report from the Faculty of Engineering and Forestry following our meeting held on Wednesday the 9th of March 2016.

Proposed changes to the College-Faculty Structure

- a. Members were concerned that representation from academics teaching into a degree hosted by another College would no longer have as strong a representative voice because there is provision for only one representative of each affected non-host College to attend a host-College forum. Currently, all academics teaching into the programme are members of faculty and can attend meetings as of right.
- b. From a practical perspective, the agenda of a College forum is at risk of running very long; Faculty meetings can run for around 2 hours already, so adding operational and strategic agenda items could result in very long forum meetings. It was noted that a new meeting format would have to carefully consider content and running times.
- c. Discussion included the need to address how we get more engagement from staff within the new structure.
- d. Members generally agreed that they were not happy to lose the title “Dean” for those in the roles now proposed to be “Associate Pro-Vice Chancellors”. The key concern here is the name recognition by students: “Dean” is well-recognised, whereas Pro-Vice Chancellor is not. The proposed titles are also clumsy, for example: “Associate Pro-Vice Chancellor (Academic)” and “Associate Pro-Vice Chancellor (International)”, especially if one has to tag “Engineering” at the end in some cases for clarity. From a student perspective, the need to seek the permission of “the Dean” is far simpler. It is a role that is common in high schools and already associated by students with academic performance, etc. The head of the College could still be Pro-Vice Chancellor or could be “Executive Dean”, as opposed to “Academic Dean” for those with direct and regular engagement with students.

Professor Conan Fee
Dean of Engineering and Forestry

9th March 2015

Memorandum

To:	Faculties and Academic Board
From:	College Pro-Vice Chancellors
Date:	March 1, 2016
Subject:	Feedback from Faculties and Academic Board re. Uniting Colleges and Faculties to form Colleges only
Purpose	For Discussion

The feedback we received regarding the proposal to unite colleges and faculties grouped into several key areas. The PVCs and Deans met to discuss this feedback. Below are the key themes and responses as to how concerns raised may be mitigated in the revised proposal.

1. Debate around staff engagement and “academic voice.” Will academic voice be decreased or enhanced in College structure without separate faculties?

In our current structure the responsibility of our faculties is “the stewardship of the awards of the University” (2016 Calendar UC p.10). Faculty meetings, therefore, are focused on the management of academic courses and qualifications. Faculties have no responsibility for staffing or resourcing of courses or developing strategies, but rather focus on the academic integrity of course content and programme offerings. This limits the academic voice in faculty meetings to predominantly discussing academic detail. Faculties typically meet monthly from February through to November and, with the exception of the Faculty of Law, attendance at most faculty meetings is reported to be low (e.g., in 2015 faculty meeting attendance frequently represented less than 25% of a faculty’s membership and one faculty had an average of only 11% of faculty membership in attendance. The Faculty of Law is an exception with strong meeting attendance through 2015 - see Appendix attached).

In the proposed new framework of Colleges having responsibility for the stewardships of the awards of the University there would be opportunity for a monthly College meeting to combine matters of academic detail with other College business such as strategic development, research plans, staffing issues etc., widening the scope of staff academic staff voice. It is also hoped that the opportunity for staff input into a wider range of topics will increase staff engagement.

2. Protecting the academic voice and agenda management; concern relating to the PVC chairing a College meeting. How will the proposed new model allow academic staff to have input into decision making and agenda management?

Although as Head of a College it is appropriate that the PVC is the formal Chair of College meetings, PVCs agree that in practice they would normally expect to delegate this role, most likely to an Associate PVC (Academic) who is appointed by and reports to the PVC (as

per current structure of Deans reporting to PVCs). This corresponds to an equivalent practice on Academic Board, where the VC delegates the Chair to a DVC.

Just as Faculties currently provide advice to Academic Board on matters related to the stewardship of awards, so in the revised model College meetings would provide similar advice to Academic Board, with no loss of academic voice on such matters.

3. Debate around separating academic matters from financial realities. Will uniting Faculty and College functions improve processes or exacerbate problems?

Some academics have argued that Faculties should remain as presently structured, without responsibility for financial matters, in order to protect the University's role of critic and conscience.

We do not however believe that the role of critic and conscience is undermined by taking account of financial or other realities, but is more likely to be enhanced by taking an informed and rounded view. In particular, the reality of UC's current financial position necessitates very careful consideration of financial implications on all academic matters. The proposed new structure provides an appropriate framework for academic debate to occur within the context of a College's financial position.

4. Dean of Law statutory requirement.

The Faculty of Law argued that the proposed model may compromise the statutory requirements of the LLB.

The Lawyers and Conveyancers Act 2006 states that Council membership comprises....

“(d) The Dean of the Faculty or School of Law from the following institutions....University of Canterbury...” (part 8 s 283).

To accommodate this matter it is proposed that the current structure of a Faculty of Law headed by a Dean of Law remains. The membership and terms of reference of the Faculty would also be unchanged. The Faculty of Law would be within the College of Business and Law as per current arrangements. The Business and Law College meeting would receive the agendas papers and minutes of the Faculty of Law's meetings for information.

5. Student voice

Concern was raised that the proposed model did not include a student voice. Student representation was assumed but not stated explicitly in the original draft of the proposed model, and this oversight has now been corrected.

6. Staffing implications

Concern was raised as to whether the proposed change would require staff to change Colleges. It is intended that academic staff will remain within their current academic unit and College and no staffing changes are envisaged with this proposal. The only staffing implication is the nomenclature of the title Academic Dean. With the exception of Law which would have a Dean of Law, the title of Dean will otherwise be replaced by that of Associate PVC (Academic) or similar. Current holders of these positions will remain, with a similar role as at present.

7. Protecting Voice of programmes from “non home” Colleges

How, for example, will academic staff members in Economics contribute to programme developments within the BA and BSc when the BA will be discussed at the College of Arts meeting and BSc at the College of Science meeting?

In addition to cross-College representation on Boards of Study/Standing Committees, in the revised model it is clarified that academics from other Colleges may be invited to the academic discussion section of College meetings as appropriate. Academic Board discussions also allow for cross-university input and consideration of broader academic developments.

8. Interdisciplinary collaboration.

Concern was raised that the current model may increase “silo thinking” and decrease opportunities for collaboration. In practice however cross-College attendance at Faculty meetings is relatively low and there is little or no evidence that the Faculty structure has had any significant impact on this matter. Although the proposed model is not intended to address the issue of siloization, it does have the potential to create greater opportunities at Academic Board to bring forward College strategic discussions from College meetings which may serve to increase awareness of developments across UC to stimulate more collaborative teaching practices. In addition, cross-College representation on Boards of Studies / Standing Committees could make a positive contribution to this issue.

9. Boards of Studies. How would Boards of Study operate in the proposed College model?

It is envisaged in the new structure that the College Boards of Study would be very similar to our current joint Boards of Studies or Faculty Standing Committees which have existing terms of reference. If needed, any refinement to these for such Boards could be looked at by a working group. It is proposed that the Boards of Study or Standing Committees will make recommendations through to the appropriate College meetings just as they currently do to the relevant Faculty meetings.

10. Access to Erskine Fellows and other potential unintended consequences. Would those academic units that currently have access to Erskine Fellows continue to have access if we no longer had units called Faculties?

As stated in the revised proposal, should other issues arise the principle will be to maintain the status quo ante and/or to ensure that no party is disadvantaged as a result of the changes being put forward. This includes the current distribution of Erskine Fellowships and similar awards, which will remain accessible to the same units as at present. The DVC (Research) will be responsible for assuring this outcome.

Appendix: Faculty Attendance in 2015

Faculty Attendance 2015

Faculty of Engineering and Forestry

There were a total of 6 Faculty meetings for the 2015 year (this excludes the examiner's meetings) and we are averaging around 23 Faculty academics per meeting (or 18.6% of the total number of Faculty academics).

March 11th - 23 total attendance - 18 apologies given (including VC and DVC&I)

19 x Faculty academics **(14.4%)**

3 x Faculty liaison/support staff (L Carter, A Suszko and David Lane Library)

2 x Student Reps (1 x ENSOC Faculty rep, 1 x UCSA rep)

- 3 apologies given by Faculty academics (not including VC and/or DVCA&I)

April- no meeting

May 13th - 25 total attendance

18 x academics attended **(13.6%)**

3 x Faculty Liaison/support staff (L Carter, A Suszko, David Lane (Library))

3 x Student Reps (1 x ENSOC Faculty Rep, 1 x UCSA rep)

1 x Visitor Mary Boyce (office of AVC Maori)

June – no meeting

July 1st - 41 total attendance- 17 academics apologies given (including VC and DVCA&I)

37 academics attended **(28% of total)**

1 x HOD Physics

2 Faculty Liaison/support staff (L Carter, A Suszko)

1 x UCSA Rep

August- No meeting

September 9th - 28 total attendance- 18 apologies given (including VC and DVCA&I)

22 x academics attended **(16.6% of total)**

1 x HOD Physics

3 x Faculty Liaison/support staff (L Carter, A Suszko, David Lane (Library))

1 x ENSOC Faculty Rep

1 x visitor UCSA Student Advocate

October 14th - 28 total attendance - 19 apologies given (including VC and DVCA&I)

21 x academics attended **(15.9% of total)**

3 x Faculty Liaison/support staff (L Carter, A Suszko, David Lane (Library))

4 x student reps (ENSOC and UCSA Faculty reps for 2015 and 2016)

November 11th - 28 total attendance - 21 apologies given (including VC and DVCA&I)

26 x academics attended **(19.7% of total)**

2 x Faculty Liaison/support staff (L Carter, A Suszko)

Faculty of Education

10 meetings held -Average number of attendees approx. 27 or 22.3% of total faculty number

	Attendance #'s (ex sign in sheets)	% of total faculty (120)
Feburary	31	25.83%
March	32	26.67%
April	26	21.67%
May	18	15.00%
June	19	15.83%
July	22	18.33%
August	26	21.67%
September	28	23.33%
October	29	24.17%
November	37	30.83%
Average attendance	26.8	22.33%

Faculty of Arts

192 on the list, of which:

185 are academics (117 from the College of Arts, 67 from other Colleges, plus Dean of PGRsearch (for info))

5 non-academic staff

2 student reps (note only one student rep normally comes)

Attendance in 2015:

Month	Number attending	% of 192
Feb	30	16%
Mar	34	18%
Apr	32	17%
May	30	16%
Jun	43	22%
Jul	32	17%
Aug	38	20%
Sept	22	11%
Oct	36	19%
Nov	38	20%
Dec	25	13%

Average 17.2%

Faculty of Commerce

	Total Attendees	Percentage	School Academic Attendees	
February	19	23.8%	16	26.2%
March	15	18.8%	10	16.4%
April	20	25.0%	16	26.2%
May	15	18.8%	14	23.0%
June	16	20.0%	12	19.7%
July	18	22.5%	15	24.6%
August	18	22.5%	14	23.0%
September	15	18.8%	12	19.7%
October	22	27.5%	16	26.2%
November	18	22.5%	12	19.7%

Faculty of Law

32 on Faculty list: 22 Academic 4 non academic, 6 student reps (LAWSOC, Te Pūtairiki, UCSA) only one from each group required to attend

Month	Number attending	% of 32
Feb	19	59
Mar	24	75
Apr	19	59
May	20	63
Jun	21	66
Jul	15	47
Aug	20	63
Sep	22	69
Oct	22	69
Nov	23	72

Faculty of Science

Month	Number in attendance	Number as a percentage of Faculty
March	23	10.6%
April	22	10.2%
May	26	12%
June	22	10.2%
July	20	9.3%
August	- No meeting occurred	
September	19	8.8%
October	27	12.5%
November	26	12%

Average attendance over year is 23.1, or 10.7%

Academic Board Report

Date **10 March 2016**

Section A

Uniting Colleges and Faculties

The discussion focussed on the revisions of the proposal since being presented at Academic Board. There was extensive discussion and pros and cons were debated. The primary points raised are summarised as follows:

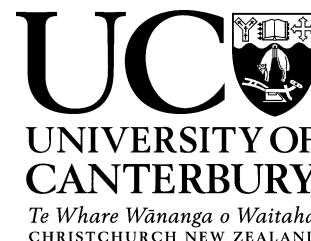
1. **Process:** It was noted by more than one Faculty member that this appeared to be a “fait-accompli” as it was noted that it will be going to Council in April. There was some frustration expressed related to that notion.
2. **Rationale:** Some members of Faculty noted that it was still not clear what was not working in the current system and questioned the need for change at this time. The rationale for change was still not clear.
3. **“Non-college” members that teach into qualification:** The greatest level of concern was in relation to item 7 of the memo. The statement in item 7 of the discussion document addressing changes that “academics from other Colleges may be invited to the academic discussion section of College meetings” was queried. Likewise the statement in Item 4 of the proposal notes “representatives will be invited to join meetings”. Questions regarding clarity of number of representatives to be invited were raised. It was noted in the proposal that designated representatives may request the meeting be opened up for others. This was viewed as cumbersome and not particularly satisfactory. Faculty members stated that any curricular matters in the BSc would require, automatically, representation and that it may not be clear until the time whether more than one representative would be helpful. It was also queried whether the invitation would be selective based on the subject matter or would there be a standing invitation for curricular matters. Further clarification is required in this area.
4. **Boards of Study:** The importance of the Boards of Study was reiterated. Clarity around how these would work continues to be of concern.
5. **Academic Voice:** It was suggested that Faculty may be feeling it is losing its voice as there is no place for academics to debate general academic matters beyond academic detail. It was proposed that in addition to the unification of Faculties and Colleges, academics consider creating a “senate” whereby broad ranging academic matters can be discussed such as the “critic and conscience” noted in earlier feedback.

Associate Professor Catherine Moran
Dean of Science

Memorandum

Dr Ross James, Dean of Commerce

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To:	Academic Board
CC:	
Date:	7 th April 2016
Subject:	Proposal to unite Colleges and Faculties

At its meeting on the 6th April 2016 the Faculty of Commerce considered the final version of the above proposal. At this meeting the following comments were made:

- It would be helpful to produce an organisation chart of the new structure that would reflect the changes being proposed. This would provide an effective method of communicating the changes to Council and the wider community.
- Providing a document that outlines the flows of information and delegations of authority would be useful to clarify how the proposal would work.
- An analysis of what this proposal will cost in order to implement and the quantification of likely benefits and savings has not been provided. This analysis could provide a firm justification for the proposal.
- If this proposal is accepted by Council then this will involve the redrafting of the University statutes. It is important that Faculties have an opportunity to see any redraft of these statutes and to be able to provide input before they are enacted.
- This is also an opportunity to update the standing orders for the main University committees. As part of this update the language and processes outlined in the standing orders should be modernised and become more culturally appropriate.

As part of any restructuring it is important to acknowledge the necessary alignment of the Faculty of Commerce with the School of Business and Economics rather than the College of Business and Law for accreditation and reporting purposes. The provision to remove the School and Faculty of Law from the proposal logically means the Faculty Commerce should be united with the School of Business and Economics in order that a consistent and parallel structure with the School of Law exists within the College.

Memorandum



Faculty of Education

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To: Academic Board
From: Dr Julie Mackey, Academic Dean
Date: 12 April 2016
Subject: Proposal to unite colleges and faculties

Following the March Academic Board meeting the Faculty of Education have engaged in two opportunities to discuss the proposal to align colleges and faculties.

A Special Faculty meeting on 23 March (with 21 members present) considered the amended version of the proposal where key changes were highlighted and a number of aspects discussed including:

- clarification about the University Council's role in the final decision;
- the value of professional staff providing input into decision making (including academic matters where they have expertise);
- the need for clear terms of reference for Academic Board;
- timing of meetings so that staff teaching across Colleges can attend relevant meetings, and the need for transparent notices of meetings and agendas;
- clarity for students that awards would belong to a home College (rather than Faculty);
- assurance of ongoing student representation at College meetings;
- the relationship between PVCs and Deans.

A straw poll unanimously supported the amended proposal in principle, and the meeting agreed to undertake a formal vote to the final proposal at the April Faculty meeting.

The Faculty of Education meeting on 6 April considered the final proposal with brief discussion around:

- the extent to which other alternatives have been explored, eg Australian models where PVCs hold portfolio responsibilities, or different nomenclature.
- the historical reasons for having both colleges and faculties;
- the managerial nature of the proposal.

The faculty passed the following motion with a slim majority (10 for, 7 against, 2 abstentions):

That the Faculty support the revised proposal to unite Colleges and Faculties. Carried

Professional staff in the college also discussed the proposal in another forum. They were supportive of the proposal noting the different forms of expertise and knowledge they could bring to discussions around new proposals, recruitment and other processes; and the potential for more inclusive working relationships across academic and professional boundaries.

UNIVERSITY OF CANTERBURY

FACULTY OF LAW

REPORT TO ACADEMIC BOARD MEETING OF 20 APRIL, 2016

FOR SECTION A OF THE AGENDA

Proposal to Unite Colleges and Faculties

At its meeting of 13 April, 2016, the Faculty of Law discussed the Memorandum to Academic Board and Council from the Pro-Vice-Chancellors dated March 30, 2016, entitled, "Proposal to unite Colleges and Faculties (Final version)".

Faculty resolved as follows:

1. That the Faculty of Law recommends that Council rejects the proposal.
2. However, should Council elect to proceed with the proposal, the Faculty of Law advises that the proposal must be amended to include the changes set out in Part C of the Faculty document dated 13 April 2016 to ensure compliance with the Lawyers and Conveyancers Act 2006.

The motions were carried unanimously.

The Faculty document dated 13 April, 2016 and Faculty's document dated 9 November, 2015 are attached.

Ursula Cheer
Dean of Law

Response of the Faculty of Law to the Revised Proposal to Unite Colleges and Faculties dated 30 March 2016

1. At its meeting of 9 March 2016, the Faculty of Law discussed the previous version of the proposal and resolved:

That the Faculty of Law expresses its continued disquiet with the proposal for the reasons outlined in our paper of 9 November 2015.

That the Faculty will be engaging in further work on the current proposal in order to ensure that it meets the requirements of the Lawyers and Conveyancers Act 2006.

Both motions were carried unanimously. This response was recorded in the Agenda for the meeting of Academic Board on 16 March 2016.

2. We have been advised that there is further opportunity for Faculty and Academic Board discussion of the proposal in April, after which the proposal is to be forwarded to UC Council at the end of April.

3. On 30 March, the 'latest and possibly final version' of the proposal paper was received with an expressed hope that it could go to April Faculty, Academic Board and then Council. This Memorandum has accordingly been prepared as a response to the 30 March revised proposal and is intended for tabling at the April meeting of Academic Board.

4. This response has three short parts. Part A addresses in detail the matter of how the proposal would significantly alter the Dean's role, which has been the subject of some confusion at Academic Board previously. Part B states a preferred position as to why the Faculty of Law is opposed to the proposal and its adoption. Part C presents an alternative response which is effective only if the proposal is, against the preferred position taken by Law, adopted.

A. How the proposal changes the role of the Deans and challenges academic autonomy:

Although those putting forward the proposal have insisted on more than one occasion that it does not change the existing status of Deans in the academic process, this is simply incorrect. Current regulations state what the Deans do. The proposal would change this.

Regulation 8 of the Academic Awards Regulations (p. 13 of the Calendar, 2016) sets out the current functions of Faculties and the responsibilities of Deans. It states:

8. Functions of Faculties and Faculty Boards of Studies and Responsibilities of Academic Deans

The Academic Dean shall exercise a general supervision and coordination of the academic activities of the Faculty. The Academic Dean is responsible for ensuring the quality assurance of the awards of the Faculty. Each Faculty has overall stewardship of the awards of the Faculty...

The word used in the regulation 'shall' is imperative. It is the Dean who has and must have the general supervisory power over academic activities within each faculty. However, the revised proposal states (C3):

It is *expected* in the new model that the PVC will *generally* delegate day to day oversight of academic matters to one or more Deputy or Associate PVCs (Academic).¹

This would give a discretionary power to the PVC to delegate the oversight of academic matters to the Dean replacements, Deputy or APVCs. A discretion does not have to be exercised, meaning the current absolute certainty that Deans are responsible for academic matters in any degree would no longer be guaranteed under the proposal. A move from imperative oversight by Deans to discretionary oversight conveyed at the whim of a PVC is a loss of academic voice and control of academic matters.

Similarly, the revised proposal suggests (4. iv) that at Academic Board

... a PVC may speak to strategic matters and a Deputy/Associate PVC Academic *may* speak to academic regulation matters or CUAP proposals.²

Once again, whether Deputy/APVCs can speak under the proposal will be at the discretion of the PVC, which is a fundamental change from the current situation where Deans have the right to speak on academic regulatory matters or CUAP proposals.

Additionally, the proposal removes the overall stewardship of awards from Faculties and places it in the individual person of the PVC (unless delegated under the discretion to a Dean).

It is important to note that the trustworthiness of our existing PVCs is not being challenged here. The character of PVC incumbents and how they might exercise the new discretions handed to them is irrelevant to the question of the effect of the proposed changes. It is simply a fact that the proposal will take the power that currently resides in Deans and Faculties and give it to PVCs. Regrettably this has not been clearly acknowledged thus far in the presentation of the various iterations of

¹ Emphasis added.

² Emphasis added.

the proposal. These are significant changes which fundamentally challenge academic autonomy at the University.

B. Preferred position: The Faculty of Law strongly opposes the proposal and its adoption

The Faculty of Law remains opposed to the amended proposal because of the facts detailed in Part A above and for the reasons set out in its paper of 9 November 2015. For convenience, that paper is reproduced in Appendix I of this document. The reasons identified in that paper remain largely unmet by the amended proposal. Law therefore rejects the proposal for the following reasons:

- i. The proposal removes the oversight by Deans of academic matters and the right to speak on academic regulatory matters or CUAP proposals;
- ii. The proposal reduces rather than enhances the academic voice in decision-making on academic matters;
- iii. The proposal does not provide sufficient evidence to show any substantial change is needed.
- iv. The proposal appears likely to increase, not lessen, confusion about structures and responsibilities.
- v. The proposed structure as drafted risks compromising the ability of the University to meet the statutory requirements in respect of the Bachelor of Laws (LLB) degree as set out under the 2006 Lawyers and Conveyancers Act, something which might jeopardise the status of that degree.

The Faculty of Law recommends that Council rejects the proposal.

C. Alternative Law response to the proposal

In this response, which is effective only if the proposal is accepted, the Faculty of Law highlights issues and omissions in the proposal and also supplies amendments that must be made in order for the requirements of the Lawyers and Conveyancers Act to be met.

Detailed Response to Proposal circulated on 30 March 2016

(Faculty of Law comments and additions are shown in bold italics in the document circulated).

Proposal Document dated 30 March 2016

The following proposal to unite Colleges and Faculties has been advanced by the PVCs in full consultation with the Deans, and revised in the light of feedback from Faculties, Academic Board, and individual submissions over approximately a six month period. The Dean of Law has asked for Law's opposition to this proposal to be noted.

We are recommending this proposal to Council, and invite Academic Board to provide advice to Council on it.

A. RATIONALE

Although proposals to unite Colleges and Faculties have been explored previously, implementation has been delayed for various reasons, amongst them the disruption caused by the earthquakes. Reasons for completing this project are outlined below.

1. Clarity

The separation of Faculties who oversee qualifications, and Colleges who oversee academic units (Departments and Schools) and related strategic/management issues, is unusual and not replicated in other New Zealand universities. Our current structure is not well understood externally or, in many cases, internally. This uncertainty or confusion extends to positions, with the role of Dean often being an executive one in other institutions, but not at UC. PVCs are currently charged with all aspects of leadership of a College, including academic leadership, and this theoretically overlaps with the role of a Dean. Although the Dean is appointed on the recommendation of a PVC, and reports to a PVC, the Dean's role extends beyond that PVC's College wherever qualifications are taught across Colleges.

LAW comment: The Deans' responsibilities are also to AAC in respect of the degree and student matters (not the PVC) and Deans also have responsibilities to external bodies (eg: for Law, the CLE as implicit in the Lawyers and Conveyancers Act). The proposal needs to explicitly address the role of the Academic Administration Committee and the role of the 'Dean'/ 'Deputy/APVC' in relation to external bodies as appropriate.

This creates confusion around lines of reporting and responsibility.

The current proposal clarifies the reporting line between Dean and PVC, introduces consistent and unambiguous terminology, and brings UC's structure into line with familiar models in NZ and internationally.

2. Strategic and Academic Decision-making

In the current model each faculty is supposedly concerned only with the “stewardships of awards” within their faculty (e.g. maintaining academic quality assurance, managing degree regulations, course content etc.), and Colleges with strategic and management issues (finance and resourcing, staffing, Department or School structures, strategic planning, recruitment, operational management etc.). In practice these things often are or should be connected – decisions regarding the academic development of new programmes and their financial viability/resourcing being an obvious example. This risks duplication (e.g. a need for both Faculty and College meetings), potentially slower processes, and confusion and unproductive discussions about where lines of responsibility sit or what constitutes ‘due process’ in areas of overlap. At worst, it runs the risk of an oppositional culture developing between Faculties and Colleges.

The proposed unification of Colleges and Faculties avoids these risks by unifying strategic, management and academic responsibilities, processes and decisions.

3. Formalising Structures & Academic Voice

Currently Faculties are seen as the principal medium for academic staff views to be expressed and for control of academic programmes to be exercised. Although valuable, having Faculties as the principal mechanism for the academic voice to be heard confines this, in principle at least, to purely academic matters, and excludes it from broader strategic ones, including such fundamental matters as research when not immediately connected with qualifications. It also risks overconcentration at meetings on routine regulatory academic processes (e.g. course change or regulation approvals), crowding out discussion of strategic issues and discouraging attendance at meetings.

The current proposal formalizes and clarifies the role of a meeting for staff, extends it to broader strategic as well as academic issues, and embeds it in University structures and processes.

4. Cross-College Qualifications

There are complications involved in several different academic units (Departments, Colleges etc.) teaching into a single degree, and no system will remove these completely. This proposal is not primarily intended to resolve these complications, but it does have the following advantages: (i) at present, cross-College representation on Faculties is uncoordinated, and depends on the willingness or otherwise of individual academics to attend Faculty meetings outside of the Faculty aligned with their College. In the proposed model, there will be a designated representative on a relevant Standing Committee/Board of Study, as well as the opportunity for representatives of other Colleges to join meetings where matters relevant to their area are being discussed; (ii) there will be a clearer and more unified responsibility for and leadership of specific qualifications.

Concerns were raised in feedback regarding how the voice of “non-home Colleges” will be maintained. In this revised version of the proposal, provision is made for academics from outside Colleges who teach into the degrees of Colleges to attend those parts of College

meetings that are not reserved business. This means that there will be no loss of cross-College representation.

5. Current Strategic Considerations

Although the above rationale for unifying Colleges and Faculties is appropriate at any time, there are specific reasons why it is timely to address this issue now:

(i) According to the recent Cycle 5 Academic Audit, "Universities should have clear delegations for decision-making related to teaching and learning quality and research supervision, and for accountability for quality assurance of programmes and courses". The ambiguity noted above, of PVCs charged with academic leadership of Colleges along with responsibility for financial and academic matters, and academic Deans and Faculties having oversight of the academic integrity and quality of qualifications, leaves responsibility for teaching quality unclear.

(ii) In introducing the new graduate attributes (graduate profile) the University has embarked on an ambitious and aspirational project, requiring clear academic leadership as well as resourcing, staff professional development, innovative thinking and a cultural shift in our teaching pedagogies in some areas. These issues cut across academic and strategic/management issues and will be best addressed in a unified model. This is suggested by the Cycle 5 audit, where "The Panel recommends that in order to achieve institution-wide integration of the new Graduate Profile in all programmes, and to enable future students to achieve the graduate attributes, the University considers the areas where the Panel has expressed concern [*academic leadership, resourcing*] and urgently gives attention to the planning, resourcing and high-level oversight for the project."

(iii) There is increased need for academic efficiency and stronger financial performance. The University's current financial situation and obligations to the UC Futures programme necessitates a high level of accountability for efficiency in our academic processes as well as ensuring the financial viability of qualifications we offer at UC, reinforcing the need to bring together academic and financial planning.

(iv) Our current academic matrix of Colleges and Faculties is confusing to most people external to our University and has been raised as such in various panel reviews such as professional accreditation reports (e.g. the Commerce panel review). As we develop our programme of community engagement and internationalization within UC Futures, ensuring clarity for external stakeholders, students and community is increasingly important.

(v) With increased competition for students nationally and internationally there is a need for academic processes to be responsive to changing markets. A unified model has the potential to be more responsive to change.

B. PRINCIPLES

The following principles were identified as priorities in developing the proposal:

1. Within the constraints of being fit for purpose, the structure should be clear, simple, efficient, and in step with other Universities in New Zealand and elsewhere.

LAW comment: In respect of Law, the presence of a Dean and Faculty (or analogous body where programme decisions are made by members of the Law Faculty) is typical among other NZ universities.

2. Lines of leadership and responsibility should be explicit and unambiguous.

3. Academic voice (i.e. the capacity for academics, along with other staff members of the University, to influence decisions) should be maintained and, if possible, strengthened.
4. Student voice and other external input should be preserved in discussion of academic matters

C. PROPOSAL

We propose the following for consideration by Academic Board and for approval by the University Council:

1. Faculties and Colleges **with the exception of the Faculty of Law** are united into academic units called Colleges. In the Colleges, the current association with Faculties is maintained, as follows:
 - a. The Faculty of Arts and College of Arts become The College of Arts, Te Rāngai Toi Tangata.
 - b. The Faculty of Education and the College of Education, Health and Human Development become the College of Education, Health and Human Development, Te Rāngai ako me te Hauora.
 - c. The Faculty of Science and the College of Science become the College of Science, Te Rāngai Pūtaiao
 - d. The Faculty of Commerce and College of Business and Law become the College of Business and Law, Te Rāngai Umanga me te Ture
 - e. The Faculty and School of Law remains the Faculty and School of Law within the College of Business and Law. (The Dean of Law's current position and reporting line would remain as per current arrangements, reporting to PVC College of Business and Law **and with responsibilities to AAC, the CLE and Academic Board**).
 - f. The Faculty of Engineering and Forestry and College of Engineering becomes the College of Engineering, Te Rāngai Pūkaha
2. Academic membership of Colleges remains according to academics' current membership of Colleges and comprises staff in units (e.g. Schools/Departments) within the Colleges, not necessarily staff teaching into the degrees of the College. **Membership of the Faculty of Law will continue to be determined in accordance with its terms of reference.**
3. The PVC continues to be the senior line manager in the College, including overall responsibility for academic matters as per the PVCs' current role descriptions. It is expected in the new model that the PVC will generally delegate day to day oversight of academic matters to one or more Deputy or Associate PVCs (Academic), and these positions will replace the roles of the current Academic Deans or Associate Deans. **The Dean of Law will retain overall responsibility for academic matters in respect of the degrees subject to Law Faculty control (the LLB, LLB (Honours), LLM, LLM (ILAP) and BCJ and any future relevant degrees/qualifications). The Dean of Law reports to the PVC of the College of Business and Law and is responsible to the AVC Academic and AAC in respect of academic and student matters.**

4. Each College will retain the current administrative structure of its current corresponding College (e.g. its School/Departmental Structure). In addition it will include the following elements in its operations:

(i) There will be a monthly College meeting (similar to current Faculty meetings) for all continuing members of the College, including academic and general (professional) staff, UCSA student representatives and others (e.g. fixed-term staff, library representatives) by invitation. For those parts of the meeting that relate to cross-College qualifications, continuing academic staff from other Colleges who teach into those qualifications will be eligible to attend the meeting with full participatory rights. Overall, the membership is intended to be inclusive to preserve and strengthen opportunities for staff (both academic and general/ professional) and student representatives to participate in discussion of College matters.

(ii) The meeting will be minuted and will follow regular committee standing orders. The meeting will consider significant issues related to the strategic and academic direction and operations of the College. ***In respect of Law, matters falling within the terms of reference of the Faculty will be dealt with by the Law Faculty and not by the College of Business and Law meeting. The minutes of Faculty meetings will be provided to the College of Business and Law meeting for information only.***

(iii) In response to feedback, it is also recommended that College meetings are structured to maximise efficiency of people's time through agenda management (e.g. demarcated operational or strategic matters, academic matters, CUAP proposals etc). Within standing orders, a Chair may wish to reserve parts of meetings for certain groups of staff only, and if voting on a particular matter confine voting to relevant staff members (e.g. discussion of programme development, degree regulations etc. may be confined to continuing academic staff in a College and/or teaching into a qualification of the College).

(iv) The College meeting will send a formal report, including any motions/resolutions, to be received by Academic Board, and the PVC and/or delegate will speak to the report at Academic Board as appropriate (e.g. a PVC may speak to strategic matters and a Deputy/Associate PVC Academic may speak to academic regulation matters or CUAP proposals). College meetings will be advisory to Academic Board as well as to the PVC, and will assist Academic Board in providing advice to Council on academic matters. Individual academics may influence academic advice by presenting motions to the College meeting which would be included in College reports to Academic Board, and it is assumed that, as at present, there will continue to be broader College representation at Academic Board over and above that of PVC and Deputy/Associate PVC.

In respect of the Faculty of Law, the Dean of Law will send a formal report, including any motions/ resolutions to be received by Academic Board and the Dean of Law and/ or delegate will speak to the report at Academic Board as appropriate. Faculty meetings will be advisory to Academic Board as well as to the PVC and will assist Academic Board in providing advice to Council on

academic matters. Representatives from the Faculty of Law will attend Academic Board as per the terms of reference of Academic Board.

(v) The Chair of the College meeting will be the PVC. However, it is envisaged that the PVC will nominate another member of the College to act as Chair (e.g. a Deputy or Associate PVC), which replicates current Academic Board Chairing arrangements.

(vi) Oversight of degrees will remain with the Colleges through their current affiliation with Faculties (e.g. the BSc will be within the College of Science, the BA within the College of Arts, etc.). Each qualification will be overseen by a College Board of Studies (or Standing Committee) which will review major changes to courses, programmes and regulations, including all significant Calendar changes, relevant to all the degrees/qualifications of the College. A Board of Studies/Standing Committee may have oversight of more than one qualification of the College.

In respect of Law, oversight of the LLB, LLB (Hons), LLM, LLM (ILAP) and BCJ and any future relevant degrees/qualifications will remain with the Faculty of Law. Oversight of the BCJ will remain with the BCJ Board of Studies that reports to the Faculty of Law and is chaired by the Dean of Law.

(vii) The Chair and members of Faculty Boards/Committees in a unified College will be appointed in the same way that they are currently appointed in the relevant Faculty. Proposals approved by the Board/Committee will be reported to the relevant College meeting on Section B of the meeting agenda, but may on request of a member be brought into Section A and be the subject of discussion and motions. All Boards of Study should include at least one academic representative from another College teaching into a qualification overseen by that Board, recommended by that College's PVC, and representatives of other Colleges will be invited to join a Board where matters relating to that College are discussed (e.g. regulations relating to a major offered across two or more degrees/Colleges). This model is already in place for Joint Boards of Studies and it is envisaged similar terms of reference for these or existing Faculty Standing Committees will be appropriate for any new Boards/Committees that need to be created. Where necessary, a working group may be formed to help develop terms of reference for any new or existing Boards of Studies.

The Dean of Law (or delegate) chairs the Faculty of Law and the BCJ Board of Studies. Faculty of Law minutes are provided to the College Meeting for information only. The College of Business and Law meeting may, through the PVC (or delegate) request items be added to the agenda of Faculty meetings. As is currently the case, the Head of the School of Law reports directly to the PVC on non-Faculty matters.

(viii) The PVC is expected to appoint at least one Deputy or Associate PVC delegated with oversight of day-to-day academic matters related to the College. A Deputy/Associate PVC will generally be Chair of one or more Boards of Studies and will generally be delegated to represent the College on Academic Administration Committee.

In Law, the Dean of Law has oversight of day-to-day academic matters within the School of Law. The Dean of Law will represent the Faculty of Law on Academic Administration Committee.

(ix) It is recommended that the agenda for each College meeting is distributed to PVCs of other Colleges, who may from time to time suggest that a member of their College be invited to attend a particular item for discussion at a College meeting.

(x) Current positions, ***with the exception of those associated with the Faculty of Law***, will be transferred to new positions without any additional formal process, i.e. PVCs will remain as PVC, Deans will automatically become Deputy/Associate PVCs Academic, existing Faculty Standing Committee members will become members of any relevant Board of Study/Standing Committees, and so on.

11. In the case of any other issues that might arise from the proposed changes, the principle will be to maintain the status quo ante and/or to ensure that no party is disadvantaged as a result of these changes. This includes the current distribution of Erskine Fellowships and similar awards.

E. RECOMMENDATION TO COUNCIL

A. That Council approve the above proposal.

Amended proposal ends.

Should Council elect to proceed with the proposal, the Faculty of Law advises that it must be amended to include the changes set out in Part C above to ensure compliance with the Lawyers and Conveyancers Act 2006.

**Professor Ursula Cheer,
Dean of Law
13 April 2016**

Appendix I

9 November 2015 Document provided for Information

Appendix 1

Faculty of Law Response to Merger of units proposal

At its meeting on 4 November the Faculty of Law unanimously resolved that “The Faculty cannot support the proposal for merger of Colleges and Faculties in its present form”, and authorised the formulation of a detailed response by a sub-committee of the Acting Dean (Professor Jeremy Finn); the Dean-elect (Professor Ursula Cheer) and the Head of School (Professor Karen Scott).

The Law School response to the proposal is in two parts. The first part, sections 1-6 deal with general issues likely to apply across the entire University, while sections 7-10 deal with three issues specific to the Faculty of Law and School of Law. An executive summary is provided before the detailed responses.

Executive Summary

- The proposal reduces rather than enhances the academic voice in decision-making on academic matters.
- The proposal does not improve the management of, and is in fact hostile to, interdisciplinary collaboration in both research and teaching.
- The proposal removes from the academic decision-making process the voices of students, external stakeholders and, apparently, service units.
- The proposal does not provide sufficient evidence to show any substantial change is needed.
- The proposal will be likely to increase, not lessen, confusion about structures and responsibilities.
- There is a need for further consideration of the proposed Boards of Studies and of the position of the suggested Assistants PVCs as well as a need for better transitional provisions.
- The proposed structure as drafted risks compromising the ability of the University to meet the statutory requirements in respect of the Bachelor of Laws (LLB) degree as set out under the 2006 Lawyers and Conveyancers Act, something which might jeopardise the status of that degree.
- The proposal creates a real risk to the reputation of the Canterbury LLB which would impact on student numbers, as well as staff recruitment and retention.
- Implementation of the proposal would undermine or breach undertakings given by the Vice-Chancellor to the staff of the Law School as to the autonomy of Law as a discipline at the time of the alignment of Business and Law within a single college.
- The creation of a “single entity” in the College of Business and Law is unnecessary and may weaken the performance of both components of the College.

Detailed Response

1. Academic voice in decision-making

Currently, the Faculty as led by a Dean has responsibility for maintaining the academic integrity of degrees and other awards. Every Faculty comprises the staff who teach into the awards of the Faculty, student representatives and other approved individuals. As drafted, the proposal replaces Faculties with Boards of Studies/ Standing Committees and creates a College Forum to advise the PVC.

The proposal states that it has an objective of maintaining and strengthening the academic voice in decision-making, noting that Faculties are apparently not well attended and are unable to consider matters such as strategy and research [paragraph 3 of the proposal]. The Law Faculty cannot comment on other Faculties, but that criticism is incorrect with respect to Faculty attendance in relation to the Law Faculty (where a majority of staff are present at all Faculty meetings and frequently almost all attend).

The proposal fails to provide evidence that the replacement of a Faculty, within which members who have a vested interest in an award are able to vote for motions which have binding effect, with a two tier structure of Boards of Studies and Forums which are advisory only, will strengthen the academic voice. The Law Faculty believes that the proposal will have the reverse effect of disenfranchising academic staff members and operate to weaken the academic voice. The proposal will do so by:

(a) Permitting the PVC to appoint the members of the Board of Studies/ Standing Committees at his/ her discretion with no guarantee that those who teach into the relevant awards will be appointed to the Board/ Standing Committee;

(b) Designating the decisions of the Board of Studies/ Standing Committees as advisory only;

(c) Designating the decisions of the College Forum as advisory only;

(d) Concentrating decision-making relating to academic matters in the hands of the PVC.

(e) The replacement of the Deans by Associate PVCs potentially results in a significant loss of academic voice at Academic Board, where Deans are currently members. This is not addressed in the proposal.

It is accepted - and welcome – that College Forums may give stronger voice to general staff, on non-academic matters, but that benefit is far outweighed by the negative consequences of change. Encouraging that general staff voice in other ways should be possible.

The Faculty considers that in the current climate, academic staff who have contributed enormously to the university's survival and recovery over the last five years of extreme stress are likely to see this proposal as downgrading their role and depriving them of an effective voice in key academic matters. This would be unfortunate in terms of obtaining the essential staff "buy-in" to plans to revive student numbers and further stimulate research. Retention and recruitment may also be affected.

The Law Faculty also notes with concern the timing of this proposal, which envisages a role for Academic Board in receiving reports/ resolutions from the College forums, in light of the review of Academic Board itself.

2. Impact on cross-disciplinary teaching and research

The proposal states, correctly, at B.4 that:

“There are complications involved in several different units (Departments, Colleges etc.) teaching into a single degree, and no system will remove these completely”

It further states that cross-College representation on Faculties is uncoordinated.

The proposal does not address issues associated with interdisciplinary research and therefore does not develop a viable method of improving matters. Indeed the proposal is hostile to interdisciplinary collaboration with respect to both research and teaching. This is of particular concern to the Law Faculty, which has stewardship of two interdisciplinary degrees (the Bachelor of Criminal Justice (BCJ) and the LLM (International Law and Politics)) in addition to the Bachelor of Laws.

Any interdisciplinary or cross-college qualification would be controlled by the PVC of the “host” College. This approach does not support interdisciplinary awards and is potentially hostile to it in the current environment where colleges are competing for EFTs.

Currently, Faculties are responsible for awards which cross disciplines and academics teaching into those awards are entitled to attend Faculty meetings. In respect of some awards, individual Boards of Studies have been established to advise Faculty (as in the case of the BCJ). Alterations to degree regulations etc must be approved by every Faculty involved. The proposal substitutes smaller, nominated, Boards of Studies but these Boards will be advisory only. There would be representation of other Colleges on the proposed Board of Studies for each such degree, but each Board of Studies will however, have less specialist knowledge and expertise than does the current arrangement where such interdisciplinary degrees must be considered by each Faculty involved, and by several Deans who are better placed to assess the academic requirements of cross college qualifications and their impact on other degrees offered by the University. The proposal does not articulate how locating decision-making at the PVC/ College level will assist in developing strategy or managing resources in respect of interdisciplinary degrees. At present Faculties provide an effective process for such matters to be addressed. The proposed structure in fact promotes the silo-isation of teaching within Colleges.

The Faculty of Law has relatively extensive experience of developing interdisciplinary awards (including the BCJ and the LLM (International Law and Politics)) and is concerned that this proposal will make it much harder to continue such collaboration in the future. The Faculty would like to note that its experience on collaboration on academic matters in respect of these awards has been relatively unproblematic, in contrast to developing an equitable approach to sharing the resources and costs associated with these degrees (in particular, the BCJ). The issue of cost sharing is not addressed by the proposal. Nor is there any clear method of dealing with issues where a Board of Studies is dead-locked or where one College believes its concerns and views have been ignored or unreasonably overridden.

As noted the Proposal does not consider the possible impact on inter-disciplinary research, and therefore does not consider whether the lessened co-operation between faculties may over time reduce or constrain such research.

Overall then, the proposal is contrary to interdisciplinary academic enterprise.

3. Other voices – student representation; external stakeholders

A serious objection to the proposed structure change is that it removes- apparently completely – any student voice in academic matters. Currently all Faculties have student members, and the experience of the Law Faculty is that students contribute greatly to discussions of academic matters because of the different perspectives and knowledge that they bring.

Some faculties also have members who represent external bodies. The President of the Canterbury-Westland branch of the New Zealand Law Society is a member of the Law Faculty. While the President may not be a regular attendee, successive Presidents have made it clear membership is valued as recognition of the link between the University and the profession. At a time when the University is seeking to increase engagement with stakeholders and the community it seems unwise to weaken those formal linkages.

The proposal is also silent about representation of, and communication with, the new “Colleges” and central University units such as the Library and the Maori Development Team (and many others). Forum discussions with a whole “College” will be unlikely to be focussed enough to be effective and discussion with a Board of Studies will not engage most staff. It is unlikely this would assist in developing and implementing plans for achieving key elements of the intended graduate profile such as bicultural competence and international awareness.

4. Insufficient evidence has been presented to demonstrate that change is needed.

The Faculty would very much appreciate further explanation as to why the current safeguards in relation to resources and strategy are not sufficient. The Faculty notes that one reason for given for change is that Faculties are apparently not well attended and are unable to consider matters such as strategy and research [paragraph 3 of the proposal]. This is not the case in Law where academic decisions are taken in light of School/ College strategy and resource constraints.

More generally, the College of Business and Law has achieved an effective and harmonious structure where the PVC attends, as a full member, all Faculty meetings and reports to Faculties on strategic matters, while Deans are members of the College executive and can keep that body apprised of academic concerns. This practice, with necessary modifications, could be an alternative to the radical changes as suggested in the Proposal.

Other options can be identified through which the objectives of the proposal could be achieved without the abolition of faculties or the Dean. For example, faculties might have their terms of reference altered to require them to take into account University strategy and resource issues; and faculties might alter their terms of reference to clarify the procedures associated with representatives from other faculties;

A key part of the proposal is B.2. Strategic and Academic Decision-making where it is stated there is a “risk” of duplication, “potentially” slower process etc. No actual problems have however, been identified. In the absence of concrete evidence of existing problems it is not clear that the proposed changes will actually improve the current position.

(a) Difficulties with the proposal document

The Faculty also considers the proposal does not accurately describe the current structures operating in the University, and therefore does not correctly address the issues which need to be considered. In Section B.1 it is stated that:

“Although the Dean is appointed on the recommendation of a PVC, and reports to them, the Dean's role extends beyond that PVC's College wherever qualifications are taught across Colleges.”

A Dean's role extends beyond a particular college at all times, not just when a qualification is taught across Colleges. The Dean has at present a primary role where that Dean's Faculty “hosts” a qualification which is taught across different Faculties and/or colleges. The Dean also has a most important function in ensuring students from her/his Faculty are able to pursue academically sound double-degree combinations and interdisciplinary programmes. The proposal removes these functions of the Deans without adequate replacement.

Further, the transfer of these functions to PVCs is likely to increase friction between Colleges as PVCs may have severely conflicting interests given the competition for EFTS.

(b) Current structure is effective

The Faculty of Law is sympathetic to the aim to align academic decision-making with decision-making in relation to strategy and resources. The experience of Law however, is that discussion and decision-making within the Faculty takes full account of College and University strategy and resource constraints. The PVC is an ex-officio member of Faculty and is able to report on issues relating to strategy and resources. Furthermore, the Head of the Law School, who reports to the PVC and who has responsibility in relation to both strategy and resources, is also a full member of Faculty. Although the Law School concedes that its operating conditions as a one school faculty are more straightforward than any other faculty, all other faculties nevertheless provide for the participation of PVCs and Heads of Schools/ departments.

Furthermore, initiatives involving resources (such as new courses and programmes) have to be signed off by the PVC and supported by a financial case. This provides an additional safeguard to ensure that academic decisions are not taken without consideration of strategy and resources. It should be noted that although the proposal attempts to unify academic/strategic and resource decision-making within Colleges it fails to develop a mechanism or even address the issue of where interdisciplinary degrees require a coordinated approach to strategy and resources between colleges.

5. The “better understood structure” argument.

The Faculty notes, but does not accept, the view put forward in Part B of the proposal that the current structures are not well understood externally and “in many cases” internally. There is little evidence given for this view. The Faculty notes that in the AQA Cycle 5 Audit report, p 5 it is stated that the respective roles of PVCs and Deans were generally well understood.

(a) Deans and Faculties

As regards external understanding, the Law Faculty view is that the nomenclature and roles of both Deans and Faculties are known and understood both nationally and internationally.

In the discipline of law in particular, the Dean is the internal and external face of the Law School in New Zealand universities and in many other jurisdictions. As far as we are aware, all Law Schools in Australia have a Dean of Law, including Adelaide Law School at the University of Adelaide, which is the designated international benchmark for the University of Canterbury. Experience over many years shows that – at least in relation to Law - the media and the public understand the title of “Dean”; it is most unlikely they will wish to seek out an Assistant PVC for comment. Media appearances do a great deal to keep the University in the public eye in a favourable context. This benefit should not be lightly discarded.

(b) Comparisons with structures at other Universities.

The proposal states that the proposed structure “most closely resembles the academic structure of the University of Auckland”. Fuller analysis indicates this comparison is not one that can safely be made. At the University of Auckland there are eight stand-alone Faculties and eight Deans. In each Faculty all academic staff in the Faculty (along with student and external representatives) participate in decision-making in relation to academic matters. The Dean and Faculty thus have responsibility for the degrees offered. In the case of Law, stewardship of the LLB is in the hands of the Dean and Law Faculty.

This schema, which reflects the current arrangements in place at Canterbury, is in fact reproduced in all Law Schools in New Zealand. To the extent that law faculties are stand-alone (the equivalent of colleges) – and this applies to Auckland, Victoria and Waikato – decision-making in relation to resources and strategy also lies with the Law Dean (who is sometimes a PVC for these purposes).

The proposal, which purports to bring the Canterbury structure into line with other universities, notably Auckland, will in fact achieve the opposite. Removing the Dean and transferring responsibility for the academic integrity of the law degree to the PVC, with Boards of Studies and College Forums providing advice only, represents a dramatically different model of governance to other law schools in New Zealand and, as far as we are aware, in Australia. The Faculty of Law is concerned that this proposal may generate significant confusion as to the governing structure of the School both within New Zealand and overseas.

6. Other cross-university issues matters

(a) The Boards of Studies mechanism

Given the Faculty of Law’s rejection of the proposal for change, it does not make at this time any detailed comments on the proposed Boards of Studies mechanism. Such Boards of Studies currently function effectively for inter-disciplinary degrees. The Law Faculty notes that the proposal may give rise to considerable difficulty and friction as to the point(s) when matters affecting other colleges are to be discussed and the process of inviting representatives. The current system, while less than perfect, is better than the proposed alternative.

(b) The Role of the Proposed Associate PVC

The Law Faculty is concerned that the proposal as drafted creates a number of potential conflicts of interest in its recommendation that Deans be replaced by Associate PVCs. First, Deans have a responsibility in relation to students undertaking double degrees and will often need to make decisions (which may be delegated) in relation to workload, pre-requisite courses and other matters. The transfer of these functions to Associate PVCs, whose loyalty

is to the College rather than the Faculty, may create a conflict of interest, particularly as colleges compete for EFTS.

(c) Transitional measures

The Faculty also notes the inadequacy of the proposed transitional measures which “Current positions will be transferred to new positions without any additional formal process, i.e. PVCs will remain as PVC, Deans will automatically become Associate PVCs, existing Faculty Standing Committee members will become members of any relevant Board of Study/Standing Committees, and so on.”

This assumes that such changes can be made without significant HR issues for these staff members concerned. More pressingly the Law Faculty does not have “standing committees” and it would appear therefore there will be no internal structure which can operate readily. There may be other Faculties with similar problems.

7. Law and CLE; professional recognition and accreditation

The proposed structure as drafted risks compromising the ability of the University to meet the statutory requirements in respect of the Bachelor of Laws (LLB) as set out under the 2006 Lawyers and Conveyancers Act. The Canterbury LLB must meet the statutory requirements in order to remain accredited as a law degree, qualifying graduates to be admitted as a barrister or solicitor. Under Section 282 of the 2006 Act each Faculty or School of Law must be headed by a Dean of Law who is a member of the Council of Legal Education (CLE). The CLE has the mandate under s 274 of the Act, to prescribe and approve any course of study for admission to the legal profession. The CLE also arranges for the monitoring and assessment of courses within the LLB, including, for example, requirements in relation to external moderation and mode of assessment (section 274(e)).

By implication of this Act, the Dean, on behalf of the Faculty/ School, is responsible to the CLE in respect of ensuring the LLB meets the requirements in order for it to be classified as a qualifying law degree. Further all course change proposals for qualifying LLB courses must be approved by the CLE, which requires evidence they have been scrutinised thoroughly by Faculties. At present members of CLE give a margin of appreciation to the Deans and Faculties, and thus to the Universities in relation to teaching of courses, while ensuring quality is monitored. Thus the statutory position effectively imposes a very important – indeed vital – requirement that the UC LLB be regarded as robust with guaranteed quality of examining and moderation. The removal of the responsibility of the Faculty/ School for the academic integrity of the degree, including matters relating to content, modes of teaching and assessment and moderation, therefore risks contravening the Act.

This proposal, which envisages the abolition of the Deans and Faculties, ultimately places at risk the accreditation of the degree as a qualifying law degree in New Zealand. If that occurred the academic and financial viability of the degree programme would be jeopardised. The Law Faculty notes that similar issues may arise in other Faculties where outside accreditation is important.

8. Reputational risk

The disestablishment of the position of Dean of Law so soon after appointing the first female law Dean at Canterbury and the only female law Dean nationwide currently, and the abolition of a Faculty of Law at UC pose a significant reputational risk for the Law School both in

New Zealand and overseas. Potential erroneous conclusions might be drawn from the abolition of the Faculty and Dean relating to the quality, viability and prestige of the law degree. This would compromise the ability of the School to recruit and retain quality staff as well as students. This would be a significant risk to take at a time where Colleges are being pressed to increase student numbers and the College of Business and Law is the only college to have increased student numbers overall in 2015.

9. Breach of faith

The Law Faculty notes with great concern that the proposal as drafted inadvertently undermines the formal undertaking to the Law School given by Dr Rod Carr, the Vice Chancellor, on 13 March 2012 in respect of the School's alignment with Commerce under the College structure. That undertaking related to the School's autonomy over various matters including teaching and academic matters. The School is of the opinion that the proposal, which seeks to remove control over academic matters from the Faculty, and envisages a single "College" unit which deals with academic matters in both Law and Business & Economics, is contrary to this undertaking, and is concerned that a potential breach of trust, inadvertent or otherwise would have significant implications for the morale and future prosperity of the Law School.

10. The "single entity" proposal as it affects the College of Business and Law.

Part D of the Proposal envisages a single unit for each College.

This would cause unnecessary difficulties in colleges where there is significant diversity among the programmes offered. In particular the College of Business and Law contains two faculties with only the smallest degree of overlap between the two (in that three members of ACIS teach into Law courses). The interest, expertise and direction of the two Faculties at present are very different. This has not stopped each from being very successful in terms of curriculum development, attracting and maintaining student numbers and – probably not coincidentally – high quality research.

Both also have accreditation through outside bodies, and that accreditation could be put at risk by having a single College wide faculty.

The practicalities of advising a PVC through a "Forum" which has to cover very different degrees have not been explored in the proposal.

The Faculty of Law considers the proposed union or merger of the two distinct Faculties of Business and Economics on the one hand and Law on the other into a single academic "College-wide" unit as unnecessary, impractical and unwise.

Jeremy Finn,
Acting Dean of Law,
9 November 2015.

Academic Board Report

SECTION A

Feedback on the Revised College-Faculty Proposal:

The revised proposal was discussed at the April 8th meeting of Faculty. It was noted that the key changes in the revised proposal including: 1) specification that the UCSA will provide student representation and 2) guaranteeing access to relevant parts of college meetings for staff who teach into courses outside of the faculty, were positive. There was a query regarding the naming of the role that would replace Dean as there appeared to be little change from the motion put by a number of Faculties regarding role names.

Additional comments requested that the intent to maintain current practice regarding appointments to Board of Studies be clearly stated in the proposal. It was also suggested that a five year review of the outcomes of the proposal be considered. Finally, a request that meetings be staggered so that individuals involved in degrees in a different College can attend.

Associate Professor Catherine Moran
Dean of Science