

# COUNCIL

## Te Kaunihera o Te Whare Wānanga o Waitaha

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**EMBARGOED UNTIL 2pm WEDNESDAY 25 NOVEMBER 2020**

## Agenda

Date      **Wednesday 25 November 2020**  
Time      3.00pm  
Venue     Council Chamber, Matariki

Refer to  
Page No.

1.    APOLOGIES:
2.    REGISTER OF INTERESTS 3-5
3.    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*
4.    MINUTES  
4.1   28 October 2020 6-12
5.    MATTERS ARISING
6.    FROM THE CHANCELLOR  
6.1   Chancellor's Meetings 13  
6.2   Degrees Conferred in Absentia
7.    FROM THE VICE-CHANCELLOR  
7.1   Monthly Report 14-40  
7.2   TEC Education Strategy 41-45
8.    ACADEMIC BOARD 46-51
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
4.0	Minutes of the meeting held on 28 October 2020 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5.0	Matters arising from those 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)
6.0 6.1 6.2 6.3	<b>From the Chancellor</b> Emeritus Professor Nominations  Honorary Doctorate Recommendation  Council Work Plan	To protect the privacy of natural persons.  To protect the privacy of natural persons.  To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(a)  7(a)  7(f)(i)  7(h)
7.0 7.1	<b>From the Vice-Chancellor</b> The Vice-Chancellor's verbal 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. 8.1 8.2 8.3 8.4 8.5 8.6 8.7	<b>From the Finance, Planning and Resources Committee</b> Draft minutes FPRC meeting 16 November 2020  Budget 2021  Financial Forecast  RRSIC PIR Report  RRSIC IQA5  Student Success Programme Mandate  Ilam Boiler Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.  To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.  To enable the University to carry out, without prejudice or disadvantage, commercial activities.  To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.  To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.  To enable the University to carry out, without prejudice or disadvantage, commercial activities.  To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i)  7(f)(i)  7(h)  7(f)(i)  7(f)(i)  7(h)  7(h)
9.0 9.1	<b>Other Business</b> Pūtaiao Koirio Verbal Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

9.2	Amendment to the Investment Plan	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.3	Naming Building	To protect the privacy of natural persons.	7(a)
9.4	Ngai Tūāhuriri Partnership 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)
9.5	Protected Disclosures, Legal Proceedings	To protect the privacy of natural persons.	7(a)
10.0	<b>General Business</b>	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)

**I also move that staff identified by the Chancellor and Vice-Chancellor as having knowledge relevant to particular matters to be discussed be permitted to remain at this meeting. 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 27 January, 2021 at **4.00pm**

**UC COUNCIL**  
**Register of Interests**  
**November 2020**

<b>Name (Council members)</b>	<b>Date notified</b>	<b>Person and/or organisation with interest</b>	<b>Nature of interest</b>
<b>Sue McCORMACK</b> <b>(Chancellor)</b>	2020	Canterbury Earthquakes Insurance Tribunal	Member
	2019	Canterbury Museum Trust Board	Trustee
	2009	Dress for Success	Honorary Solicitor
	2017	KiwiRail Holdings Ltd	Director, Deputy Chair
	2017	Swiftpoint Ltd	Trustee Shareholder
	2019	UC Foundation	Ex-officio Trustee
<b>Steven WAKEFIELD</b> <b>(Pro-Chancellor)</b>	2019	199 Johns Rd Ltd	Shareholder, Director
	2017	Brackenridge Services Limited	Director
	2017	CDHB – Quality, Finance, Audit and Risk Committee	Committee member
	2017	Carolina Homes Limited	Director, Shareholder
	2019	Christchurch Cathedral Reinstatement Limited	Board member (Ex officio – CPT Rep)
	2017	Church Property Trustees of Anglican Diocese	Trustee
	2020	Cookie Time Limited	Director
	2017	Court Theatre Trust	Citizens' Trustee
	2017	Crop Logic Limited	Director, Shareholder, Chair
	2017	Deloitte Limited	Former partner (now retired)
	2019	East Lake Trust	Trustee
	2018	EVNEX Limited	Shareholder, Director
	2018	Foodstuffs South Island Cooperative Limited	Independent Director
	2018	Foodstuffs South Island Properties Ltd	Director
	2017	Greater Christchurch School Network Trust	Chairman of Trustees
	2019	Health One Programme Steering Group	Independent Chair
	2017	Innovative Software Limited	Director, Shareholder
	2017	INOV8 Limited	Director
	2018	Lincoln University	Graduate (Post-Grad Diploma)
	2017	Mastaplex Limited	Shareholder
	2020	Medsalv Limited	Director
	2019	Menumaster Limited	Shareholder and Director
	2018	Murdoch Manufacturing Ltd	Director
	2017	New Zealand Health Innovation Hub	Director, Chair
	2017	Nutrient Rescue Limited	Director, Shareholder
	2020	Paenga Kupenga Limited	Director
	2017	Ravenscar Trust	Chairman
	2017	RHOAD Limited	Director
	2017	St Barnabas Fendalton Parish	Vestry Member, Synod Rep

	2017	St Barnabas Fendalton Trust	Chairman
	2017	Son, David Wakefield	Student at UC
	2017	Steve Wakefield Services Limited	Director, Shareholder
	2017	Syft Limited	Shareholder
	2018	The Taurus Trust	Trustee
	2017	Townsend Fields Limited	Managing Director
	2018	University of Canterbury	Post Graduate Student
	2017	Wakefield Holdings Limited	Director
<b>Peter BALLANTYNE</b>	2013	Canterbury District Health Board subcommittees	Member Quality, Finance, A&R
	2019	Canterbury Scientific Limited	Shareholder via Hawkins Family Trust
	2012	Deloitte	Consultant
<b>Liz BOND</b>	2019	Tertiary Education Union	Member
	2019	University of Canterbury	Employee
<b>Rachael EVANS</b>	2020	Kereru Trust	Trustee
	2020	Law Society	Member
	2020	Te Rūnanga o Ngai Tahu	Contractor
	2020	Te Rūnanga o Ngāti Tama	Member
	2020	Whanganui Iwi	Member
<b>John HOLLAND</b>	2019	JCG Trustee Limited	Family trust
	2018	Carter Group Ltd	Consultant
	2018	Court Theatre Foundation	Trustee
	2018	Glasson Trustee Ltd	Director
	2020	Hickman Family Trustees Limited	Director
	2019	SIG Trustee Limited	Family Trust
	2018	Southbase Construction Ltd	Chair and Shareholder
	2019	Winders Consulting Limited	Director
	2019	Winders Investments Limited	Director
<b>Keiran HORNE</b>	2019	AJ & MJ Horne Family Trust	Trustee and Discretionary Beneficiary
	2019	Breastscreen Otago Southland Ltd	Director
	2019	CEC Charitable Trust	Trustee and Treasurer
	2019	Christchurch City Council	Member, External Advisory Group, Infrastructure Strategy
	2019	Coalcorp Services Ltd	Director
	2019	Conductive Education Canterbury	Treasurer
	2019	Crown Asset Management Ltd	Director
	2019	Hamilton City Council	Chair, Audit Risk Committees
	2019	Horne Wildbore Family Trust	Trustee and Discretionary Beneficiary
	2019	New Zealand Lotteries Commission	Commissioner, Chair Audit Risk Committee
	2019	Nexia Christchurch Ltd	Consultant

	2019	Quayside Holdings Ltd	Director
	2019	Quayside Properties Ltd	Director
	2019	Quayside Securities Ltd	Director
	2019	ScreenSouth Ltd	Chair
	2019	Solid Energy New Zealand Ltd	Deputy Chair
	2019	Spey Downs Ltd	Shareholder
	2020	Television New Zealand Ltd	Director
	2019	Timaru District Council	Member, Audit and Risk Committee
<b>Tori McNOE</b>	2020	Interim Regional Skill Leadership Group (MBIE)	Member
	2020	Momentum Investment Committee	Committee member
	2020	University of Canterbury	Student
	2020	UCSA	President
<b>Professor Roger NOKES</b>	2015	University of Canterbury	Staff
<b>Warren POH</b>	2020	Christchurch Netball Centre	Board Member
	2018	GHD Limited	Employee
	2017	E&S Hop Holdings Limited	Director
	2018	GHD Limited	Shareholder
	2017	M&W Nominees Limited	Director and Shareholder
	2020	NOSSLO Group Limited	Director
	2018	Olsson Fire and Risk New Zealand Ltd	Director and Shareholder
	2017	Ofwarren Limited	Director and Shareholder
	2020	University of Canterbury	Husband of enrolled student
<b>Cheryl de la REY (Vice-Chancellor)</b>	2020	New Zealand Qualifications Authority	Board Member
	2019	Universities New Zealand Vice-Chancellors' Committee	Member
	2019	University of Canterbury Foundation	Trustee (Ex-officio)
	2019	University of Canterbury Trust Funds	Vice-Chancellor
<b>Gillian SIMPSON</b>	2019	Anglican Schools Board	Board member
	2019	Canterbury Rugby Football Union	Independent Director
	2019	Christ's College Canterbury	Board member
	2019	Ministry of Education Statutory Services Provider	Independent contractor
	2019	New Zealand Education Scholarship Trust	Trustee
<b>Shayne TE AIKA</b>	2020	Rannerdale Home Care Limited	Director
	2020	Rannerdale War Veterans Home Ltd	Director
	2020	The Karshay Group Ltd	Director and Shareholder
<b>Adela KARDOS (General Counsel/Registrar)</b>	2020	University of Canterbury	Staff member

# COUNCIL

## Te Kaunihera o Te Whare Wānanga o Waitaha

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### Minutes

Date	Wednesday 28 October 2020
Time	4.15 pm
Venue	Council Chamber, Level 6 Matariki
Present	Ms Sue McCormack (Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Steve Wakefield (Pro-Chancellor), Mr Peter Ballantyne, Ms Liz Bond, Ms Rachael Evans, Ms Keiran Horne, Ms Tori McNoe, Professor Roger Nokes, Ms Gillian Simpson (via Zoom), Mr Shayne Te Aika.
Apologies	Mr Warren Poh.
In Attendance	Ms Adela Kardos, General Counsel/Registrar and Council Secretary Professor Ian Wright, Deputy Vice-Chancellor (Research) Mr Keith Longden, Executive Director, Planning, Finance and IT Mr Paul O’Flaherty, Executive Director, People, Culture and Campus Ms Kim Fowler, Incoming UCSA President Mrs Raewyn Crowther, University Council Coordinator

**REGISTER OF INTEREST** Corrections and updates were to be supplied to the Registrar.

**CONFLICTS OF INTEREST** There were no conflicts advised for the public section of the meeting.

**MINUTES** The minutes of the meeting held on 30 September 2020 were approved and signed as a correct record.

**MATTERS ARISING** There were no matters arising.

**FROM THE CHANCELLOR** **Chancellor’s Meetings**  
The list of Chancellor’s meetings was noted.

Moved

**That: Council note the report on the Chancellor’s meetings.**

Carried

### **Degrees Conferred in Absentia**

Ms McCormack advised Council of the schedule of degrees to be awarded in absentia following approval by Council. The names of the graduates would be entered into the public record.

Moved

***That: Council approve the degrees awarded in absentia for the public record.***

Carried

### **FROM THE VICE- CHANCELLOR**

#### **Monthly Report**

The Vice-Chancellor presented her report, highlighting in particular:

- Graduation ceremonies in December had historically been arranged for international students but most students now preferred this timing. Venue restrictions meant tickets were limited and the demand this year had required extra ceremonies to be arranged. Council members would be invited to indicate which ceremonies they wished to attend and it was noted that the Graduation Dinner had been replaced with a cocktail function following the final ceremony.
- A trial of quarantine for international students was being planned.
- The launch of the Virtual Joint Postgraduate School had been held and the first scholarships awarded.
- A workshop on the Knowledge Commons had been attended by the Mayor.
- The QuakeCore bid had been successful.
- 2021 enrolments were up on previous years and accommodation was in high demand for first year students. Tūpuanuku Hall was oversubscribed and the possibility of utilising the Ilam Apartments for first year students was being considered, with possibly using Tūpuanuku dining facilities.
- The CEO of the Tertiary Education Commission had met with UC on the Student Success Academy and indicated that TEC would welcome a partnership proposal in 2021. TEC would be meeting on the UC campus in November.
- There was an increase in the number of Māori students enrolling in Engineering.
- It was noted that, due to the economic downturn, employment opportunities were limited with internship placements being challenging.

Mr Shayne Te Aika joined the meeting, having been linked by Zoom to the earlier discussions.

In discussion it was noted that:

- It was too early to determine the success of the MOOCs. A link would be sent to members to view an example.
- The Wellbeing Plan would be placed on Diligent once finalised.
- Staff were congratulated on achieving a \$24M reduction in operating expenses for FY20 especially given the difficult

year. This was of huge benefit to the University and reflected the level of commitment of staff.

- The next iteration of the Interim Code of Conduct would possibly be a single code for both international and domestic students. NZQA had responsibility for administration of the code and it likely to delegate some/part of its responsibility to Universities New Zealand.
- CoRE funding success for the QuakeCoRE and failure for Brain Research NZ and Medical Technologies reflected the competitive nature of the bidding process and the quality of the research rather than government policy.
- The Student Success Academy would be presented to Council in a workshop. It was noted that a pilot programme would be run for 20 Māori students to include scholarship funding, a residential programme and the opportunity to gain credits ahead of the commencement of semester one. Individualised learning programmes, mentoring and commitment from the whanau would form part of the programme.

Moved

**That: Council note the Vice-Chancellor's Monthly Report.**

Carried

## FROM THE AUDIT AND RISK COMMITTEE

### Health Safety and Wellbeing Report

The Chair of the Audit and Risk Committee. Ms Keiran Horne, presented the paper, noting:

- The review of the Wellbeing Charter had been deferred to enable the review to be carried out by the incoming Director.
- The safety concern of pedestrians crossing Ilam Road, especially once Tūpuanuku was in use, was being discussed with the City Council. Changes were anticipated as part of planned enhancements to the cycle lane on Ilam Road. Installation of traffic lights would be costly for UC but would be raised as a possibility with the City Council. Members expressed a desire for staff to work with City Council to have a solution in place before the start of the academic year. An update would be provided in November.
- Worksafe investigations regarding PCBU obligations in relation to contractors was discussed and Mr O'Flaherty advised that contractors and subcontractors received a full induction.

Moved

**That: Council note the Health Safety and Wellbeing Report.**

Carried

## FROM THE ACADEMIC BOARD

Professor Matthew Turnbull joined the meeting to present the report of the Academic Board. In discussion of the report it was noted that:

- The Academic Board had responded positively to the Māori Strategy and recommended it for Council approval.
- The Vice-Chancellor was to chair a working group to align policies and procedures across the University on the

appointment process for senior positions such as PVCs, Deans and HODs.

- A suggestion of an award for academic staff to reflect their contribution to the benefit of society, to sit alongside the Teaching, Research and Innovation Medals was proposed and work would be done to consider the proposal. A role for the Academic Board in the selection of Honorary Doctorates was also raised.
- Increasing the commitment to the recording of lectures was being addressed by Professor Catherine Moran with a Universal Lecture Recordings Working Group which would report back to the Academic Board in November.

Moved

**That: Council note the report of the Academic Board.**

Carried

### **Te Rautaki Māori | Strategy for Māori Development**

Ms Liz Brown, Te Amokapua Māori Tuarua, Deputy Assistant Vice-Chancellor Māori, presented the strategy document, noting:

- Council had endorsed the original strategy in 2012.
- The strategy had not changed significantly but was now aligned with the overall Tangata Tū, Tangata Ora Strategy.
- Consultation with Ngāi Tūāhuriri had taken place.
- It had been pleasing to note the different response from the Academic Board to the strategy, indicating a sea change.
- A virtual interdisciplinary Māori academy was planned which would provide opportunities for Māori academics around the world to participate in a course on Topics in Indigenous Economics and Institutions, (which was strongly endorsed by a number of Council members), offered by the Tulo Centre of Indigenous Economics, Canada.
- The goal of achieving a Professor/Senior Māori academic in each college was aspirational. To achieve this would require changes in the compulsory education sector. Initiatives such as the Student Success Academy would aid retention of Māori students.
- Implementation plans were being co-designed around delivery, with all staff having responsibility for implementation.

Progress on the objectives of the partnership agreement with Ngāi Tūāhuriri would be reported to the November meeting. Discussions were continuing positively with the advisory committee no longer part of the agreement. The partnership would provide an opportunity to prioritise UC commitment to the Treaty.

Moved

**That: the Council endorse Te Rautaki Māori | Strategy for Māori Development 2020.**

Carried

**PUBLIC EXCLUDED** Moved  
**MEETING**

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

<b>Item on Public Excluded Agenda</b>	<b>General Subject Matter</b>	<b>Reason for passing this resolution in relation to each matter</b>	<b>Grounds under section 48(1) for the passing of this resolution</b>
4.0	Minutes of the meeting held on 30 September 2020 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5.0	Matters arising from those 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)
6.0 6.1 6.2	<b>From the Chancellor</b> Research Medal  Council Work Plan	To protect the privacy of natural persons.  To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(a)  7(f)(i) and 7(h)
7.0 7.1	<b>From the Vice-Chancellor</b> The Vice-Chancellor's verbal 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. 8.1 8.2 8.3 8.4 8.5 8.6	<b>From the Audit and Risk Committee</b> Draft minutes ARC meeting 19 October 2020  Strategic Risk Register Review  Insurance Renewal  Discipline and Academic Progress Report 2019  RRSIC PIR Plan  PIR Programme 2021	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.  To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.  To enable the University to carry out, without prejudice or disadvantage, commercial activities.  To protect the privacy of natural persons. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.  To enable the University to carry out, without prejudice or disadvantage, commercial activities.  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(f)(i)  7(h)  7(a) 7(f)(i)  7(h)  7(f)(i)
9. 9.1 9.2	<b>From the Finance, Planning and Resources Committee</b> Draft minutes FPRC meeting 19 October 2020  Financial Delegations	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.  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(f)(i)

9.3	CAPEX Quarterly Report to 30 September 2020	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.4	UCTF Quarterly Report to 30 September 2020	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.5	Monthly Financial Report to 30 September 2020	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.6	Financial Forecast	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.7	Pūtaiao Koiora Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
10.0	<b>Other Business</b>		
10.1	QuakeCORE TEC Funding Letter	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
10.2	Pastoral Care Code Self-Review 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)
10.3	IT Transformation Project Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
11.0	<b>General Business</b>	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)

*and that staff identified by the Chancellor and Vice-Chancellor as having knowledge relevant to particular matters to be discussed be permitted to remain at this meeting. 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

Council returned to public meeting at 6.21pm and confirmed for the public record:

- The awarding of the UC Research Medal for 2020 (to remain confidential until publically announced)
- The Financial Delegations
- The QuakeCoRE funding

## GENERAL BUSINESS

### Retirement

Professor Roger Nokes announced his retirement from UC in April 2021, necessitating an election for an academic staff representative on Council. This process was in hand.

The meeting was closed with a karakia whakamutunga.

The meeting ended at 6.26pm.

**NEXT MEETING**

The next meeting was scheduled for 3.00pm on Wednesday 25 November 2020.

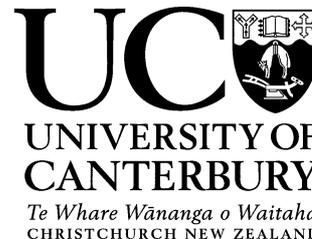
SIGNED AS A CORRECT RECORD: \_\_\_\_\_

DATE: \_\_\_\_\_

# Memorandum

## Chancellor's Office

Email: [chancellor@canterbury.ac.nz](mailto:chancellor@canterbury.ac.nz)



<b>To:</b>	Council Members
<b>From:</b>	Sue McCormack, Chancellor
<b>Date:</b>	18 November 2020
<b>Subject:</b>	<b>CHANCELLOR'S MEETINGS</b>

I outline for you the key events I have attended on behalf of UC since the last Council meeting. Items marked with an asterisk indicate events at which I gave a speech. Those speeches can be found on the Council Sharepoint site.

- Regular catch-up meeting with General Counsel/Registrar
- Met with TEC Board during their meeting at UC
- Initial meeting of the UCF/UCTF Transition Group
- Met with VC, Te Maire Tau and Arihia Bennett regarding the Māori Futures Academy
- Met with members of the Academic Freedom Subcommittee, Registrar and QC
- Met with Pro-Chancellor and CFO regarding the Project Creative Economy
- Attended Canterbury Museum Trust Board meeting
- Regular meetings with VC
- Attended Health and Safety Walkabout
- Chaired a Special Meeting of Council
- Attended FPRC meeting

Meetings planned between today and the Council meeting on 25 November:

- UCF Board of Trustees Meeting
- Special Meeting of the Canterbury Museum Trust Board

Sue McCormack

A handwritten signature in black ink that reads 'Sue McCormack'. The signature is written in a cursive, flowing style.

Sue McCormack  
**Chancellor**

# Vice Chancellor's Report to Council

November 2020

## Introduction

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As this extraordinary year draws to a close, I wish to underscore my thanks to the community of UC students and staff who have worked with commitment and innovation, in challenging circumstances, to keep one another safe and to continue our core mission of learning, teaching and research. The pandemic risks and challenges are still with us and will continue for a while, but everyone's combined efforts mean we are well poised to keep on pursuing our strategic vision as we head into 2021.

As the final report for the 2020 year, this report reflects on what became our overarching challenge for the year, namely, responding to COVID-19 risks while striving to implement our UC Strategy, Tangata Tū, Tangata Ora.

## Engagement

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During 2020 UC progressed a wide range of initiatives to foster engagement, presence and impact in Ōtautahi Christchurch, including the development of the Knowledge Commons concept, conclusion of a number of memoranda of understanding (MOUs) and Centre for Entrepreneurship (UCE) collaborations. We have also continued our outreach and other community engagements; for example, staff in the Department of Linguistics have put together Linguistics 200, a five-week lecture series for the University of the Third Age (U3A), the second series for that group on Linguistics.

## Partnerships

The partnership between UC and Ngāi Tūāhuriri and Ngāi Tahu has shown considerable progress this year. The implementation of the Partnership agreement signed in March 2019 is overseen via regular meetings between myself and Associate Professor Te Maire Tau and from time to time Arihia Bennett, Chief Executive of Ngāi Tahu. Co-creation of the refresh of the UC Māori Strategy has been an important achievement and the objectives have been shaped by the priorities for mana whenua.

Another significant initiative is the joint development of an academy for Ngāi Tahu rangatahi and the wider Māori workforce. It is expected that this will be concluded before the end of the year, marking a major milestone in the relationship between Te Whare Wānanga and mana whenua.

In 2020, Canterbury University Press published Martin Fisher's *A Long Time Coming: The story of Ngāi Tahu's treaty settlement negotiations with the Crown*. This book describes and reflects on a process seeking justice that spanned two centuries. The Ngāi Tahu claim, Te Kerēme, began with the first letter of protest to the Crown in 1849 and continued through to the final hearing by the Waitangi Tribunal between 1987 and 1989, and then the settlement in 1998.

Since June, the Knowledge Commons has become one of the more visible expressions of UC's desire to be an engaged university by recognising, celebrating and elevating the many engagement practices across the University. The support of the Ngāi Tahu Research Centre has been instrumental in bringing this objective to fruition.

Professor Ekant Veer (on secondment) is leading Te Pae Raka Hau | Christchurch Knowledge Commons. Since its inception, the Knowledge Commons has sought to build institutional partnerships with key stakeholders in Christchurch and the wider Canterbury region. Professor Veer and more recently Dr Susannah Stevens, as the Commons' Strategy Lead, have been meeting with leaders, influencers, community members and other interested parties to develop the kaupapa of the Commons and identify key areas of engagement.

The University is now working with multiple external partners to share our collective knowledge, skills, resources, mana and networks in order to address some of the most pressing issues facing our city and community. A multilateral MOU has been presented to nine key partners with unanimous support for increased engagement and kotahitanga going forward.

Specific projects include: sharing existing stories about the impact that UC's academics, professional staff and students are having in our community; supporting the Ministry of Education and the Canterbury Police to develop practices that support inclusivity in the city; working with the Greater Christchurch 2050 team to develop a long-term strategy for the region; supporting climate action and educational practices by sharing the knowledge and expertise of UC academics; exploring the role UC can play as kaitiaki of data to ethically gather, house and share findings with the city; and exploring the way UC-based experts can share expertise to support the growth and security of the city and, in particular, the business community. Ongoing efforts are being made to make UC more accessible in the future for external partners to engage in joint research projects, Work Integrated Learning and other engagement practices that have a mutual benefit.

I wish to thank the many people across the campus who have supported the vision of an engaged university by sharing their stories of impact and being willing to meet with external stakeholders, and those who have helped shape the vision and kaupapa of the Commons. Specifically, special thanks to the Ngāi Tahu Research Centre, the UC Foundation, the Child Well-being Research Institute, the Children's University, the Cluster for Community and Urban Resilience, Te Pae Hiwarau, the UC Business School and the Social Sciences hub. More information about Te Pae Raka Hau | The Christchurch Knowledge Commons can be found at our website (<https://www.canterbury.ac.nz/knowledge-commons/>).

The MOU with ChristchurchNZ has sixteen workstreams, ranging from joint marketing, conference and events initiatives to a number of industry challenges involving students, industry engagements and incubation workstreams. A steering group of senior representatives from both organisations has been formed to align our programme of work more closely with the Greater Christchurch 2050 Strategy and the UC Strategy.

A renewed agreement between UC and the Council of Managers of National Antarctic Programs (COMNAP) will see the international Antarctic headquarters housed at UC until 2027. Established in 1988, COMNAP's purpose is to develop and promote best practice in managing support of scientific research in Antarctica. It works with Antarctic programmes around the world to facilitate research, share information and ideas on operations and logistics, and develop guidance on a range of topics, including safety, environmental management and more.

UC has engaged with the Ministry of Social Development (MSD) in two key areas to assist with the social and community impacts of the recession resulting from the COVID-19 pandemic. Our liaison staff have been working with the Ministry on how best to join forces to support newly redundant

workers who have not experienced unemployment before. This includes working to provide career and course counselling.

UCE in conjunction with the Canterbury Employers' Chamber of Commerce was awarded a contract with the Ministry of Awesome to run the 'unemployment to self-employment' programme for MSD and ChristchurchNZ.

At mid-year, UC offered significant tuition scholarships for workers newly redundant as a result of the pandemic response and this provided about 40 new students with a better financial start to their studies.

UC continues to provide clinics for whānau and individuals for free, at a reduced cost or at normal rates. These clinical services include audiology, speech and language therapy, psychology, child and family counselling, and stroke recovery.

UC has been party to two submissions by consortia of health and sport service providers for the Metro Sports facility. The proposed collaborations provide valuable internship and other work-integrated learning experiences for our undergraduate and postgraduate students studying for a range of degrees related to sport and health education, as well as enable joint research collaborations in the areas of wellbeing, rehabilitation and sports more generally. UC's partnership with Paralympics New Zealand is progressing. Having signed a memorandum of interest, we are now in the development stage of an MOU. The key focus of the collaboration will be providing multidisciplinary expertise to ParaNZ in support of its 2020–2025 Strategic Plan, with the vision of "Transforming Lives through Para Sport".

Food Transitions 2050 is the focus of the multiparty Joint Postgraduate School between University of Canterbury, Lincoln University, AgResearch, Plant & Food Research and Manaaki Whenua Landcare Research. The Vice-Chancellors and Chief Executives of the five partners met as the Partnership Board to approve an MOU to formalise this partnership.

### **Public events**

The University hosted a wide range of public events and lectures during 2020. UC held 11 Tauhere | UC Connect public lectures in 2020. Nine of these lectures were held in person, attracting a total of 1,414 attendees, and two were live-streamed only, drawing 464 live-stream watches on Facebook in total for the year. The lectures covered a range of highly relevant topics ranging from earthquakes and innovation, to white supremacy in Ōtautahi, to anti-racism, the cannabis referendum and the 2020 US election.

After the public lecture "UC Connect: Pandemics, protests, and populists: the 2020 presidential election", high demand led the event to be live-streamed again for an audience of 30 UC alumni in the United States.

Brain Date, a public event on the topic of Aerospace, was run by the College of Engineering and had over 100 registrations. Fifty industry guests were hosted, as were students including some from Burnside High School. Eleven speakers took part in just over two hours of presentations, followed by networking and lab wing tours.

The latest presentation in the UC MBA Thought Leadership series was held on 28 October in the TSB Space at Tūranga (Christchurch Central Library), posing the question "How did our leaders respond to this new digital world?" Panellists, including Michelle Sharp (Vodafone), Leeann Watson (Chamber of Commerce), Graham Grant (Seequent) and facilitator Kendall Langston (Advisory Works), discussed the insights and challenges of digital leadership during COVID-19.

On 27 October the latest instalment of Focus on Asia, a collaboration with The Asia New Zealand Foundation as part of the UC Business School's Hihiko Webinar Series, highlighted significant future directions in China relevant to New Zealand business.

The College of Arts maintained an active outreach programme ranging from public seminars (sometimes switched to Zoom delivery) to cultural events. These included the annual ILAM 2020 Open Studio Exhibition and SELECT awards, providing a curated snapshot of contemporary creative developments and student work in the School of Fine Arts.

The Department of English featured at the WORD Christchurch Spring Festival. Staff such as Paul Millar, Philip Armstrong and Erin Harrington, and Ursula Bethell Writer in Residence Nathan Joe appeared in numerous events, ranging from the rainbow youth event "Tell It Slant" to a discussion of "Talking Animals".

As the Learning Partners for the Pop Up Penguin (PUP) initiative, the College of Education, Health and Human Development, Gateway Antarctica and COMNAP, in collaboration with the Antarctic International Centre (AIC), provided presentations to 63 schools in the Christchurch area that are participating in the programme. UC students had the opportunity to work closely with UC scientists and AIC staff to deliver the presentations. The UC penguins have now been completed and will be part of the PUP penguin trail in November, featuring together at the Christchurch Museum.

UC has partnered with ChristchurchNZ, Te Pae and New Zealand Trade and Enterprise to develop a conference strategy and has submitted a number of Conference Assistance Programme bids. The bid for the Institute of Electrical and Electronics Engineers Conference on Virtual Reality and 3D User Interfaces (IEEE VR2022) was successful with support from Tourism New Zealand, Te Pae and ChristchurchNZ. Professor Stephan Luckosch (HITLab, UC) and Tobias Langlotz (Otago) will co-host this premier international conference on virtual reality and 3D user interfaces at Te Pae in March 2022. We are awaiting the results of two further bids.

### **Retain and grow the diversity of talent in Ōtautahi Christchurch and Waitaha Canterbury**

UC is increasing its work to grow the diversity of its student base and to develop talent in all subject areas and facets of learning. Our outreach to Māori and Pasifika students has continued and will increase with the newly developed Takere Success Academy initiative over summer. Other highlights are noted below.

Te Mātāpuna Mātātahi | Children's University team is in the middle of preparation for two graduation ceremonies on 25 and 26 November. This year 64% of its members will be graduating, which is an incredible effort considering the majority of tamariki received their passports just before lockdown and for much of the year could not visit Learning Destinations. In total, the 557 members completed 19,537 hours of extra-curricular learning in 2020.

As part of our Tertiary Pathways project, UC is working closely with Linwood College to provide active mentoring for students while they are at school to support and encourage wider aspirations and to support good academic outcomes. The University is also beginning work with Haeata Community Campus to build a similar strong pathway to tertiary study. In addition to the mentoring programme, UC is working with schools and Ara, Ngāi Tūāhuriri and ChristchurchNZ to develop learning opportunities linked to Tuhaitara Coastal Park and connecting with tertiary pathways and industry.

On 30 July 2020, Aukaha Tau for year 12 students drew 120 taiohi Māori and 22 kaiako from 15 different schools. This represents a 186% increase in attendance from the 78 taiohi Māori who attended in 2019. At Aukaha Tau 12, taiohi Māori receive information on courses and degrees taught at UC and what is needed before starting university (entry requirements, scholarships and

course planning). Interactive college sessions allow taiohi Māori to explore what is on offer. The Māori Student Development Team and tuākana mentors share their own student experiences and talk about life on campus while sharing kai with the visiting taiohi Māori. A record number of 170 taiohi attended our Aukaha event for year 10 students on 10 November.

A series of workshops delivered to taiohi students at Te Kura Kaupapa Māori o te Whānau Tahī covered scholarships, transferable skills, study and career pathways, an on-campus tour and how to enrol online. Kaiurungi also led a campus tour and careers workshop for Karanga Mai Young Parents' College.

Each year since 2013, Dr John Pirker in Biological Sciences has run He Puna Pūtaiao outreach programme to introduce year 10 Māori students to science and the process of a research project. This year, six local schools (Linwood College, Shirley Boys' High School, Avonside Girls' High School, Burnside High School, Cashmere High School and Lincoln High School) brought 36 students to campus once a week over a six-week period. Twelve postgraduate students mentor students through their research activities, focusing on the water quality from Te Waihora Lake Ellesmere and the connection to sustainable cultural practice. Data collection takes place at the lake, and back on campus the students analyse and communicate their findings. At the end of the programme the students display conference-style posters at a Pō Whakanui celebration that their whānau, school teachers, UC staff and rūnanga attend. This long-term engagement programme with taura has proved a practical and productive way to introduce students to university science in the field.

In November, UC hosted 60 science, technology, engineering and mathematics (STEM) teachers on campus for a STEM Teachers Professional Day. This is the second year of this initiative, which is jointly hosted by the Colleges of Science, Engineering and Education, Health and Human Development. At this event, teachers heard about new initiatives in areas including gamification, data science, microplastics and environmental psychology. They also heard from the STEM 2020 Thesis in Three winners.

The UC Business School is hosting the 2020 UC Commerce Teachers Personal Development Day on Monday 30 November. This annual event provides teachers with the opportunity to connect with UC Business academics, employers and recent graduates. This year's guest speakers include representatives from the New Zealand Qualifications Authority (NZQA), ANZ, Foodstuffs, Vodafone (to be confirmed) and a Certified Practising Accountant, Australia. The event is sponsored by MYOB, which will host a panel discussion with MYOB staff (all of whom are UC alumni) as well as a dinner for all participants.

The Educational Theory, Policy and Practice Research Group in the School of Educational Studies and Leadership collaborated with the Ministry of Education to host a Kāhui Ako Across School Teacher seminar. The seminar included presentations from Associate Professor Annelies Kamp, Associate Professor Susan Lovett, two educational professionals who are doctoral candidates (PhD and EdD) at UC, and two lead advisors from the Ministry.

## **Education – Accessible, Flexible, Future-focused**

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Given the challenges of the year, innovation was evident from all our educators. Online academic development was accelerated so the curriculum could be delivered online. The rapid change in delivery highlighted the need to be accessible and flexible as we move forward. In order to address the need, the Future Learning and Development team (formerly e-learning) has been expanded to

support the development of online and blended/hybrid learning. Training has occurred for a new centrally coordinated co-design process that enables rapid, high-quality online design and development. Already the new process, which involves collaboration with academics, subject librarians, Kai Arahi and others, has been trialled with the design and development of 24 new online courses for deployment in Semester 1, 2021.

During the UC shutdown in the (first) COVID-19 pandemic response, it was immediately apparent that some practical aspects of some degrees could not be delivered, as access to labs or studios was required. However, it also emerged that remote teaching was already taking place in some practical subjects such as science and engineering. Examples were: virtual field trips; remotely controlled laboratory experiments; and sending experiment kits out to students' home with online guidance.

To continue the work, a new project entitled Alternative Lab and Studio Delivery Options (ALSDO) was instigated by the Pro-Vice-Chancellor Engineering to support a learning environment that uses effective pedagogies, facilities and new learning technologies to enable remote laboratory experiences, and to facilitate a higher degree of university resilience in the face of disruption.

Support for academic development has also been recognised in 2020 with the awarding of teaching development scholarships to five outstanding scholars. These scholars will work over two years to develop their projects and work with others in a teaching leadership capacity across UC. All projects that have been awarded are designed to advance the Strategy/Rautaki.

This year saw progress in creating a curriculum that is relevant and meets the needs of today's students. Two new undergraduate degrees, Bachelor of Data Science (three years) and Bachelor of Environmental Science with Honours (four years), will be offered in 2021. These new offerings are both strategic in different ways, and first of their kind in New Zealand. The new Data Science programme now provides an undergraduate degree as a pathway into our existing and successful postgraduate Data Science programmes, and provides the first opportunity for undergraduates in New Zealand to learn in this rapidly developing area. For the Environmental Science degree, we are pursuing professional accreditation with the Environmental Institute of Australian and New Zealand, to make it the first degree with this accreditation in New Zealand. In other firsts, staff in the School of Educational Studies and Leadership have been successfully working with youth work stakeholders to finalise the youth work pathway in the Bachelor of Youth & Community Leadership. As a result, UC will now be able to offer the only endorsed degree-level award in Aotearoa for youth workers.

Postgraduate offerings were also successfully launched this year, such as the new Master of Applied Translation and Interpreting (MATI) degree. In addition, the Masters in Criminal Justice was run for the first time; it had 13 students and offered five new modules in what proved a very positive experience for all involved. Across UC, staff are creating and reinventing the curriculum to meet future needs and changing pedagogy.

Ensuring that students are provided with lifelong learning opportunities through flexible degree and delivery options is one of the key objectives in the Strategy that has proved the most relevant in 2020 and where the University has arguably made the most progress. UC launched its first mass open online course (MOOC) and its first micro-credentials, and made a significant move to increase the number of fully online degrees on offer.

### **Micro-credentials**

Six new micro-credentials were approved and will be launched in January 2021. As part of UC's development of digital learning and its focus on providing flexible and lifelong learning opportunities

for learners, graduates of micro-credentials will be awarded enduring digital certified badges, through My eQuals. The six new micro-credentials are: Professional Digital Marketer; Transition Engineering Leadership; Energy Transition Engineering, Management and Policy; Facilitating Change in Early Literacy Instruction; Evidence Based Practice in Early Literacy; Supporting Evidence Based Assessment and Early Literacy Instruction.

A new suite of information literacy modules has been created, which cover core skills such as online referencing and can be embedded within LEARN. Open Access work has been focused on open educational resources (OERs) due to the increased importance of these to support online teaching, MOOCs and micro-credentials. A number of papers outlining the impact of OERs have been provided to the Library Committee, the Learning and Teaching Committee and other college groups to increase UC awareness of and engagement in this area, particularly in relation to textbooks.

### **Online programmes**

In 2020, the University expanded its range of fully online degree programmes. Fully online programmes included not only the previously offered degrees from the College of Education, Health and Human Development, but also degrees from the Colleges of Business and Law and Arts.

For example, the Master of Applied Finance and Economics (MAFE) programme will be offered fully online, beginning with the January 2021 cohort. Online delivery of this advancing master's programme will continue at least until all international students have an opportunity to travel to UC. Likewise, 2021 will see six BA majors fully online (Human Services, Linguistics, English Language, German, Philosophy and Education).

### **Summer School**

The UC Summer School that commenced on 9 November is a key way that the University fulfils its aim to be flexible in the way it delivers education. Enrolment numbers are one-third higher than in 2019. An increased number of courses is on offer in 2020 and the majority (over 90%) of the students are existing UC students choosing to study in their summer break. These courses meet the needs of students who wish to accelerate their studies, to repeat a course or to take an extension course, by enabling them to do so without disrupting their 2021 studies. The courses are also available for the community to take for professional or personal development.

### **Employability, entrepreneurship and student innovation**

A new LLB capstone course (LAWS306 Special topic: Law and Transition to the Workplace) has been introduced. From 2021 all LLB students will complete a new, skills-based capstone course, containing a number of opportunities for exposure to different facets of legal practice.

Te Rua Makerspace has been steadily increasing its range of activities. 3D printing remains popular with students: induction sessions have good attendance and show students how to operate 3D printers safely, as well as how to import, slice and prepare 3D models for printing. The new Roland vinyl printer is popular with Product Design students who have been using it to print off high-quality packaging for their end-of-year Product Design projects. Other students to use the technology include final-year Graphic Design students from the School of Fine Arts who are preparing items for their end-of-year exhibition. The Makerspace also recently hosted a session for the Children's University. Connections with Product Design and Tūranga have been made with a view to collaborate where the opportunity arises.

Despite COVID-19, UCE has delivered six student Challenge programmes (two completely online during the lockdown) with a range of organisations including Pegasus Health, B.linc and the Marketing Association. These Challenges are an excellent way for students to identify solutions to issues posed by local organisations while gaining real-world experience, and for organisations to identify new innovations and get new perspectives on their issues.

The 2019/20 Summer Startup Programme was a great success. This programme culminated with a showcase event at The Piano in February where the top 10 student startups pitched to an audience of more than 250 people. Two of the ventures have gone on to great success: Vxt now has 13 employees and has raised more than \$600,000; and Zincovery has won the 2020 Callaghan Innovation C-Prize competition (worth \$100,000) and has just recently raised \$1 million. The 2020/21 Summer Startup has just started with an unprecedented 35 students. We already have over 60 innovation experts lined up to speak and mentor our students.

### **Work integrated learning (WIL)**

In 2020, 729 Business and Law students completed a WIL course for credit, slightly fewer than last year due mainly to the impact of COVID-19. All WIL placements and research projects were completed domestically except for two remote projects that were international. Twenty-four placements were paid internships.

The Professional and Community Engagement (PACE) internship courses in the College of Arts continued to be offered in full during lockdown in 2020, with growth in both student and partner numbers. PACE lies at the heart of WIL practices within the College. It continues to develop in conversation with WIL practitioners across the globe and with colleagues across UC. Growth in PACE will continue next year in partnership with new degree courses including the Bachelor of Youth and Community Engagement, Bachelor of Communications, Masters in Criminal Justice and Masters in Applied Translation and Interpretation. Time spent working with partners such as the New Zealand Police and Christchurch City Council in the context of UC's commitment to community engagement has led to improved project outcomes for partners, improvements in course content for students, and systems efficiencies to support quality growth. Such partners regularly testify to the fresh perspectives, energy and commitment to community and local business that our students exhibit when on such internships.

## **Research – Impact on a Changing World**

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### **Impact**

The impact of UC's research continues to grow, even in a year that presented our researchers with great challenges to continuing their research. The extent of their impact manifests in a range of ways, including staff appearing (virtually) on world stage conferences and seminars; the creation of new companies to commercialise new discoveries; staff continuing to work as advisors for public policy and commerce; and a higher media profile for research-active academics.

During the year, UC responded to the immediate research needs of New Zealand due to COVID-19. Professor Michael Plank and Associate Professor Alex James have been critical in providing near-daily results of mathematical population and infection modelling to inform the Government's response to COVID-19. As emergency research funding via the Ministry of Business, Innovation and Employment (MBIE) has become available, UC similarly responded. Professor Geoff Chase and Professor Mark Jermy have successfully secured grants from the MBIE COVID-19 Innovation Accelerator Fund. This fund accelerates the operational deployment of innovative solutions in order to support responses to COVID-19 and alleviate the direct impacts of the virus threat, helping to

deploy a range of new products, processes and services. Results for Professor Chase's work indicate that his innovation has the capability to double ventilator capacity, which has the potential to significantly reduce COVID-related deaths.

UC continues to advance academic staff who have entrepreneurial ambitions. UC was successful in securing three places this year on the KiwiNet Emerging Innovators (EIs) programme, which provides \$20,000 plus mentoring and publicity. By working in national cohorts, these EIs are able to establish professional networks, with both commercial partners and like-minded colleagues.

Associate Professor Aaron Marshall was a finalist in the Kiwinet Research Commercialisation Awards. He was nominated for the Breakthrough Innovator Award Finalist in recognition of his outstanding contributions to creating an innovative business in New Zealand and inspiring his students to be entrepreneurial in their thinking.

UC's Research & Innovation office (R&I) facilitated the spin-out of a new company, Functional Coatings Holdings Limited, in partnership with tech incubator Astrolab. This company is a vehicle to further commercialise the intellectual property developed by Professor Susan Krumdieck (Mechanical Engineering) and her previous PhD student, Johann Land. University of Canterbury will have a 10% shareholding in the company, while Professor Krumdieck and Dr Johann Land will have a 10% and 20% share respectively.

The more the University publishes in internationally renowned journals, the more our research is known and able to make a difference to local and global society. The UC Library works with departments to get New Zealand and specialist journals indexed by Scopus, a global index of reputable peer reviewed journals. This work has had the recent success of getting the *Canterbury Law Review* indexed within Scopus.

UC researchers have also gained recognition for their outstanding contributions to research in 2020. Professor Steven Ratuva has been awarded the Royal Society Te Apārangi Dame Joan Metge Medal for his research in the social sciences, particularly for his contributions as a Pasifika scholar. Similarly, Professor Jack Copeland has been awarded the Royal Society Te Apārangi Humanities Aronui Medal for his research contributions in philosophy. Both awardees were celebrated at a recent Royal Society Te Apārangi event hosted in Christchurch. UC's Research Medal for 2020 has also been announced, with Professor Gail Gillon as the recipient for outstanding contributions to childhood literacy and their impact on social and educational outcomes.

Six UC researchers have been awarded a total of \$3.85 million in 2020 Royal Society Te Apārangi Marsden Funding towards five ground-breaking research projects. From developing sustainable lead-free materials, exploring computer chips with brain-like function and understanding the relationship of Māori settlers and ecosystems, to learning more about children's speech development, every project looks forward to the betterment of society and a more sustainable future. The work spans the fields of Social Science, Science, Engineering, Mathematics and Statistics.

Receiving a 2020 Rutherford Discovery Fellowship has capped a stellar year of success for UC planetary astronomer Dr Michele Bannister. Dr Bannister, who specialises in the discovery and exploration of small worlds in the solar system and beyond, will receive \$800,000 over five years to fund her research entitled "Emissaries from the darkness: understanding planetary systems through their smallest worlds". Dr Bannister has received international recognition for her work in 2020, despite the global pandemic stopping her from travelling overseas to collect her awards in person. Her central role in the design and management of the Outer Solar System Origins Survey, which discovered more than 800 trans-Neptunian objects over five years, was recognised earlier

this year by the Royal Astronomical Society (RAS), through its 2020 Winton Award for Geophysics. This is the first time the RAS Winton Award has been awarded in geophysics.

UC academics continue to publish in already prominent journals. For example, Professor Philip Schluter and Dr Matt Hobb (Health Sciences) had their paper on tooth decay among New Zealand youth published in the prestigious *JAMA Paediatrics*, the highest-ranking journal on paediatrics, perinatology and child health in the world. A fine example of a book with global impact is Elisabeth McDonald's *Rape Myths as Barriers to Fair Trial Process*, an Open Access title that has had more than 2,870 downloads in the five months since its publication.

The Library, R&I and the Deputy Vice-Chancellor (DVC) Research undertook a major trial of SciVal over the last month. SciVal is a research outputs, citation and patents analytics platform that enables highly insightful benchmarking of research impact and collaboration across the global research ecosystem. The month-long trial has been used extensively to provide insight and reports to colleges, schools and departments on research discipline strengths, with initial overviews being presented to the Senior Leadership Team (SLT) and Research Committee.

The information gained will also inform the work on the Sustainable Development Goals research applicable to the Times Higher Education Impact Rankings submission (see below). The trial has underlined UC's current gap in institutional research analytic capability, and the Library is working with R&I and Information Technology Services (ITS) to produce a business case to acquire some form of this analytical capability in 2021.

### **Transdisciplinary research**

We have made progress with a key aspect of the 'research' plank of the UC Strategy to develop transdisciplinary research that has a stronger impact on local and global challenges, in selecting three new transdisciplinary research clusters after an internal competitive process.

One of the new research clusters is **Te Pae Hiwarau**, which means the assembly of many aspirations. It is a cluster for all Māori academics at UC, with key objectives to support, enable and accelerate hapū, iwi and Māori communities to realise their own futures, and to amplify the development and impact of Māori researchers at UC, in support of Te Rautaki Whakawhanake Kaupapa Māori (Strategy for Māori Development). Second, **Biosecurity Innovations** is a cluster that aims to focus on smart technologically based, but socially acceptable prevention rather than long-term management of invasive species. Finally, the cluster for **Community and Urban Resilience** aims to nurture the resilience of communities through transdisciplinary, collaborative, equitable, and place-based research. Together these three clusters will be the springboard for developing a greater international research reputation in the future.

One of our existing research clusters is the Institute of Law, Emergencies and Disasters (LEAD) associated with the College of Business and Law. Launched in 2020, hosted by the Law School and led by Professor John Hopkins and Dr Toni Collins, the LEAD Institute has been successful in a number of initiatives including hosting the first virtual meeting of the International Network of Law, Emergencies and Disasters (IDEAL Net) and working with the International Federation of the Red Cross on the Global COVID Response programme. Adrienne Paul is also a member of the UC Te Pae Hiwarau research cluster.

### **Research funding**

The 2020 year will be UC's most successful ever year in securing external research income with over \$112 million awarded, surpassing the previous successes in 2019 and 2015. Some of the funding is associated with long-cycle (eight-year) Centres of Research Excellence (CoRE) funding and new MBIE Strategic Science Infrastructure (SSIF) seven-year funding in new energy

technologies during the year. Nevertheless, an underlying success of some \$64 million is associated with an increased success in the normal cycle of public research funding. A proportion of the funding is collaborative with other New Zealand research providers where UC is the lead, and part of the funding is for 'sub-contracted' research.

The most recently announced awards – by the Royal Society Te Apārangi – have been the Marsden Fund results. To a degree, they were disappointing with no new Fast-Start awards; however, UC has secured five full Marsden awards, worth a total of \$3.855 million. UC continues to manage a research portfolio of over 370 active research grants worth \$155.5 million, with another 68 pending contracts worth over \$70 million. The cycle for proposal development for 2021 has already started and UC has registered 43 Smart Idea concept ideas in the MBIE Endeavour 2021 round, with concept proposals due late November.

The Child Well-being Research Institute won the Canterbury Medical Research Foundation Wine and Art Auction Research Funding of approximately \$108,000 for a literacy project.

Other highlights include Graduate Women's gift to support Moana Rising, a joint programme with the Pacific Development Team and the Māori Development Team to create a support group mentoring Pasifika and Māori women to complete their degrees. It is envisaged that 30 Pasifika women and 50 Māori women will join this programme. Lighthouse Vision Trust scholarships were secured to support the visibly impaired with \$10,000 scholarships for those that qualify.

Professor Neville Watson has secured \$13 million from MBIE's SSIF. The project will include working with Nichicon, one of the largest manufacturers of capacitors in the world, headquartered in Kyoto, Japan.

Working with the New Zealand Space Agency and Leolabs, a US company providing space mapping services, UC academics are modelling the tracking of debris in space and how you would assess probability of collision with other orbiting satellites. This work is to inform international regulations and policy, as well as understand new market segments particularly around insurance risk and premium pricing of satellite collision with space debris.

In spite of 2020's financial challenges, the University has been able to continue with some of its planned investment in key scientific equipment, in particular, new Light Detection and Ranging (LiDAR) and Nuclear Magnetic Resonance (NMR) equipment.

In 2020, the College of Science is buying additional NMR imaging equipment to allow researchers to carry out sub-molecular studies. Specifically, through the purchase of a biomolecular NMR (BioNMR) probe, it will develop new capability in structural biology and drug discovery at UC. Through this investment, as the only BioNMR facility in the south of New Zealand, it will attract users and new collaborations from across New Zealand and internationally. It will furthermore attract new postgraduate students who have interests in structural biology and biomedical applications, and will strengthen undergraduate teaching across departments and colleges.

A new survey-grade airborne Reigl LiDAR system will arrive at UC prior to year-end. This instrument, the first of its kind in New Zealand, will enable detailed three-dimensional modelling of the natural and built environments from both airborne (helicopter) and terrestrial (cars, boats) platforms. This new research infrastructure supports strategic work in the Waterways Centre for Freshwater Research, which is a joint project with Lincoln University and the Geospatial Research Institute Toi Hangarau. The proposal for its purchase was developed from Professor James Brasington, who joined us at the start of 2020 as Director of Waterways.

## Enhancing postgraduate research

UC continues to work toward enhancing its postgraduate research, in a year when international doctoral recruitment has been essentially frozen due to border restrictions due to COVID-19. UC has addressed this issue with both a distance online doctoral programme where possible and a programme of retaining current outstanding undergraduates who have the academic ability for doctoral research programmes.

On 19 October, the Government announced a border exemption for up to 250 PhD or postgraduate students to travel to New Zealand. To be eligible, students must hold, or have held, a visa to study in New Zealand in 2020 and have been admitted to study prior to the border closure. The Dean of Postgraduate Research is leading a border exemption planning group, which has resulted in 22 current UC PhD students being confirmed for the border exemption programme.

UC has agreed, as part of a sector-wide approach, to fund 50% of the managed isolation quarantine costs for this cohort of students, who represent some 20% of enrolled UC students overseas at the time of the initial COVID-19 restrictions, and who have not been able to re-enter New Zealand. The remaining students in this cohort have continued with their research programme abroad where possible, or have suspended their enrolment. Similarly, UC has currently more than 130 international doctoral students that have accepted a place in UC's PhD programme, but again cannot presently enter New Zealand. Where possible, and with careful supervision, 24 students have started their research programmes in 'at distance and online mode'.

In 2020 UC launched a new doctoral scholarship offering the UC Aho Hīnātore | Accelerator Scholarship for existing UC students. The goal of this scholarship is to transition UC's best and brightest current students and recent graduates to doctoral studies at UC. The kupu 'Aho Hīnātore' refer to a luminescent light, which is a fitting name for this scholarship. A total of 30 UC Aho Hīnātore | Accelerator Scholarships were made available, with at least two awarded to each college and five to Māori and Pasifika students. The UC Aho Hīnātore | Accelerator Scholarship comprises a \$6,000 small project scholarship to fully test research aptitude and, if a student is successful in that small project, they will be awarded a \$28,000 stipend plus domestic fees per annum for a maximum of 360 points of enrolment in a UC doctoral programme.

## People – Nurturing Staff, Thriving Students

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A project is underway for staff to co-create a set of UC organisational values after a strong desire to see these articulated was expressed through the UC Strategy forums. The People and Culture unit is coordinating this workstream, with expertise and support from three academic colleagues who have research interests in this domain – Professor Katharina Naswall (Psychology, Speech and Hearing, Science), and Associate Professor Sanna Malinen and Dr Anna Earl (both from Management, Marketing and Entrepreneurship, Business and Law). Staff workshops are occurring and a Reference Group consisting of the 34 staff from across UC will continue to have input through the Values journey. The desired outcome from this mahi is a set of three or four values coupled with identified behaviours that make the values more tangible and observable.

*“The purpose of establishing a set of values is to create a code of behaviour that builds a cohesive culture and supports the vision and mission.”* (Richard Barrett, *Liberating the Corporate Soul*, 1998)

In all, 102 staff have attended six workshops (31 academic, 71 professional), and three more workshops, including one with SLT, are scheduled. The next steps are to complete the workshops

and continue to engage with the Reference Group with some options on clustering the preferred concepts, developing options for the underlying, observable behaviours and agreeing what further staff and other stakeholder engagement we need.

Two working groups have been established from the Academic Board during the year to better describe and quantify the two critical aspects of academic staff development and promotion – namely, teaching and research. The former has developed a schema whereby the outcome of teaching quality can be better quantified, while the latter is still working to establish a range of quantifiable measures, which recognise discipline differences in research publication practices and external research income availability, but nevertheless set transparent thresholds for academic promotion. Both working groups are providing advice to the DVC-Academic and DVC-Research, respectively, for incorporation into the 2021 promotion round.

In alignment with the Strategy, a Student Success Programme has been developed. The Student Success Programme is a collaborative, cross-university set of initiatives that will bring greater parity to outcomes for Māori and Pasifika students, and has the potential to create lasting generational community change. With work now commenced across the University, one of the first initiatives, Takere | Māori and Pacific Success Academy, a success academy for up to Maori and Pasifika students, will launch early in 2021. The Student Success Programme was presented to the Chief Executive of the Tertiary Education Commission (TEC) in late October and the TEC Board in November. Favourable feedback was received and we await a decision around funding support for the Student Success Programme.

Analytics for Course Engagement (ACE) restarted at the beginning of Week 2 of Semester 2. By taking a proactive approach early in Semester 2, we were able to communicate with students prior to the final date for adding or withdrawing from courses to ensure they were on track to succeed in their studies. To date, the ACE system has identified around 1,300 students who needed additional support in Semester 2, the large majority of whom have re-engaged with their online study materials after contact from various ACE responders. The ACE team is working closely with the halls of residence and is now bringing them into the ACE workflow earlier to ensure they are aware when one of their students starts to disengage from their studies. ACE has managed to help resolve a range of issues, including by connecting students with general wellbeing issues to Student Care, assisting with changes in enrolments, and facilitating connections between students and programme coordinators to provide discretionary extensions to assessments. As such, it has been an important component of our approach to student wellbeing.

A key challenge to student wellbeing during 2020 has come from the financial impacts of COVID-19. During lockdown, UC began looking at various strategies, including new strategies to connect with Māori and Pasifika students to ensure they receive an equitable level of financial support.

UC Foundation launched a new fund, Kono Iti, to support students suffering hardship or challenges. The Chancellor and I created the first funds with members of UC Council volunteering a 20% pay reduction, and additional funds were sought from the wider UC community and alumni. Total cash received so far is \$79,600 from 87 UC Council, staff and alumni, and gifts and pledges total \$163,000. The remainder of the funds is expected from recurring gifts over coming months.

Funds were also identified for doctoral students and for 100 bursaries of \$3,000 for students most in need, and support for Māori, Pasifika and Rainbow students. Over 70 Māori and Pasifika students have received support since July 2020 with an allocation in excess of \$324,435.

Support for Māori students started with Eke Panuku Māori Orientation and Toia Mai Noho marae, which were delivered successfully at the beginning of the year and involved 100 ākonga Māori. Over the year, Kaiurungi Māori Student Advisors have had 658 unique and 3,533 non-unique

engagements with ākonga Māori. Māori postgraduate student wānanga were cancelled due to COVID-19; however, pastoral care was delivered remotely by staff.

The Moana Project was launched. It includes three study wānanga with support from Careers, Library and Academic Skills, a postgraduate writing retreat and a meet-and-greet event with the funders – Graduate Women.

Despite the COVID-19 lockdown, a total of 18 Te Waka Pākākano professional development workshops were delivered in 2020. Workshops included: five Tangata Tū, Tangata Ora two-day workshops, 12 te Reo for the Workplace half-day workshops and a Culturally Responsive Pedagogy workshop. In addition, Te Waka Pākākano Pacific staff delivered two Pasifika Talanoa Development Days and our Rainbow Advisor facilitated three Rainbow Awareness workshops.

The extraordinary COVID-related events in 2020 have taken their toll on staff and student mental health and wellbeing. Demand for consultations at the Health Centre remains high, and additional counselling hours have been added to support student needs through the exam period. The Student Care team have had nearly 5,000 engagements this year, similar to 2019, when the events of 15 March had a significant impact. The equivalent figure in 2018 was 2,800. Levels of satisfaction with the service are on par with previous years.

Among the initiatives implemented in 2020 to maintain and enhance wellbeing support were: triage assessments to facilitate fast access to counselling; the creation of an online wellbeing hub to bring together information on services; a communications plan featuring regular updates on services; and assessment of wellbeing app options, with the launch of a new app in early 2021. Recent discussions with the Canterbury District Health Board (CDHB) have aimed to ensure that UC's services are well aligned with the CDHB's services. In addition, we are currently undertaking an assessment of health services to ensure that UC's offerings respond to the evolving needs of our community.

Mahere Oranga, the UC Wellbeing Implementation Plan, was launched in early November, following an extensive consultation process with staff and students. Drawing from the model of wellbeing Te Pae Māhutonga, the plan covers the period 2020–2024 and envisages refinement of UC's wellness services model, improved data collection, enhanced social wellbeing initiatives for students, improved communications about the wide array of wellbeing services available and some enhancement of facilities. My thanks go to the team, including academic staff, who have helped shape this process and the document that describes it, setting our path for the next period.

Considerable work has also been done to establish enhanced pastoral care requirements and reporting to reflect the Interim Code of Pastoral Care 2019, including revised agreements with halls of residence that set out mutual expectations.

An important workstream is in progress across the University in conjunction with ChristchurchNZ, the Student Volunteer Army and MSD. It focuses on providing access to opportunities and support for current international students who must remain in New Zealand because they are unable to travel home over the summer and then get back into New Zealand. An online information hub sharing opportunities for international students over the summer is underway, which includes information on career seminars, job opportunities, seasonal work, summer travel and social events.

## **Health and safety**

Staff and students of the School of Biological Sciences were asked to vacate the Pūtaiao Koiora building and have moved their teaching and research activities into other facilities. This follows a structural assessment by external experts, conducted as part of our ongoing seismic upgrade

programme. The assessment is being reviewed and consideration of longer-term options will follow.

The University undertakes annual external SafePlus assessments of health and safety performance using an independent assessor. Assessments have been completed for the School of Biological Sciences and for Electrical and Computer Engineering. The objective of the assessments is to identify health and safety strengths and areas for improvement, based on 10 criteria.

As a first for UC, the School of Biological Sciences, and Electrical and Computer Engineering were assessed as “Leading” in the areas of worker engagement and leadership, while all other criteria were assessed at the “Performing” level. These are excellent results and evidence of strong leadership, and of staff who are highly committed to improving health and safety performance.

We are pleased to advise the appointment of Natasha Barnett as Director of Health and Safety, beginning January 2021. Natasha comes to us from AgResearch, where she is the Director of Health, Safety and Environment following other roles as Health and Safety Manager at Antarctica New Zealand, Health, Safety and Quality Manager at Forte Health Limited, and National Service Manager at Fulton Hogan. A registered nurse, Natasha has other qualifications as well and is completing a Postgraduate Diploma in Health Science (endorsed in Occupational Health and Safety). Natasha is our first Director of Health and Safety. The increased prominence of the position reflects our desire to continue to develop our healthy and safe culture, as part of our strategic plan goal of nurturing staff and thriving students.

## Internationalisation – Locally Engaged, Globally Networked

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During 2020 this objective has not been progressed as originally planned, due to border closures. However, following an assessment of UC's international partners in late 2019 and the recent establishment of research clusters, we have an opportunity to align international partnership activity to reflect upcoming areas of research. Two Australian universities (Adelaide and Monash) have been identified as having potential for enhanced collaboration.

### **Online education for the international market**

A key strategic initiative to provide more online offerings has been achieved with enrolments opening on the global online education provider [edX](#) for select UCx courses in the form of MOOCs. MOOCs are independent, free, short courses that are delivered online to learners around the world. Enrolments have surpassed 3,500 with the first three MOOCs started. This initiative is also an excellent opportunity to showcase UC's esteemed academics and gain insight into the range of offerings UC provides.

Four MOOCs and two professional certificates have been launched, representing eight MOOCs in total. The eight UCx courses are: Basics of Statistical Inference and Modelling Using R; Advanced Statistical Inference and Modelling Using R; Introduction to Text Analytics with Python; Visualising Text Analytics with Python; Exploring Volcanoes and Their Hazards: Iceland and New Zealand; Mental Health and Nutrition; a Better Start to Reading; and Smart Cities.

All courses are being taught from November 2020. As an example, the volcanology MOOC is both a visual treat and a great piece of pedagogy. Ben Kennedy and Jonathan Davidson led the development. For more information, see <https://www.edx.org/course/exploring-volcanoes-and-their-hazards-iceland-and-new-zealand>. In a second example, Dr Chris Vas and Dr Anna Earl (UC Business School) produced the future-focused course on Smart Cities, with more information available at: <https://www.edx.org/course/smart-cities-technology>

Transnational education remains an important part of our strategic vision. We are considering a number of options within a governance framework.

Through Education New Zealand, a new initiative is coming to fruition with the impending launch of the Northern Consortium of the United Kingdom (NCUK) pathway programme. Students completing programmes through any of the 19 NCUK study centres around the globe can come on a pathway to UC. The end of October saw the completion of stage one of UC's commitment to the NCUK programme, with all academic mapping completed, annual scholarships defined, and website materials provided in readiness for launch. We will now move to stage two, where key study centres will be identified and targeted alignment can happen. The intent is that we attract not just new students, but a diversity of students across a range of study centres including Vietnam and Indonesia.

In spite of border restrictions, our colleges continue to work with offshore universities to strengthen and grow transnational education initiatives and partnerships. The College of Arts finalised the establishment of a new 2+2 articulation agreement with Zhejiang Wanli University in Ningbo, China. This collaborative programme will see up to 90 students enrol at Wanli in a Bachelor of Law (Social Work) for two years before high achievers in the cohort transfer to UC for two years to complete a Bachelor of Arts majoring in Sociology. Students will be awarded degrees from both institutions.

The Media & Communications department successfully secured a new round of Erasmus+ funding in conjunction with the University of Helsinki. UC will send two students for one semester to Finland and two will be sent from Helsinki to UC. The funding also includes full travel costs for a teaching exchange. This builds on existing links to Helsinki, which includes a transnational delivery platform for one of the courses.

The UC Business School has finalised four new 3+1+1 agreements with Chinese universities, where the first +1 is a study abroad year (no articulation required; allowing the School to design the student's coursework with the subsequent +1 in mind) and the second +1 is a Taught Master's degree. Agreements are in place with Shanghai Business School, Sanda University, Shanghai University of Electric Power and Harbin University of Science and Technology, Rongcheng Campus. Further agreements are progressing with China Petroleum University, Zhengzhou University of Light Industry and Nanchang University.

The Business School is working closely with Fudan University School of Management in Shanghai to enable UC Business students currently studying online from China to participate in an in-person short course over the UC summer break. These programmes have been advertised to students and the Business School will provide modest financial support to successful applicants towards the registration costs.

### **International student recruitment**

The Government trial programme for eligible international PhD students has progressed. UC has been advised that all of our nominated students (22) have been accepted to return to New Zealand.

With the border closure remaining in place, Immigration New Zealand has advised that new student visas will not be processed before February 2021. Current applicants have been advised about deferral and online to on-campus options, and new applicants are being informed that only online study is available for February 2021 starts.

Given the United Kingdom, South Africa, Canada and other countries such as Singapore are currently welcoming international students, we are at risk of losing these applicants elsewhere. The International Relationships Office (IRO) team is working hard to tell the story that New Zealand is "worth the wait" and to implement a comprehensive support plan for international students who choose the online to on-campus pathway, encompassing orientation, outreach, peer connection and academic and pastoral support.

Study Abroad activities were severely curtailed in 2020. However, the UC Business School and the School of Law have been working with the IRO to develop new study abroad packages for the US market. One stream offers study abroad students a suite of courses under the heading of "impact innovation" as well as an opportunity to take a Certificate or an Award in Impact Innovation for which students take INOV290 as well as some not-for-credit activities, such as community engagement and UCE challenges. The School of Law is considering opening a suite of 300-level Law courses to any study abroad student that could be of interest, especially to students who are looking for 'pre-Law' courses to prepare for the Masters in Law qualification in the US.

### **International student experience**

The UC Business School created a world-class support system to offer engagement opportunities and real-time support for our international students studying online. The programme included a week-long online orientation event that incorporated the usual academic support as well as a fun morning learning about Kiwi culture and several workshops on bicultural confidence. Students also participated in the UC Tuhono programme, for which they were assigned a small rōpū with fellow

new-to-UC international students studying online as well as a current UC student. During the semester, services that would normally be available on campus, such as academic skills, business communication and career planning, were offered online in real-time sessions. A survey of all UC Commerce students studying online in Semester 2 found very positive feedback, and this initiative no doubt contributed to the high proportion of students enrolled in the classes for free on a trial basis who converted to a fee-paying student and completed the courses.

Inclusive UC was a two-day Challenge held late July that the Internationalisation team sponsored and coordinated in partnership with UCE. Over 30 students worked in eight teams to develop ideas for on-campus events that will foster meaningful social interaction between international and domestic students at UC. The teams benefitted from feedback from a diverse range of UC intercultural relations experts, as well as from the expertise of UCE staff, to develop their ideas.

To continue providing international experiences to UC students while outbound travel is suspended, the Study Abroad and Exchange team is working with the College of Business to offer a pilot virtual exchange programme. Initially two European online summer programmes in January and February 2021 will be offered for UC Commerce students, taught by exchange partner universities WHU Otto Beisheim School of Management in Germany and Audencia Nantes School of Management in France, which are both highly ranked business schools. Under this for-credit programme, students will enrol at UC as outbound exchange students and will have the opportunity to study modules focused on European business and engage with students from around the world.

## **Organisational Efficacy – of a sustainable scale by 2030**

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The University made good progress against its goal to be of a sustainable size by 2030, with good growth in domestic student enrolments, and increases in research revenue.

However, the 2020 year has provided the University with an unexpected financial challenge. Although a significant number of the University's international full-fee students had arrived in the country before the borders closed early in 2020, the University still suffered a marked shortfall in revenue. In response, the University tightened its belt considerably by spending \$26.7 million less than budgeted for in these uncertain times. Overall, it is forecasting a surplus for the full year of \$2.409 million.

The global pandemic will see many economies in the world, including New Zealand's, switch into recession. UC has experienced a rise in domestic enrolments above the already forecast increase in enrolments due to earthquake recovery enrolment growth. As a result, domestic tuition and Student Achievement Component (SAC) revenue is forecast to be higher in 2020 than the planned revenue. This offsets to some extent the reduction in revenue resulting from the loss of international full-fee students. The net result is that UC will be requesting a further \$3 million in SAC government support from the Tertiary Education Commission for 2020.

The University has been planning its return to providing very short courses to the professional and continuing education market. These courses take the form of micro-credentials, described in the Education section above. More broadly, UC has undertaken a Business Growth scoping exercise to identify barriers to nurturing new growth opportunities and to improving and supporting an innovative culture. The report is due to be presented later this month.

New initiatives to diversify revenue streams continue to be developed. As reported earlier in the year, a three-year contract for \$1.3 million leverages the recently upgraded Speech and Hearing Clinic at UC with CDHB funding to enable paediatric clients and their whānau from the Canterbury and West Coast regions to receive hearing aid fitting and hearing rehabilitation. More recent

initiatives include working with two local startup innovators that require specialised laboratory facilities, where UC is agreeing to a revenue return on accommodating their research teams on campus.

The University is working to build a significant new industry-funded research collaboration. The proposed programme will involve two colleges in developing advanced gaming initiatives and water catchment monitoring and modelling capability. As well as demonstrating a long-term business–academic research collaboration, the initiative will provide scalable solutions for use in both community and industry sectors, while providing career pathways for students into deep-tech industries.

The University faculty and professional staff continued to make significant contributions to the economic growth of the city, region and indeed New Zealand as a whole. One such example is the work with the local economic development agency, ChristchurchNZ. Working with ChristchurchNZ, UC’s Research & Innovation office has supported two technology Challenges aligned to the Canterbury Supernodes. First, the HealthTech Supernode Challenge is a new national competition run by ChristchurchNZ, UCE and the Ministry of Awesome. On the completion of the Challenge last month, UC won awards in four of six categories. Second, the Food and Fibre Supernode Challenge sees UC sponsoring an innovation prize in conjunction with the Mayoral Forum and ChristchurchNZ. This work is aligned to a regional growth initiative, funded by MBIE and focused on innovation, which R&I is leading on behalf of the University.

In an internal initiative, the Payroll Giving project rolled out to staff in Q3. Staff will be able to pick their favourite charities for the launch. This is expected to benefit both our students and the wider community as a whole.

## Finances

We had been budgeting for an operating **deficit** as at the end of October 2020 of (\$1.811) million, but have returned an October operating **surplus** of \$5.155 million.

<b>October 2020</b>	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)
Net Surplus/(Deficit)	5,155	(1,811)	6,966	3,818	2,409	(1,409)
Capital Expenditure	71,421	95,265	23,844	111,988	88,755	23,233
Cash/ Short Term Investments	224,537	187,577	36,960	153,628	198,219	44,591

This is a favourable variance to budget of \$6.966 million. This favourable variance mainly relates to \$26.663 million less operating expenses (largest savings are in travel and conference expenses, consultancy expenses, outsourcing/contracts, scholarships, commission and levies, contract teaching, contractors, promotional activities, and laboratory consumables), the majority of which is related to the impact of the COVID-19 lockdown. Some of these favourable variances will be sustained and have been reflected in the year-end forecast.

Other favourable variances relate to \$0.730 million of 2019 SAC funding wash-up and \$0.373 million more interest income.

This favourable variance has been partially offset with unfavourable variances coming from (\$4.537) million less research external income, (\$7.945) million less full-fee tuition income, (\$3.303) million less sundry income, (\$2.591) million more depreciation expense, and (\$1.466) million more personnel expenses.

We are forecasting for a surplus for the full year of \$2.409 million. Expected reductions in revenue – in relation to full-fee tuition fees, Performance Based Research Fund and research income – and forecast increases in expenses – in relation to depreciation expenditure and retirement provision – are largely offset by improved interest revenue and forecast reductions in expenses in relation to personnel and operating expenses.

Capital expenditure is \$23.844 million below budget. Most projects are under budget but expenditure related to the UC Futures projects is (\$6.960) million over the year to date budget of \$2.481 million, largely as a result of the \$9.183 million Rehua final payment made in March that was not considered in the budget. The remaining capital spend (excluding UC Futures) is favourable by \$30.804 million, against a year-to-date budget of \$92.784 million. As one might expect, the COVID-19 lockdown significantly curtailed capital expenditure, but that expenditure is now returning to normal levels.

The October 2020 cash position of \$224.537 million is higher than budget by \$36.960 million. The higher than expected opening cash balance and lower capital spend has been partially offset by less cash from operating activities (largely due to less income).

For further details, please refer to the latest monthly financial report.

	EFTS			
	Full Year Enrolled			
	Actual	Actual	Forecast (as at Sept)	Budget
	2018	2019	2020	2020
<b>Domestic 1st Year</b>	3,662	3,767		
<b>Returning</b>	8,704	9,255		
<b>Total</b>	<u>12,366</u>	<u>13,022</u>	<u>13,662</u>	<u>13,735</u>
<b>Full Fee 1st Year</b>	922	952		
<b>Returning</b>	781	918		
<b>Total</b>	<u>1,704</u>	<u>1,869</u>	<u>1,691</u>	<u>2,015</u>
	-	-	-	
<b>Total</b>	<b>14,069</b>	<b>14,891</b>	<b>15,353</b>	<b>15,749</b>

*Budget and Forecast is not calculated down to year at UC; Enrolment data is based on the same date across years i.e. 6 Jan vs 6 Jan; Applications to Enrol data is now report on the same date across years i.e. 6 Jan vs 6 Jan; ATE data is based on student headcount and on the student's citizenship status rather than fee type. Enrolments data is based on EFTS and the students fee type (Domestic or International).; 'International' refers to the student's NZ citizen/residency status rather than their fee-paying status. Most but not all international students will pay International fees. As PhD students generally pay domestic fees, this table groups them with Domestic Students.*

## Philanthropy and alumni relations

The foundations are being put in place for a more strategic approach to Advancement, bringing together communications, fundraising and stakeholder engagement in a more integrated way that will generate greater positive impact. A workshop involving 70 academic and professional staff was held earlier this month, and has been followed by workstreams focused on developing a more coherent and impactful narrative and on bringing together the diverse alumni engagement initiative across the University. An external review of our alumni and fundraising function has identified that overall it is performing at a high level for the size of the team. The next steps are to refine our 'case for support' and to develop more capability across the University.

Despite not being able to connect with our alumni face-to-face in various countries as we usually would, we have seen an increased engagement from alumni across all social media channels, eNews readership and virtual events. The Alumni Bookgroup has been particularly popular. The November Picnic has over 240 registered to attend.

In line with the university sector as a whole, UC has seen smaller individual gift numbers decline but overall philanthropy and sponsorship income increasing in 2020, possibly an impact of COVID-19. Income is slightly higher than this time last year at \$6.1 million. Included in that total is \$1.2 million of sponsorship income that came directly to UC following changes implemented in the Fundraising Activity Policy.

Our largest gift has been the legacy of Peter Holland, which was confirmed with the Solicitor in January and received in March, of just over \$1 million to support Pasifika and Māori students pursuing Environmental Research. Other generous contributions include a \$500,000 pledge from the Wakefield Family in support of the Rose Centre for Stroke Research and Rehabilitation and a further \$500,000 towards the UC Research Endowment from former Vice-Chancellor Roy Sharp and his wife Beverley. The Tait Foundation, which has been supporting the UC Foundation since 2008, donated a further \$200,000 in 2020 to support the Wireless Research Centre, PhD Accelerator Scholarships and the Women in Engineering Programme at UC.

One of the highlights for July was Lady Tait's \$340,000 donation for the Sir Admiral Tait Scholarship for a boy from Timaru to study at UC. This scholarship has been running for a number of years and now has an endowment to run in perpetuity.

In addition to the work of the fundraising team, our academics and business managers in the colleges have secured a total of \$1.4 million in external income from 54 organisations, of which \$991,000 has been stewarded through the UC Foundation and the remainder is going directly to UC. A further \$108,000 has been pledged by the Canterbury Medical Research Foundation in support of the Child Well-being Research Institute.

The University's robotics and automation project continued with increasing automation of processes to reduce routine, repetitive and predictable manual work. This continues to release staff time for more complex but more valuable work.

The People and Culture team has completed the following projects in the interests of efficiency, simplicity and transparency:

- It has launched Rosie, a new robotic assistant, developed in partnership with the UC Intelligent Automation team. Auto-generated emails from Rosie commenced this week and

additional functionality will continue to be developed. Rosie is one of three automated assistants being developed to simplify and streamline processes.

- Development of an online staff induction system will begin in December. The system will enable UC to provide tailored pre-arrival and induction material and to record and report on induction completion rates for new staff.
- DocGen, a system for auto-document generation, has been released. All documents for continuing and fixed-term new hires are now automatically populated from data within the University’s staff recruitment SnapHire and then auto-generated for distribution to new staff. This system will continue to be expanded and will help standardise and simplify documents, offers and information provided to new staff.
- The UC exit survey has been redesigned and released to more closely align with the UC strategy and to improve collation and reporting.

The Library’s “From Physical Collections to Learning Spaces” project has exceeded its target for 2020 with 79,000 items withdrawn in order to enable the repurposing of space within Puaka-James Hight Library. This is allowing low-use material to be moved from the Library to storage before Christmas and the space repurposed for quiet study for Semester 1, 2021.

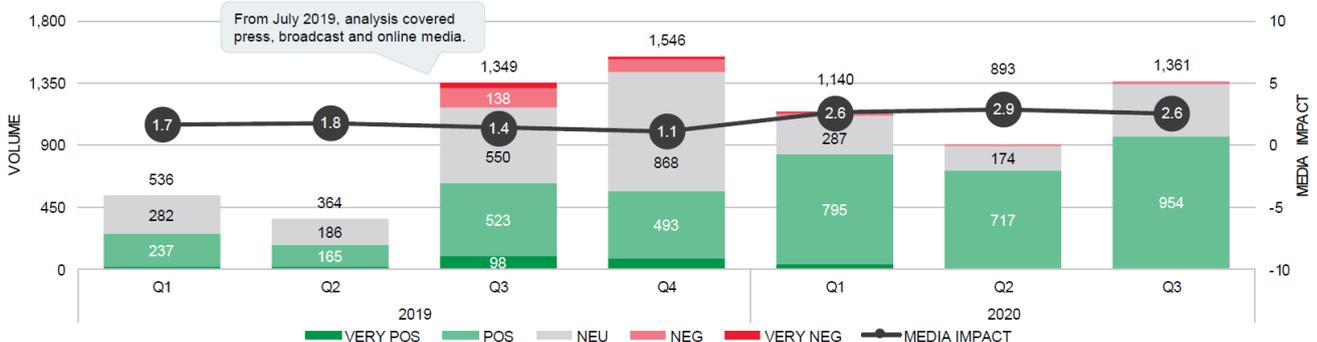
The appointment this year of a new Chief Digital Officer to lead the transformation of the Information Technology Service and to develop and implement a Digital Strategy for UC is a major milestone for the University’s ability to use technology and data for the best. The University is budgeting significant investment in this area for 2021 after a year of planning in 2020.

## Media

Considerable work has been undertaken throughout 2020 to boost UC’s local, national and international media coverage. Research remained overall the most positively reported theme of coverage. A large portion of it is attributed to proactive work, which corresponds to the higher positivity, with more messages and sources associated with coverage originating from media releases. This included positive coverage around academics commenting on published research and considerable research funding allocation to a number of University research groups including a substantial funding boost to UC-led Parkinson’s research.

UC’s Media Impact Score for the three quarters has averaged 2.7, above the Australia-New Zealand education sector benchmark of 2.5. The graph below and the table that follows show our Media Impact Score trend in 2019 and 2020, reflecting a significant improvement in positive media stories throughout this year.

Quarterly Trend by Tone



The Media Impact Score is a multivariate score based on the tone of our media coverage, as well as the likely impact of that coverage on our key audiences and communities.

<b>Metric</b>	<b>Q3 Results</b>	<b>Q2 Results</b>	<b>Q1 Results</b>	<b>2020 Target</b>	<b>2019 Average</b>
<b>Media Impact Score</b>	<b>2.6</b>	2.9	2.6	1.7	1.4
<b>% of Positive Coverage</b>	<b>71% positive</b>	80% positive	70% positive	-	-
<b>Positive Message Penetration</b>	<b>66%</b>	74%	50%	22%	17%
<b>Proportion of Proactive Coverage</b>	<b>64%</b>	70%	62%	20%	17%

## Environmentally Sustainable

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### **Establish a carbon neutrality initiative to ensure that UC will be carbon net neutral by 2030**

A carbon sequestration programme is being developed, which is best thought of as being used to 'mop up' carbon emissions that cannot otherwise be managed down entirely. This work relates to bringing an area of forestry at Mt Barker into the Emissions Trading Scheme that is larger than the 100 hectares currently considered. It also involves investigating whether naturally regenerating vegetation at Cass can be included. On this point, ECOS is being engaged to undertake a preliminary stocktake to assess whether this is a viable option.

In order to develop a robust sequestration programme, UC will need to establish a plan around understanding our air travel. A draft document will be discussed at an upcoming Sustainability Programme Board meeting before progressing to SLT for consideration.

It is clear that UC will need to develop a risk profile around climate change impacts. Recently the Ministry for the Environment distributed a survey to large organisations in the public sector to gain an understanding of their climate change readiness. It seems likely that this is a first step towards a requirement for organisations such as ours to have a risk management plan in place. Facilities Management staff are now working with the UC Risk Manager to understand this piece of work.

### **Ensure that UC research contributes to resolving global sustainability challenges**

Research & Innovation is supporting the development of Zincovery, a spin-out company working on green technology innovation that has the potential to help resolve global sustainability challenges. Zincovery is developing waste recycling technology for the galvanising industry and won the prestigious C-Prize for best national solution to an environmental problem.

UC is very strong in the politics, science and engineering of climate change and our academics provide numerous talks, papers and responses on the world's response to climate change. This has included, for example, Dr Matthew Cowan of the Department of Chemical and Process Engineering recently presenting a talk at the Beehive to members of Parliament as part of the Speaker's Science Forum 2020; School of Earth and Environment hosting the Canterbury Geography Teachers Association annual scholarship day with sessions on climate change; and the Impact Summit involving over 150 people exploring how individuals and businesses can lead more sustainable lives.

Dr Liz Macpherson (UC Law School) gave a virtual presentation about the Whanganui River to the Global Gathering for Mother Earth Laws convened by the Global Alliance for the Rights of Nature held on 28 and 29 October 2020. This event brought together allies, leaders and communities working on Rights of Nature, ecocide, legal personhood, and environmental and social justice to share experiences and strategies, build new alliances and strengthen this global movement. For more information, see: <https://therightsofnature.org/global-gathering-2020/>

Most of the work in the last month for the Sustainability Office relates to the objective of growing our sustainability networks, particularly with regards to the Sustainable Development Goals Summit Series, Partnering with Industry and working with the Christchurch City Council. The Summit has been promoted widely. The first on-line hui is this month, the second is in March, the third in June, and the face to face event in Christchurch is on 2-3 September 2021.

UC is participating in the Times Higher Education Impact Rankings for the first time in December 2020. These rankings are based on UC's commitment to the UN's Sustainable Development Goals (SDGs), making the assessment across the University's research, outreach and stewardship

activities. UC will submit its 'evidence portfolio' for a minimum of four SDGs and is also assembling evidence for its 2021 submission.

<b>Past Events</b>	
29 October 2020	<ul style="list-style-type: none"> <li>• Attended NZQA Board meeting in Wellington</li> </ul>
30 October 2020	<ul style="list-style-type: none"> <li>• Attended, via Zoom, Universities New Zealand Vice-Chancellors meeting</li> </ul>
2 November 2020	<ul style="list-style-type: none"> <li>• Hosted TEC Board meeting on campus</li> </ul>
5 November 2020	<ul style="list-style-type: none"> <li>• Attended Canterbury District Police Awards</li> <li>• Attended Friends of the University of Canterbury Students' Association function</li> </ul>
9 November 2020	<ul style="list-style-type: none"> <li>• Attended lunch meeting with Director of Ako Aotearoa</li> </ul>
12 November 2020 – 13 November 2020	<ul style="list-style-type: none"> <li>• VC on annual leave</li> </ul>
18 November 2020	<ul style="list-style-type: none"> <li>• Met with Australian Deputy High Commissioner, Ms Kirsty McNeil on campus</li> </ul>

<b>Upcoming Events</b>	
20 November 2020	<ul style="list-style-type: none"> <li>• Attended, via Zoom, Universities New Zealand Learner Success meeting</li> </ul>
21 November 2020	<ul style="list-style-type: none"> <li>• Attended, via Zoom, Association of Commonwealth Universities Council meeting and AGM</li> <li>• Attended UC Picnic on the Lawn event</li> </ul>
23 November 2020	<ul style="list-style-type: none"> <li>• Opened Geological Society of New Zealand Conference on campus</li> <li>• Spoke at Broadly Speaking event</li> </ul>
25 November 2020	<ul style="list-style-type: none"> <li>• Attended Tangata Tū Tangata Ora   Celebrating Excellence event</li> </ul>
26 November 2020	<ul style="list-style-type: none"> <li>• Opening No Travel, Low Carbon Conference on campus</li> <li>• Attending, via Zoom, NZQA Board meeting</li> </ul>
3 December 2020 – 4 December 2020	<ul style="list-style-type: none"> <li>• Attending Universities New Zealand Vice-Chancellors Meeting in Wellington</li> </ul>
9 December 2020	<ul style="list-style-type: none"> <li>• Attending Rotorua Graduation Ceremony</li> </ul>
14 December 2020 – 18 December 2020	<ul style="list-style-type: none"> <li>• Attending University of Canterbury Graduation Ceremonies</li> </ul>
23 December 2020 – 4 January 2021	<ul style="list-style-type: none"> <li>• VC on annual leave</li> </ul>

# Memorandum/Pukapuka.

To:	Ki:	UC Council
From:	Nā:	Robyn Nuthall, Director of Strategy and Planning
Date:	Rā:	17 November 2020
Subject:	Kaupapa:	New National Tertiary Education Strategy

## **Recommendation:**

*The Council note the new national Tertiary Education Strategy.*

## **Purpose:**

To inform the UC Council of the new national Tertiary Education Strategy

## **Executive Summary:**

In an email sent on 13<sup>th</sup> Nov, 2020, from the Tertiary Education Commission's CEO, Tim Fowler announced that the Minister of Education Hon Chris Hipkins has released the new [Tertiary Education Strategy](#) (TES), which sets the direction for tertiary education and training.

## **Key Points/Strategic fit:**

The TES was developed following consultation on the 'Shaping a Stronger System with New Zealanders' document in late 2019 which received feedback from about 50,000 groups and individuals.

This is the first time that the national tertiary strategy has been aligned with the national compulsory education sector strategy (the National Education and Learning Priorities -- NELP). The TES shares priorities with the NELP for early learning and schooling.

Tim Fowler notes that the TES highlights a number of priorities for TEOs including:

- reducing barriers to education for all learners
- ensuring places of learning are safe, inclusive and free from racism, discrimination and bullying
- developing staff to strengthen teaching, leadership and learner support capability across the education workforce
- collaborating with industries and businesses to ensure learners have the skills to succeed.

The TEC has reviewed these priorities in the context of the COVID-19 pandemic and are confident that they are relevant in a post-COVID-19 pandemic environment.

The TES strongly aligns with Ka Hikitia, Tau Mai Te Reo, the Action Plan for Pacific Education, and the Learning Support Action Plan. These all focus on improving educational success and experiences for Māori and Pacific ākonga, ākonga with disabilities, and those with learning support needs, and on strengthening te reo throughout our education system.

This new TES is entirely aligned with the UC Strategy.

## Management Response

UC has a new strategy which has been in place for a year. It is in the process of amending its TEC Investment Plan<sup>1</sup> to align with that strategy. In addition, UC has its Rautaki Māori Strategy for Māori Development and also its Pasifika Strategy which are already addressing a number of the objectives, priorities and implementation plans that the new TES further prioritises.

In 2021 we will develop our new Investment Plan (2022 to 2025) on the basis of the new TES. It includes key priorities such as:

- to “partner with TEOs to develop tools, guidance, and measures that enable evidence-based education delivery that meets the needs and aspirations of all learners akonga.”
- to “meaningfully incorporate te reo Māori and tikanga in the everyday life of the place of learning”.
- the TEC will “review funding rates for Māori language and mātauranga Māori in the tertiary sector”
- the TEC will “review the tertiary education investment system to introduce a stronger focus on work-integrated learning across a broader range of disciplines”
- to “ensure places of learning are safe, inclusive and free from racism, discrimination and bullying”.

All of these and other key implementation priorities will require UC to debate and to respond to these key priorities and also to lend our University’s support to the TEC in achieving their elements of the strategy. For example the UC Student Success programme is entirely aligned with the priority to develop tools, guidance and measures (above).

### Financial implications:

The financial implications will be worked through with the production of the new Investment Plan (for 2022 to 2025) and these will be reported through to the Council.

### Attachments:

The Statement of National and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) and the TES implementation summary.

To:	Date:	Decision:
PFRC		
SLT		
FPRC/ARC		
Council	25/11/2020	

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<sup>1</sup> The Investment Plan runs from 2019 to 2021 and is, in effect, UC’s contract with the TEC for government education funding (SAC funding).

# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

<b>OBJECTIVES</b>	<p><b>OBJECTIVE 1</b></p> <p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>OBJECTIVE 2</b></p> <p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>OBJECTIVE 3</b></p> <p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>OBJECTIVE 4</b></p> <p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>OBJECTIVE 5</b></p> <p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>
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<b>PRIORITIES</b>	<p><b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p><b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p>	<p><b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		

\* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

# Implementation of the Tertiary Education Strategy



The Tertiary Education Strategy (TES) sets out the Government's current and medium-term priorities, and long term strategic direction for tertiary education. It is intended to address economic, social and environmental goals, and the development aspirations of Māori and other population groups. This TES has been developed following consultation in late 2019 with the tertiary education sector and other stakeholders on a draft TES set out in the Shaping a Stronger Education System with New Zealanders discussion document.



The Tertiary Education Commission (TEC) is required by the Education and Training Act 2020 to give effect to the TES through the investment process. As part of this, the TEC is responsible for publishing guidance on the content and criteria for assessment of Tertiary Education Organisations' (TEOs) investment plans, and determining and allocating the amount of funding to TEOs. The TEC also has a role in building the capability of TEOs as part of giving effect to the TES. In exercising its other functions, the TEC must have regard to the TES - this means that TEC's activities outside of the investment planning process should be consistent with the priorities and direction set out in the TES.

The New Zealand Qualifications Agency (NZQA) is required by the Education and Training Act 2020 to have regard for the TES. This means that NZQA's activities, including its quality assurance functions, should be consistent with the priorities and direction set out in the TES.

TEOs are required to describe in their proposed investment plans how they will give effect to the Government's current and medium-term priorities as described in the TES. This means that TEOs should think about how they will reflect the TES priorities in their policies and practices, and inform TEC about this through their investment plans.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>			
<p><b>1</b></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>2</b></p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>3</b></p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>4</b></p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p><b>5</b></p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>6</b></p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p><b>7</b></p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b></p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Ensure that robust policies, plans and support are in place to address racism, bias and low expectations that impact learners/ākonga, staff and their whānau</p> <p>Review, expand and strengthen current mechanisms to hear and act on learner/ākonga voice, and understand the views of whānau and communities</p> <p>Provide for a safe and supportive learning environment that includes access to support for the basic needs of learners/ākonga and for their physical and mental health</p>	<p>Develop a whole of organisation approach to understanding and meeting the needs and aspirations of all learners/ākonga</p> <p>Develop staff capabilities to support teaching and learning practices that value languages, cultures and identities</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p>	<p>Collaborate with schools, whānau, Pacific families, communities and industries to plan for successful transitions to enable all learners/ākonga to succeed in education and training</p> <p>Actively identify and reduce barriers for all learners/ākonga, and support them to access education and achieve successful education and employment outcomes</p> <p>Where possible, reduce non-fee costs and take advantage of policies to reduce financial dependence on family and whānau</p> <p>Ensure that robust policies, plans and support are in place to support disabled learners/ākonga and neurodiverse learners/ākonga to succeed</p>	<p>Ensure adult learners/ākonga can access opportunities in their communities, workplaces or while studying at a TEO to develop their literacy and numeracy capabilities</p> <p>Support learners/ākonga to develop relevant digital literacy skills that enable them to study</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities and qualities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Value the languages spoken by Pacific and Māori learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Embed tikanga Māori in values, practices and organisational culture based on engagement and advice from Māori</p> <p>Provide learning and development opportunities for educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Encourage leaders to undertake their own learning and development opportunities to become proficient users of te reo Māori, and use it increasingly at all levels of engagement</p> <p>Ensure that strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti o Waitangi</p>	<p>Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support</p> <p>Value diversity in your workforce and hire staff with a range of backgrounds, identities, languages and cultures to grow a workforce representative of the diversity of your learners/ākonga and communities</p>	<p>Ensure that teaching and learning meets learner/ākonga, employer and industry needs, and delivers skills relevant for the workplace</p> <p>Offer more coherent vocational learning packages and pathways that support learners/ākonga into relevant employment outcomes</p> <p>Provide for lifelong learning options that are flexible, adaptable and timely so that people can upskill and retrain throughout their lives</p> <p>Support relevant skills for New Zealand's shift to a carbon-neutral economy</p>	<p>Build a diverse, sustainable research workforce and broaden the pool of talent and knowledge</p> <p>Support excellent research and the contribution of innovative approaches to solving economic, social and environmental challenges</p> <p>Collaborate and connect across disciplines and institutions to help solve local and global challenges</p>

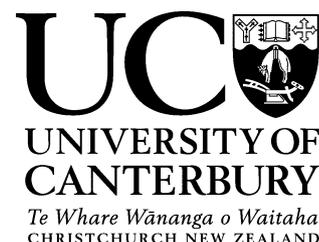

**Actions for Tertiary Education Organisations**

# Implementation of the Tertiary Education Strategy (continued)

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>			
<p><b>1</b></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>2</b></p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>3</b></p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>4</b></p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p><b>5</b></p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>6</b></p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p><b>7</b></p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b></p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Provide clear expectations in the Codes of Practice for the pastoral care of domestic tertiary students and international students</p> <p>Partner with TEOs to develop a framework for safety and inclusivity in tertiary education environments</p> <p>Genuinely engage with learners/ākonga and value, listen to and consider their voices so that processes, practices and work in Government and TEOs genuinely reflect learner/ākonga needs</p>	<p>Invest in and support the development of programmes and pathways for learning in Pacific languages</p> <p>Review the tertiary education investment system to support TEOs to better address learner/ākonga needs and support equitable outcomes for underserved learners/ākonga</p> <p>Partner with TEOs to develop tools, guidance and measures that enable evidence-based education delivery that meets the needs and aspirations of all learners/ākonga</p> <p>Empower learners/ākonga to have their voices heard</p> <p>Work with TEOs to implement innovative approaches that support learners'/ākonga success</p> <p>Strengthen Māori-medium pathways in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākonga Māori and their whānau</p>	<p>Ensure funding better recognises the additional costs of tailoring support and education delivery to different learners and supports providers to help under-served groups</p> <p>Support TEOs to increase their capability to identify and understand learner/ākonga needs and barriers to success</p> <p>Coordinate across systems so that foundation learning settings enable individualised, flexible learning opportunities that support learners/ākonga to transition between education, welfare and work</p> <p>Develop best practice guidance for supporting disabled and neurodiverse learners/ākonga in tertiary education and training</p> <p>Support Pacific learners/ākonga and their families through the Action Plan for Pacific Education</p> <p>Partner with Te Taumata Aronui, to respond to their recommendations and advice about how tertiary education can better meet the needs of ākonga Māori and communities</p>	<p>Invest in Adult and Community Education to provide more learners/ākonga with accessible education and pathways to further education, training and employment</p> <p>Strengthen foundation education to improve learner/ākonga pathways into higher levels of education and employment</p> <p>Consider literacy and numeracy settings to ensure access to quality literacy and numeracy provision in the context of RoVE</p>	<p>Invest in, develop and implement Māori-Medium pathways</p> <p>Develop an approach to supporting the inclusion of te reo Māori and tikanga Māori throughout tertiary education and training</p> <p>Develop and implement a plan for qualifications and graduate profiles to be bilingual, in te reo Māori and English</p> <p>Review funding rates for Māori language and mātauranga Māori in the tertiary sector</p>	<p>Ensure the quality of teaching through a range of quality assurance functions, including, External Evaluation and Review (EER) and programme monitoring</p> <p>Incentivise and support TEOs to develop and strengthen teaching capability and excellence</p> <p>Publish and implement a tertiary education investment framework that shows how funded places are allocated to high priority provision, and how funding is used to grow high-performing TEOs</p>	<p>Develop tools and information to support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers</p> <p>Complete the reform of vocational education including establishing Workforce Development Councils, Centres of Vocational Excellence, and a new unified funding system</p> <p>Review the tertiary education investment system to introduce a stronger focus on work-integrated learning across a broader range of disciplines</p> <p>Partner with schools, TEOs, industries, employers and communities to deliver a more active careers service</p> <p>Strengthen the New Zealand Qualifications Framework and qualifications system to enable lifelong learning and clearer learning pathways and to allow for flexible, shorter credentials/qualifications including recognition of prior learning</p>	<p>Partner with wānanga to support their unique role in the tertiary education system</p> <p>Support the advancement of Māori-led and mātauranga-informed solutions</p> <p>Support and develop the contribution of tertiary education organisations to the research system</p> <p>Develop and implement a Government response to the independent review of the Performance-Based Research Fund</p> <p>Establish an enduring Wānanga-Crown partnership that will focus on identifying new solutions for the wānanga sector</p>


**Actions that Government is taking that support the implementation of the TES**

# Memorandum/Pukapuka



<b>To:</b>	<b>Ki:</b>	University Council
<b>From:</b>	<b>Nā:</b>	Professor Cheryl de la Rey, Vice-Chancellor
<b>Date:</b>	<b>Rā:</b>	14 November 2020
<b>Subject:</b>	<b>Kaupapa:</b>	<b>Academic Board report</b>

## Recommendations:

- *that Council notes the report of the Academic Board;*
- *that Council approves the following proposals and forwards them to CUAP and TEC for their approval:*
  - a) The discontinuation of the Bachelor of Learning and Teaching with Honours;
  - b) The change in name of the subject from “Applied Psychology” to “Industrial and Organisational Psychology” for MSc and PhD

## Purpose:

To advise Council on the Academic Board proceedings at its November meeting.

## Attachments:

- **Academic Board report**

Full papers commence overleaf.

## Paper Progress:

<b>To:</b>	<b>Date:</b>	<b>Decision:</b>
PFRC/RAC	N/A	
SLT	N/A	
FPRC/ARC	N/A	
COUNCIL	25 November 2020	Pending

## **RECOMMENDATIONS TO THE COUNCIL FROM A MEETING OF THE ACADEMIC BOARD HELD ON FRIDAY 13 NOVEMBER 2020**

### **BUSINESS FROM THE CHAIR**

The Vice-Chancellor noted that the end of the academic year was approaching; it had been a challenging year and she thanked staff for all their hard work.

She reported that she had informed the Council that the College of Business and Law Executive team had confirmed that they wish to consider a different organizational structure in future and that the Council expressed an openness to consider new proposals. She proposed a participatory, consultative process involving submissions from the Academic Board and the staff that would inform a paper to be workshopped at the February 12<sup>th</sup> Academic Board meeting. The Academic Board's discussion would inform a recommendation to the Council.

The Vice-Chancellor noted that she had recently received a letter from Professor Heinemann, signed by a large number of colleagues, expressing concern about a matter that had been reported in the media. UC had received complaints from both individuals and institutions on behalf of their staff about a paper written by a colleague at UC. The Vice-Chancellor was unable to discuss the detail of the case, but confirmed that having considered other options, the Council's Critic and Conscience of Society and Academic Freedom Principles and Policy was invoked to address the matter. The letter had expressed concern that the policy may not have been interpreted correctly, but the wider academic community was unsure because details about the Council-led process were not in the public domain. Furthermore, considering that complaints were received from other universities, the signatories were concerned that the autonomy of the university was being challenged without response.

The Board agreed to convey to Council that concerns had been expressed about both whether the Critic and Conscience of Society and Academic Freedom Principles and Policy was the best option for working through this type of case and to bear in mind the importance of the university's autonomy when considering complaints from other universities. It was suggested that upon conclusion of this particular case, the Board offer to elaborate on tests for use of the particular clause and potential mechanism for conducting reviews through the policy.

### **REPORT FROM THE UCSA**

Ms Mills and Ms McNoe gave a joint presentation on the academic work the UCSA accomplished during 2020. This included comments on 81 new courses, policies and programmes, writing their first academic plan and introducing an online suggestion box. 2020 had also been an exceptional year for bringing students together and they highlighted the grants that had been given to support clubs to keep students connected during COVID-19. The Executive were working towards broadening their representation – they had introduced an improved postgraduate communication network, had been actively supporting students who were studying offshore due to border closures and a focus group of 40 students had met to begin developing a Pasifika Advisory Group for 2021. They also praised the work of Te Akatoki. The Vice-Chancellor said it had been a privilege and pleasure to work with the UCSA leadership and proposed a vote of thanks which was accepted with acclamation.

## **REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE**

Professor Moran introduced the two proposals attached. There were no comments.

### **Moved:**

*That the proposal to discontinue the Bachelor of Learning and Teaching with Honours be accepted and forwarded to the University Council and CUAP for approval.*

**Carried**

### **Moved:**

*That the proposal to change the name of the subject from 'Applied Psychology' to 'Industrial and Organisational Psychology' for MSc and PhD be accepted and forwarded to the University Council and CUAP for approval.*

**Carried**

## **REPORT FROM THE LEARNING AND TEACHING COMMITTEE**

The Deputy Vice-Chancellor Academic introduced the recommendation around retention of examination papers by the Library which had been considered by the AAC and the LTC and thanked staff who had given their feedback.

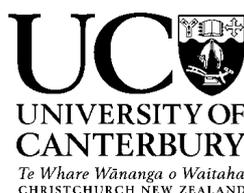
It was agreed that:

- A minimum of X (to be finalised) electronic sample examination papers for each course would be made available to students. Where this was not deemed academically appropriate, an equivalent scaffolding resource for students would be made available to students.
- Work will be undertaken to ascertain whether a plug-in to Learn sites would be a feasible option rather than online hosting by the Library. That would provide course coordinators the flexibility to adjust the sample papers as needed.
- Hard copy examination papers no longer needed to be retained in the Library, however before these were disposed of, the library should contact all relevant Schools/Departments to ascertain if they would like to retain the hard copies themselves.
- A thorough review of assessment and examinations policy, guidelines and regulations would take place in 2021.

## **PROPOSED UNIVERSAL LECTURE CAPTURE**

The Deputy Vice-Chancellor Academic reminded members that the proposal from the UCSA had been discussed at the Board, at two working group meetings and at the Learning and Teaching Committee. The proposal included some examples of where it was not felt that lecture capture was appropriate. Ms Mills welcomed the discussions, saying that this issue had been foremost in students' thinking for many years.

The Board agreed to support the extension of lecture capture of undergraduate lectures (not tutorials/workshops/labs) to assist student study and revision. Academic staff can choose to opt out of recording a lecture which may contain sensitive material, use copyrighted material, use case discussions, are workshops, are language classes, are highly interactive, are in contravention of professional body requirements or have guest lecturers who choose not to be recorded. Student presentations may be recorded for assessment purposes but publishing these will be at the academic staff member's discretion. Any lecture that is not going to be recorded must be indicated in advance. The availability of recordings is at the discretion of academic staff, but would normally be available for at least two weeks after the scheduled lecture date and available during study week. The Board also endorsed further work around IP, copyright and technical improvements to recording lectures and the development of a policy on Recording of Lectures.



## Report to CUAP-Discontinuations only

(CUAP criterion 6.2.5)

<b>Department or School</b>	School of Teacher Education		
<b>College</b>	College of Education, Health and Human Development		
<b>Contact person</b>	Associate Professor Misty Sato	<b>Phone number</b>	90513

**1. Name of Qualification**

Bachelor of Teaching and Learning with Honours - BTchLn(Hons)

**2. CUAP Unique Identifier UC/21 BTchLn(Hons)**

**3. Rationale**

This qualification has had dwindling numbers over the years (see table below) and was not offered in 2019 and 2020. A Postgraduate Diploma in Education (120 points) was introduced in 2009 and a coursework Master of Education (180 points) was introduced in 2015. Some students in the BTchLn(Hons) programme subsequently transferred to the PGDipEd or MEd to graduate with that qualification. All students completed the qualification.

**BTchLn Hons enrolments from 2015 - 2020**

Year	Enrolments	Completed
2015	15	Y
2016	3	Y
2017	2	Y
2018	4	Y
2019	Not offered	
2020	Not offered	
2021	Not offered	

**4. Impact on Tertiary Sector**

Nil impact. Teaching graduates are able to access study in postgraduate education through existing qualifications (eg Postgraduate Certificate in Education, Postgraduate Diploma in Education and the Master of Education).

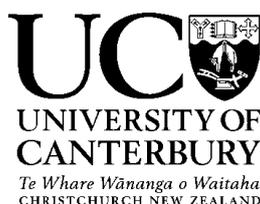
**5. Will the qualification/subject be available at another NZ University?**

A similar Honours level qualification is offered at other NZ universities – including the University of Auckland and Victoria University.

**6. Calendar changes**

UC Calendar 2022

Remove regulations for the Bachelor of Teaching and Learning with Honours



## Master of Science and Doctor of Philosophy 2020 Calendar pages 538 and 567

### CUAP criterion 6.1.8

#### SECTION A

#### 1. Purpose of the proposal

To change the name of the subject from 'Applied Psychology' to 'Industrial and Organisational Psychology' for MSc and PhD.

#### 2. Justification

The intention of the name change from 'Applied Psychology' to 'Industrial and Organisational Psychology' is to:

- a) Identify the area of Psychology our MSc programme and PhD degree pertain to, distinguishing it from other Applied Psychology areas (e.g., Clinical Psychology, Behavioural Analysis, Forensic Psychology). This will enable us to refine our marketing approach and target domestic and international students by relying on a recognised field designation.
- b) Ensure consistency between our degree/qualification designation, and the designation adopted by our domestic and international counterparts, and by the leading membership organisation for the science and practice of Industrial and Organisational Psychology that guides our curriculum and graduate competencies profile. This presents a great opportunity, given that all the other Industrial and Organisational Psychology programs are located in the North Island.

Industrial and Organisational Psychology focuses on the psychological underpinnings of people's attitudes and behaviours at work, and related workplace dynamics and outcomes. Industrial and Organisational Psychologists conduct research to understand these principles and dynamics, and apply it to improve performance, wellbeing, and other relevant work outcomes. Industrial and Organisational Psychology is therefore distinguishable from other Applied Psychology areas with regards to the context in which psychological phenomena are investigated (i.e., the workplace), the population of interest (i.e., general, non-clinical population), and the areas of research and intervention (e.g., employee selection, training and development, leadership management, health and wellbeing at work, etc.)

The designation 'Industrial and Organisational Psychology' is currently used at The University of Auckland, Massey University, and The University of Waikato, the other New Zealand institutions that offer a similar MSc qualification in the field. This designation is also conventional in MSc and PhD programmes at high-ranking universities in Australia, the United States, and Europe. In addition, the goals, degree structure, and competency profile that guide our MSc program are based on the guidelines provided by the Society for Industrial and Organizational Psychology (SIOP), which represents Division 14 of the American Psychological Association and is an organisational affiliate of the Association for Psychological Science.

The subject name change from 'Applied Psychology (APSY)' to 'Industrial and Organisational Psychology' fits with at least two of the pillars of Strategic Vision 2020-2030: 'Internationalisation' and 'Nurturing Staff, Thriving Students'.

Industrial and Organisational Psychology is the internationally recognised designation of the field and programs similar to our current APSY program. A name change would increase our visibility to prospective domestic and international students, likely draw in larger numbers of the latter group, and enhance the cohort's cultural competence. Further, while the existing 'APSY brand' is recognised nationwide and our alumni identify with this professional group, they are nevertheless viewed as experts in the field of Industrial and Organisational Psychology. The subject name change would arguably enhance a sense of global professional identity and belonging, without undermining the program's current reputation and our alumni's sense of place.

### **3. Proposed new regulations**

2020 UC Calendar page number 539

Under Schedule S subject courses for the Master of Science Degree

Delete Applied Psychology

Add Industrial and Organisational Psychology

Page 567. Doctor of Philosophy Regulations

Under 5. Subjects

Delete Applied Psychology and Add Industrial and Organisational Psychology