

Vice-Chancellor's Report to Council

April 2020

Summary

Unprecedented, historic, uncharted have all become often used adjectives to describe the current times. Following the Government's 23 March announcement of the four alert levels associated with COVID-19 and the Level 4 lockdown that began on 25 March 2020, UC, like the majority of universities world-wide, has entered into an unprecedented period in its history.

The week preceding the lockdown was a time of rapid change. From Thursday to Monday we were confronted with the closure of all borders to non-New Zealanders and non-residents, with gatherings limited to 100 people. Just as we were adjusting to this new reality, two days later on Saturday 21 March, the Prime Minister, Jacinda Ardern informed us the level of risk was increasing rapidly and by Monday afternoon the risk level was raised to 3, with level 4 taking full effect from Wednesday midnight.

It was a time that required much agility. In response to the Prime Minister's announcement of rising risk together with feedback from the UCSA Executive that growing numbers of students were in support of shifting from campus-based teaching, on Monday, 23 March, UC introduced online learning and teaching. By the end of that first day, UC staff had delivered over 300 courses online. It was an outstanding effort from our academics, e-learning and IT teams and all professional administrative and technical staff. I wish to acknowledge Catherine Moran and Julie Mackie who ably co-ordinated and led this initiative.

In response to the news the country was to move into lockdown, we ended Term One teaching at the beginning of week 6, and announced Term Two would commence a week early. Whilst this has caused considerable inconvenience and frustration for many, I am pleased to report that our staff and students have risen to this challenge. With considerable commitment and innovation across the University community, many are working "above and beyond" to advance UC's teaching and research, support student and staff wellbeing, and safeguard the University's assets and resources.

After a period of preparation undertaken from homes, UC has converted all Term One 2020 taught courses to online courses. We will also deliver all Term Two 2020 courses online while planning to deliver on-campus block courses for laboratory work at the first available opportunity after the Alert Level 4 lockdown is over. The focus of the last few weeks has been to ensure that UC is fully prepared for online undergraduate teaching for Term Two, as well as responding to student and staff need and concern. Reports from students and staff indicates the first day went relatively smoothly and the first of the online tests was well attended and completed successfully.

This Council report focuses mainly on UC's response to COVID-19. A key challenge has been ensuring that in responding to the pandemic there is not an irreversible detraction from the implementation of the UC Strategy Tangata Tū, Tangata Ora. In covering UC's response to COVID-19, this report references the objectives of the Strategy indicating the current and likely future impact. The most obvious area relates to the strategic intent for education which we expressed as "Flexible Degree Options and Delivery Modes". Level 4 lockdown has propelled the University into online and more flexible delivery.

Responding to COVID-19

In accordance with UC's Emergency Management Plan, the Incident Management Team (IMT) was partially activated on 3 March to establish a coordinated and effective response to the COVID-19 pandemic. Partial activation meant members mostly continued in their substantive posts while contributing to the IMT planning. The IMT meetings themselves primarily focussed on scenario planning such as managing an outbreak on campus.

The IMT was fully activated on 16 March to release members from their business-as-usual roles allowing them to focus solely on the COVID-19 response. This decision was informed by the rising number of cases nationally and the need for a University-wide coordinated response.

The line of authority for the IMT is from the Vice-Chancellor to the Executive Director: People, Culture and Campus, as the Senior Management Team member with responsibility for emergency management, to the Incident Controller. Three Incident Controllers – Rīpeka Tamanui-Hurunui, Michel Fivet and Stephen Gibling rotate the role of Primary Incident Controller on a weekly basis with two being on duty at any one time. This helps with continuity whilst avoiding burnout. Dr Joan Allardyce, UC Health Centre, and public health specialist plays a critical role.

There are six workstreams as follows:

Planning and Intelligence

The primary function of this group is to collect information, analyse it and makes plans accordingly.

A UC contact tracing process has been established with clinical advice and input from Dr Joan Allardyce (UC Health Centre Medical Director). This process was designed to guide UC staff members to assist public health officials in the event a positive case of COVID-19 was confirmed on campus.

A UC self-isolation register has been created and made available on the UC COVID-19 information webpage. This resource is for students and staff who were self-isolating for specific reasons (ie, have recently travelled, are immune-compromised or have had contact with a confirmed case) to register online. Following registration, the UC Welfare team contacts these individuals to check in on their personal arrangements and offer any support required. The Welfare Workstream is now managing the register, which includes a total of 60 staff and 138 students. Some of those who have registered have completed their 14 days of self-isolation and are well. We currently have 59 staff and students in active self-isolation and one identified case (a UC exchange student in Vienna, who returned directly to self-isolation with her family in the North Island).

Medical

The Medical Workstream has two discrete functions. The primary one provides on-campus medical and counselling services for registered staff and students. The second function supports the Planning and Intelligence Workstream with advice relating to contact tracing and care of students or staff that have taken a COVID-19 test.

The Health Centre has been operational throughout the lockdown, providing essential medical services to staff and students. Approximately 75% of consultations have been managed remotely (through phone, Skype or Zoom) while the remainder have been managed within the facility. The Health Centre has completed 50 tests for COVID-19, all of which have returned negative. The Health Centre has also provided flu vaccinations for all immune-compromised and eligible staff and students. Vaccinations for the wider UC community are soon to be made available.

Academic

The primary function of this group is to support the delivery of teaching and research activities and to ensure continuity of the academic programme.

A student survey was distributed to ‘check in’ with all students, and to identify where additional support was needed, especially in relation to devices and internet access. Initially 722 students responded. As the survey remains open and responses continue to come in we expect to see the numbers change over the first couple of weeks of term two. The following is a quick summary of the survey, its findings and our response:

- 13% of respondents were priority learners; Māori or Pasifika
 - Where appropriate, student clarification outreach has been supported by the Office of the AVC Māori and the Pasifika Development Team.
- The majority of respondents are currently in NZ; specifically in Canterbury
- 20% of respondents (n= 143) indicated a concern regarding hardware
 - After review and respondents’ evolving situations, 83 students have been prioritised as eligible to receive a loan laptop or desktop from UC and 60 of those students have either already received a device, or have been issued a device with delivery pending
- Software concerns were addressed centrally with an open source solutions form; IT have created this webpage of Student Software Resources:
 - 70% of software concerns are able to be addressed remotely
 - Some students require a one-on-one approach and have been directed to discuss with course co-ordinators or supervisors
- 93% of respondents indicate having broadband/wifi at home (n=658); 6% rely on a hotspot from a mobile device (n=41); 1% indicate no internet access (n=10)
 - Of these, 63% (n=434) indicate reliable and consistent internet; 26% (178) say they do not have reliable and consistent internet; 11% (n=73) are not sure if their internet is reliable and consistent
 - The majority (84%, n=460) have unlimited data; levels vary otherwise, but only 3% (n=10) indicate data limits of <10 GB/month

Currently there are 309 students who have indicated they are experiencing problems with the internet that is impairing their ability to study. Most of this information came from the survey however some students have been referred by staff and have been included in this list. The Welfare Workstream, together with the Academic and Operations (ITS) staff, are now working with these students to help resolve their issues.

The Academic Workstream has worked closely with IT and Student Services to ensure both students and staff are equipped for online teaching and learning. The term break allowed for academics to plan their return to teaching online from Monday 20 April and identify ways to support both students and staff.

A small number of academic staff, whose research and/or work directly contributes to the COVID-19 response, have been allowed on site during the Level 4 alert. Their presence on site was managed following strict health and safety protocols and the Ministry of Health guidelines defining an “essential worker”.

Logistics

The primary function of this group is to support the response by obtaining, providing and maintaining facilities, services and materials.

A significant amount of general and specialist cleaning has taken place since the lockdown. The use of specialist products such as fogging machines has ensured we can keep large spaces clean and hygienic while the placement of over 180 hand sanitiser units across key campus locations also

contributes to a safe work environment for staff. Two UC vans have been modified to safely transport students remaining in residence halls in cases where testing is required. Drivers have been assigned and will wear full personal protective equipment (PPE).

The Logistics team has also been busy redistributing IT equipment (e.g., screens and keyboards) from the warehouse to staff and students during the lockdown. This is to ensure staff can work as safely as possible from home and that students have the equipment they need to learn effectively online.

Operations

The primary function of this group is to direct the on campus operations and maintain the safety of the campus whilst under the IMT activation.

The Security team has been actively monitoring campus facilities throughout the lockdown. It has also been managing the small number of staff who have been identified as essential workers, including managing their access to buildings and a sign-in and out process.

We have continued to maintain UC's current assets and facilities, including managing the power draw within each facility, to maintain the core operating systems in the most efficient manner possible. Building maintenance teams have also been checking and responding to issues as they arise (eg, leaks and fire alarms).

Welfare

The primary function of this group is to establish a campus based Welfare Response Centre, providing support, resources and information to staff and students following a critical incident.

A major focus for the Welfare Workstream has been to support all students and staff both mentally and physically through a steady stream of wellbeing-related content, including online fitness classes with the UC RecCentre. The group fitness programme is being delivered online via YouTube, Facebook and Twitch livestream, with over 10,000 participants so far.

The Student Care team is working to support students with appointments that can be booked either online or by email. Student Care and other UC staff have been making hundreds of phone calls to students to check in with them and see if they require additional support.

The UC Māori team are handling appointments via phone or Zoom. The team is contacting students to ensure they are feeling well during this rāhui. It continues to offer tutoring and ongoing support and guidance.

The Pacific Development team is also working online to support students from Pasifika backgrounds. This includes appointments via phone call or Zoom for pastoral support and help with any issues. The mentoring and Pacific Academic Solutions and Success (PASS) tutoring programmes remain available at this time online or via phone call.

There has been direct phone contact with students identified as requiring additional support. These students included: international students in halls; low-scoring students in the WHO-5 wellbeing survey; students in the 70+ age group; students who have registered on the UC self-isolation register; Māori; Pasifika; and students with disabilities

UC has also worked closely with the UCSA to help steer the University's response to COVID-19. In addition to regular meetings of the Executive, the UCSA team is working remotely to deliver important services like independent advocacy, as well as welfare services like Mickle Fund Loans, the Medical Prescription Grant, the Hardship Grant and food support. The UCSA Events team is continuing to deliver virtual events, which include: a live-streamed quiz on Tuesdays; virtual

“Sketch’n’sip” classes on Wednesdays; a live-streamed MONO on Thursdays; live-streamed music sets for “Tunes in the Avro” for Fridays; and various competitions such as Pillow Forts, Graduation Photos and Art Competitions. The team is also working on bringing a number of its term-time activations to the virtual space.

Academic staff are investing extra time in supporting student well-being. Law Professor Ursula Cheer invited her students to write and share haiku poems about their experience of the lockdown. In the College of Science, the Acting Pro-Vice-Chancellor’s email to College staff included a one-page attachment on staff wellbeing tips. The College also provided Human Resources with a list of children’s educational activities for the staff wellbeing intranet – these activities are now included under ‘parenting’.

UC is keeping a close eye on applications for hardship and has responded to identified needs for self-funded PhD students to receive interim additional support to remain financially sustainable. At this stage, this support will potentially be provided by from the UC Foundation funds already allocated to support PhD students, subject to UC Foundation approval. UC’s first alumni communication since the COVID-19 situation has provided an update on our COVID-19 response and offered the opportunity to support an Emergency Relief Fund. This went to 44,000 alumni with a 44% open rate, higher than usual. In response, \$4,000 has been received so far and this has been transferred to UCSA to support short-term urgent needs such as food vouchers.

Human Resources and relevant managers and team leaders are actively supporting staff, particularly those who have registered on the UC self-isolation register. A Pulse survey was sent to all staff to gauge how they were coping during the lockdown. There was an exceptionally pleasing response to this first survey wave with 1185 responses. The data shows about 80% of staff feel supported by UC and trust the SLT (Senior Leadership Team) to make sound decisions. 70% of staff report as having a good level of Wellbeing. The main issue of concern is job security.

The working environment shows about 70% of staff are feeling productive, while around 30% of staff are struggling with productivity, related primarily to the accessing of appropriate resources and struggles with family care arrangements. Qualitative data suggests staff are concerned about equity in processes including sabbaticals, PBRF, and promotions where productivity has been impacted.

With access to this data, the SLT will use it to develop and implement strategies to address concerns institution-wide. The data also allows SLT Members to access data specific to their area and address accordingly.

Overall 455 students and residential assistants/tutors are staying in halls of residence – eight at Bishop Julius Hall, eight at College House and 439 at Campus Living Villages (CLV) managed halls, of whom four international students still plan to return home. Rochester and Rutherford Hall remains empty. Positive media coverage on making the most of the lockdown in a hall was featured at <http://www.stuff.co.nz/national/education/120837643/lockdown-life-in-uni-halls--frozen-meals-bubble-tennis-study-and-puzzles?cid=app-android>

There are no major medical or behavioural issues to report. At CLV, all first years and residents living alone are checked daily, with online flat checks on others throughout the week. Online wellbeing activities and events have stepped up, as has preparation for an online academic assistance programme. In response to welfare checks indicating some residents feel isolated, communication and online activities have been increased to help support these students. Daily under-18 checks and weekly welfare updates to parents and caregivers are continuing. Staff continue to run the cleaning schedule every day, using the required PPE in line with Ministry of Health recommendations. We will be working with halls specifically to ensure practices are consistent and safe as UC transitions into Levels 3 and 2.

More broadly, negotiations to establish new contractual and service-level arrangements with all halls are well underway, although the response to COVID-19 has caused some delay. We anticipate agreements incorporating the new requirements of the Interim Code of Pastoral Care to be reached within the next six to eight weeks.

Communications

Communications has played a vital role in ensuring the University and its stakeholders are well informed of the unfolding situation by sending regular communications through multiple channels. While the main focus has been on students and staff, the team has also sent communications to parents, alumni and other stakeholders. The refreshed staff newsletter achieved almost 50% open rate, which compares very well to industry standard, while the staff blog homepage reviews were up 27%. The student open rate during lockdown averaged 69%. Engagement tactics such as polls and quizzes have worked well. Other channels such as Facebook, Twitter and Instagram have been used regularly, with the top ten Facebook posts achieving a total reach of 313,682.

Almost 2,000 queries from both staff and students have been responded to from the especially created UCProtect mailbox, which the Communications team actively monitors. Queries relate to both academic and specific COVID-19 matters.

A wide range of communications and engagements have been organised to support student wellbeing overall, including the Te Hāpai Ō | UC Live Speaker Series with Reverend Spanky Moore on spiritual wellbeing, Professor Julia Rucklidge on mental wellbeing, Tracy Clelland on whānau wellbeing, and Dr Susannah Stevens on physical wellbeing.

In its media coverage, UC has continued to promote the value of research and outreach during the last month. During the four weeks to 8 April 2020, there were 611 mentions of UC across national online, print and broadcast media. COVID-19 dominated media coverage, including stories on travel restrictions, international students, lecture sizes, graduation ceremonies, remote learning and halls of residence. Proactive work led to some particular highlights for Pride Week, Children's

UC Contribution to the Fight to eradicate COVID-19

From their discussion of the maths behind the lockdown to their advice on how to lead staff through the pandemic, UC staff and students are providing important research and guidance on COVID-19. Below is a snapshot of some of the work our community has produced that demonstrates how UC is making a difference.

- **Partnering with Canterbury District Health Board (DHB):** At the DHB's request, the College of Science has supplied it with a standard chemical for denaturing proteins used in DNA/RNA extractions (guanidinium thiocyanate), which is part of the testing process for the COVID-19.
- **Prototype face shield:** Associate Professor Don Clucas, Distinguished Professor Geoff Chase and Technical Officer David Read from the College of Engineering, along with Associate Professor Clucas' medical student daughter Emma Clucas, designed a prototype face shield for health workers to wear during the COVID-19 outbreak. They have shared the information on open access and Stuff has covered their stellar work.
- **The role of nutrition:** College of Science psychology lecturer Professor Julia Rucklidge, who specialises in mental health and nutrition gave a live-streamed talk as part of the Te Hāpai Ō | UC Live Speaker Series 2020 providing advice on how to stay on track during a time of uncertainty and stress. Read more here. Her presentation has been viewed over 10,000 times.
- **Modelling and mapping:** Mathematicians Associate Professor Alex James and Professor Michael Plank, and UC BSc Hons graduate Nic Steyn, are part of a team working on statistical

modelling of the spread of COVID-19 for the Government. Read the Spinoff article, the Otago Daily Times interview with Professor Plank and a detailed summary of the team's work.

- **Is herd immunity worth considering?** A 'herd immunity' approach to fighting COVID-19 is unethical and can be dangerous, Associate Professor of Epidemiology and Environmental Health Arindam Basu wrote in *The Conversation*. In another article, Associate Professor Basu explained why New Zealand's coronavirus cases will keep rising for weeks, even in level 4 lockdown.
- **How to lead through a crisis:** College of Business and Law academics Associate Professor Bernard Walker and Adjunct Fellow Tracy Hatton explored five principles for leading staff through the coronavirus crisis. The principles are based on research into previous disasters and offer guidance to leaders for the weeks ahead.
- **Emergency law must be clearer:** In the 'new normal' for New Zealanders and many around the world, Professor John Hopkins argues in *Stuff* that emergency laws must be clear to avoid conflict, confusion and abuse of power. Professor Hopkins, an expert in disaster law, also advised the Select Committee, chaired by National Party leader Simon Bridges, on the unique situation the Level 4 lockdown has brought about.
- **Preparing for the recession:** Discussing the inevitable COVID-19 recession, Associate Professor Alfred Guender says that "people should recognise that RBNZ is prepared to take whatever action is necessary to ease monetary conditions". Read more>
- **Whānau Wellbeing** Health Sciences lecturer Tracy Clelland shared practical ways of using wellbeing models to enhance family/whānau relationships as part of the UC Te Hāpai Ō speaker series. (including tips for combining working at home and parenting). Based on the five ways to wellbeing Tracy provided tips on how to build and maintain positive family relationships during lockdown.
- **Online tour of Bill Sutton portrait exhibition:** A UC postgraduate, Curator Maria Brown, created a video tour of Bill Sutton's portraits at Wellington Portrait Gallery so anyone can enjoy them at home during isolation.
- **Canterbury graduate returns to help the SVA mobilise nationwide:** Until quite recently, UC graduate and Kiwi entrepreneur Guy Horrocks was living in New York helping launch a new data management company, Solve. But, as the number of COVID-19 cases in the city climbed, cafes closed and business meetings were cancelled, he realised it was time to return to help in New Zealand.
- **SVA launches nationwide COVID-19 initiative:** UC's largest student club, the Student Volunteer Army, launched a national volunteer response to support people impacted by COVID-19 in March. SVA volunteers are supporting essential services across Aotearoa by providing childcare for the tamariki of healthcare professionals and building a grocery store system for those aged over 70 (and the families of healthcare workers).
- **Student news – food tech heroes:** Entrepreneurial UC students featured in *Food Tech News* with their use of gaming tech in a proposed 'non-contact' online event connecting STEM students with careers in food, fibre and agritech. The team were winners in the @UCE Event Marketing Smackdown. Read more>
- UC Law Professor John Hopkins was appointed as an independent adviser to the Select Committee, chaired by Simon Bridges, on 2 April. Professor Hopkins, an expert in disaster law, will be advising the Committee on the unique situation the Level 4 lockdown has created for New Zealanders (<https://www.canterbury.ac.nz/news/2020/uc-law-professor-advises-select-committee.html>).
- UC Professor of Tourism, Marketing and Management, Michael Hall, has been appointed joint guest editor of the following forthcoming publications on the implications of COVID-19 for the future of tourism: "Reset: Travel and tourism after the global transformation of 2020", special issue of *Tourism Geographies* (Scimago Q1), to be published online later this year; and co-editor (with Chris Cooper, Leeds Beckett University, UK), "COVID-19 and tourism", special issue of *Current Issues in Tourism* (Scimago Q1), to be published in 2021. Michael Hall is also co-author (with S Gössling, Lund University, Sweden and Daniel Scott, University of Waterloo,

Canada) of “Pandemics, tourism and global change: A rapid assessment of COVID-19”, *Journal of Sustainable Tourism* (Scimago Q1), forthcoming, 2020.

- **Canterbury University Press (CUP) author Professor Geoff Rice** was in demand as an expert on pandemic history. As well as contributing to media articles on the COVID-19 crisis, he was quoted in the Press (and Stuff) and the Herald about lessons learned from the 1918 flu pandemic and the importance of social capital, communities supporting each other. His books on the topic are *Black Flu 1918: The story of New Zealand's worst public health disaster* (CUP, 2017) and *Black November: The 1918 influenza pandemic in New Zealand* (CUP, 2005, available as an e-book).

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COVID-19 and UC Strategy Implementation

The UC Strategy remains very much relevant and fit for purpose, but during the immediate response and early recovery stages of the COVID-19 situation, some investments will have to be delayed and others have been brought forward. For example, the aim to provide education that is accessible, flexible and future focused has been accorded priority. As part of this work, the senior management Planning, Finance and Resources Committee has been reviewing and reprioritising all strategic investments over \$300,000 and with priority being accorded to any investments in online learning either for the domestic and regional markets, or with a global reach. For example, our investment in mass online education through edX remains a high priority.

Post COVID-19 Planning

UC aims to move quickly and work on recovery and a central business continuity and recovery plan is being worked on to fulfil this aim and to best address the high level of uncertainty facing the tertiary education market. UC Post COVID-19 will be the document which outlines the recovery plan.

The short-term implications of this global challenge are evident, but the long-term consequences of the pandemic – how it will reshape the tertiary education market and the institutions that comprise it – are still relatively unknown. From a global perspective, we currently assume it is unlikely universities will revert completely to old delivery models and ways of operating. Hybrid delivery may instead become the new normal, as will stackable micro-credentials. It is also expected that doubts about the safety of international travel are likely to persist even after the pandemic is brought under control (which will prove a lengthy and randomly timed process country-to-country). Accordingly, the future of international mobility is under question, and UC will face a more competitive world in the domestic university market. As international student enrolment patterns will inevitably decrease, universities will more aggressively compete for the domestic student pool.

These global assumptions inform the base of UC’s planning. Implications regarding fees, and the limit for how long a student can complete a degree are being raised, particularly for undergraduate students, will need to be addressed.

I have convened a core group to lead and co-ordinate planning for our Post-COVID-19 strategy and operations. This group, led by myself, includes Keith Longden, CFO, Richmond Tait, Financial Director, Robyn Nuthall, Strategy and Planning Director and Jacqui Lyttle, Risk Advisor,

Education – Accessible, Flexible, Future-focused

With the rapidly changing face of education across the country and globally, UC staff have put tremendous effort into the continued delivery of the University’s programmes. Well before the Government announced the move to Alert Level 4, teams within the Deputy Vice-Chancellor (Academic) (DVCA) portfolio were surveying staff to understand what development and support

they needed to be able to deliver online. Then, just prior to the Government's announcement, having responded to student needs and the changing situation, staff all across the University worked rapidly and UC delivered over 300 courses online in one day.

With the Level 4 announcement, the decision was made to stop lectures and bring Term Two forward by one week. This provided an opportunity for staff and students to prepare for the possibility of a longer term of online study. The colleges and DVCA teams worked closely and two streams of work were the focus. The first workstream was supporting the academics for the online delivery, including assessment changes, and the second aimed at supporting students. A survey of students identified their technology needs. Approximately 70 laptops were deployed and remote technology was enabled. Learning Evaluation and Academic Development (LEAD) developed a dynamic 'quick guide for online teaching and learning', with significant input from the College of Education, Health and Human Development and e-learning staff. This was shared with both staff and students.

One of the challenges in an online environment is maintaining student engagement. The Analytics for Course Engagement (ACE) system began tracking first-year students in February. The first e-text nudges – or “friendly reminders” – were sent at the beginning of Week 5, just prior to the Level 4 announcement, from which changes in behaviour were observed among some students who received them. The shift to fully online study has precipitated an opportunity to widen the use of ACE to track the engagement of *all* undergraduates – as well as to introduce a teacher facing dashboard to assist staff in monitoring overall student engagement within their course.

Another measure of student engagement that LEAD has developed is an e-learning pulse test. The results help to understand the learner experience and to be sure our teaching is meeting the needs of students who are learning 'remotely'.

Academic staff worked extremely quickly to make the transition to online teaching in the days leading up to lockdown. Staff with knowledge of online teaching methods held seminars for others without such knowledge. Staff have managed to tool up in producing new material, making videos and setting tests to be held online.

One of the innovative examples is Law Professor Stephen Todd. Although he has never taught online before, he recorded many of his Law of Torts lectures. He has also taken the opportunity to record his opera “Donoghue v Stevenson the Opera” for his students. The opera is based on a famous Torts case about a woman who finds the remains of a snail in a bottle of ginger beer. Professor Todd sings all parts.

Like their colleagues across UC, College of Arts academics responded creatively in the weeks leading up to the lockdown, shifting all classes online at short notice and developing their courses and assessments for online delivery. The College has its own eLearning support group, with around 50 participants offering mutual support and sharing best practice. The BA review group, along with the College Learning and Teaching Committee, is now focusing on developing the BA as a distance or blended degree. The College is also looking at other online delivery options, with ideas for around eight mass online open courses (MOOCs) currently under discussion.

All schools in the College of Science have coped well with the lockdown. Having anticipated this transition to working online from home, staff had already completed a great deal of work to make this move. As a consequence, Science is all ready for Term Two online. Staff have been very innovative in developing exciting virtual labs and field trips, such as a virtual field trip for geological mapping. Telehealth options are also being explored for courses with practicum and placements.

Within the College of Engineering, Computer Science systems and programming staff have created a virtual machine install of the department's standard laboratory setting, with all the software requirements for its courses. It allows students to install and run this on their own machines at home.

Staff in the College of Education, Health and Human Development have drawn on their expertise and long experience in on-line and distance delivered teaching and learning to further expand undergraduate and post graduate programme offerings. Staff in the Schools of Teacher Education and Health Sciences have been working with their respective professional bodies to restructure required practicum experiences, and ensure students continue to matriculate successfully toward degree completion.

In addition to the challenge of preparing for online teaching, colleges have been busy focusing on programme development and recruitment, refreshing offerings in response to the new environment. The following are just some examples.

- To attract Semester Two or earlier enrolments from companies that are currently having to reduce staff, UC Business School is currently piloting the introduction of a limited number of new Talent Development Grants. The grants will be offered on a 'business to business' basis to key business and community stakeholders, who may provide them to staff as part of a redundancy or suspension package. This initiative aligns with UC's 2020–2030 Strategic Goal to be an engaged University, supporting the economic wellbeing of Ōtautahi Christchurch and Waitaha Canterbury.
- Engineering departments will increase their investment in recruiting final-year undergraduates into either Masters degrees or PhD research degrees. They are also going to market its MADS and PGDipAds programme as a fully online offering to the international market for Semester Two 2020. Mechanical Engineering has plans to focus on and heavily promote its biomedical teaching and research. Engineering is also taking advantage of the edX platform with at least three proposals in the pipeline and is pushing ahead with plans for the Bachelor of Data Science.
- Science strategic plans have become even more relevant during this time and so continue to be a focus. The quicker than anticipated move to online learning was a key part of the College's academic strategy and so some aspects have been pushed ahead. A number of new academic developments are still moving ahead as planned. These include a health workforce development qualification for 2021; a four-year BEnvSci (Hons) degree, a new Data Science degree programme and MOOCs.
- Science have also developed some Business2Business qualification transition offerings with the College of Business and Law. It continues to progress a variety of plans focused on recovery, including the development of MOOCs, micro-credentials and summer schools. Science is also using this opportunity to develop online tools and qualifications for health workforce development.
- Schools in the College of Education, Health and Human Development are accelerating planned programme development aligned with the UC Strategic Goals. Staff continue collaborating with colleagues in Science to respond to health workforce needs, and begun development toward a new major in the Bachelor of Youth and Community Leadership in Youth Development in collaboration with national peak bodies. The College has also joined the Business2Business initiative, and identified a number of courses to develop as part of the edX initiative, and microcredentials.

The Library has made a major pivot, within a matter of days, from largely face-to-face delivery along with some online delivery to completely online resource delivery. A major focus has been supporting both academic and students in the transition to online teaching by ensuring that the appropriate information resources are available to support learning and providing key services and support online.

The Library's Learning, Teaching & Research team have been helping to provide information resources for teaching, sourcing materials for assignments, referencing help, research support workshops and technical support for EndNote. The Library is also moving online with its contribution to undergraduate teaching. The Macmillan Brown Library team is using digitised resources on Kā Kohika and the Library website, and alternative online sources while access to physical collections is unavailable. Library staff continue to work on expanding access to online information resources and are having virtual meetings with publishers and discussions with Copyright Licensing New Zealand to gain access to online content needed for learning and teaching.

AskLive continues to be the key contact point for the Library. This has been running very successfully and is supported by a significant number of Library staff so its hours of availability have remained as normal, including evening and weekends. Students are still using this service to obtain support and the scope of their enquiries has broadened beyond library and information resource matters. Student wellbeing continues to be a priority for the Library throughout this period. In response to student feedback, it has changed its messaging to ensure it is clear that services are available despite the closure of the physical buildings.

Planning has begun on how the libraries will operate as the COVID-19 response de-escalates, based on a working assumption that access to physical library collections will be very limited for staff and students until the country reaches Alert Level 2.

On a medium time horizon, the Library has started work on how to operate with a "hybrid" teaching model, where a proportion of UC students are distance learning. This model will require a re-imagining of the Library as a "digital knowledge hub", consistent with UC's strategy of providing a flexible and personalised teaching environment for all prospective students.

Research – Impact on a Changing World

A number of UC researchers have been directly involved in research as part of the response to COVID-19. Their work includes COVID-19 infection modelling (James and Plank), face shield development (Clucas and Chase), multiplexing mechanical ventilators (Chase), design of PPE (Chase), respirator design (Gooch), and spatial data for rapid response mapping and modelling (Campbell, Kingham and Conrow). All of these projects have been recorded in the Government's national database of COVID-19 research. In addition, UC has provided contingent back-up support for chemical reagents, polymerase chain reaction (PCR) testing machines, and analytical expertise for Canterbury regional COVID-19 diagnostic testing.

The College of Science is undertaking research related to COVID-19 in association with the Callaghan Innovation within the Biomolecular Interaction Centre. This research is aiming to increase viral protein levels in mammalian cell lines as the basis for an antibody-based diagnostic assay.

In the College of Engineering, a simple design of PPE in Mechanical Engineering staff has featured in the media recently and there are plans to work with local manufacturers to produce them in larger numbers. The same department is seeing the development of a calibration unit for fever screening with thermographic cameras, together with simple, low-cost technology to double ventilator capacity to meet demand and save lives. Further work in Mechanical Engineering involves designing and manufacturing a shield to attach to hospital beds to reduce anaesthetists' risk of exposure to COVID-19 from coughing patients.

The School of Biological Sciences is providing a number of staff and students with expertise in microbiological research (along with analytical equipment and supplies of the relevant laboratory

consumables) for COVID-19 research. Physical and Chemical Sciences is also on standby to support COVID-19 testing in the Canterbury region if required. This is part of a wider response from the New Zealand research sector to provide back-up and support for the current COVID-19 testing programme, and provide reagent supplies if necessary.

Associate Professor Malcolm Campbell, as the lead, and School of Earth and Environment colleagues are involved with Geospatial Research Institute staff in developing tools for the Ministry of Health for COVID-19 mapping and contact tracing.

The Health Research Council of New Zealand and the Ministry of Health have invested in a rapid research response fund to support a range of research projects that will address New Zealand's evidence needs in relation to the COVID-19 threat, while also contributing to global COVID-19 efforts. This fund includes two opportunities: New Zealand Rapid Response Research RFP (\$1 million pool for projects of 3–6 months) and Emerging Infectious Diseases Grants (\$2 million pool for projects of 12–24 months). UC submitted two proposals to each opportunity, worth a combined value of \$1.3 million, but unfortunately none of the proposals was funded.

The Research & Innovation Office is working closely with academics to develop proposals for the Ministry of Business, Innovation and Employment's recently released COVID-19 Innovation Accelerator Fund to the value of \$13.7 million. This Fund will provide rapid support to develop and more quickly deploy a range of new products, processes or services to directly mitigate the effects of COVID-19, but these innovations must be ready to use within a maximum of 18 months. At least four proposals targeting this fund are being actively developed.

We continue to engage and survey current UC research contract holders to gain a high level view of the impact of COVID-19 on the delivery of their research contracts. Initial results indicate 49% of contract holders have already been impacted by COVID-19, mostly in relation to international travel and international doctoral recruitment. Of those not already impacted, 51% anticipate they will be affected if the current situation continues beyond a month. Specific impacts and options for managing and potentially reconfiguring contracted research will be worked through with each principal investigator.

This work parallels sector-wide discussions among Deputy Vice-Chancellors (Research & Innovation) across New Zealand's universities, who have collectively written to all major New Zealand public-research funders around their respective approaches to project deliverables, time extensions and/or cost extensions. The universities are generally proposing cost extensions and some delay in 2020 funding rounds; to date, public funders have signalled an approach of allowing changes to project deliverables and potentially time extensions, but not cost extensions, though discussions are ongoing. Universities and funders are looking for pragmatic and global solutions to impacted projects rather than attempting an untenable process of undertaking contract variations for each project. Funding rounds in the immediate future that could be impacted include Centres of Research Excellence (CoRE) rebidding, and second rounds of Smart Ideas and Marsden.

Postgraduate Research

Postgraduate research has been impacted significantly by COVID-19. At the time of Alert Level 4, UC had 69 doctoral students confirmed overseas. Of these, 33 were either suspending their studies or extramural students (ie, conducting extended research overseas, but still presently unable to return to New Zealand), while 36 were undertaking travel and likewise unable to return to New Zealand. PGRO staff and supervisors are providing support and assistance where required. Similarly, some 120 new and incoming international doctoral students have been contacted, and effectively placed in a 'virtual arrival hall' while New Zealand borders are closed and Immigration New Zealand is not processing student visas. Again, PGRO and proposed supervisors continue to

engage with these students, including committing to funding any necessary isolation or quarantine costs once they arrive in New Zealand, to minimise the risk of losing the student enrolment.

A survey of current doctoral and thesis master's (≥ 90 points) students shows this cohort feels their supervisors support them in identifying issues they face. About 22% of students stated their projects are currently impacted by COVID-19 (eg, through restricted data collection or lack of access to research lab), and a further 35% anticipated some impact in the future if the current restrictions were prolonged. UC's range of responses for this student cohort include:

1. providing an automatic one-month extension to the thesis submission deadline for doctoral students and master's students, as a way of both giving students additional time and relieving supervisors of some of the burden as they navigate the lockdown and switch to online teaching
2. giving an automatic one-month extension to milestone reports (eg, supervisor agreements, confirmation reports, progress reports)
3. developing a COVID-19 scholarships extension scheme of up to two months for students on UC-funded doctoral scholarships who demonstrate significant research disruption
4. re-establishing a postgraduate page on the UC Learn site as a means of communicating with students and answering frequently asked questions.

The Academic Skills Centre, Postgraduate Research Office (PGRO) and University of Canterbury Students' Association (UCSA) are working to continue a programme of doctoral career enhancement through the online delivery of "GradFest" in June, which offers high-quality professional development. Similarly, PhD seminar programmes are continuing online; notably UC's Child Well-Being Research Institute has opened its weekly PhD seminar series via Zoom to all doctoral students.

Accolades

On a very pleasing note, Dr Michele Bannister of the College of Science was awarded the 2020 Zeldovich Medal for Committee on Space Research (COSPAR) Scientific Commission B. The Zeldovich Medals are given to young scientists who have demonstrated excellence and achievement in their field of research. Conferred by COSPAR and the Russian Academy of Sciences, they honour the memory of the distinguished astrophysicist and academician Yakov B Zeldovich. This long-standing organisation (established in 1958) encourages and facilitates international cooperation in space research. New Zealand only just joined COSPAR in February, as our nascent space research community start to grow, so it is particularly special for this award to come this year.

We are also celebrating success of a number of staff and students. Senior Lecturer in Marketing, Dr Chris Chen has been selected to represent UC on the New Zealand Marketing Association's Southern Committee.

Congratulations to Tung Phan, UC Management research student, who successfully defended his PhD thesis "The Implementation of Climate Change Adaptation Policy in Coastal Vietnam" via Zoom. His supervisory team included UC Professor C Michael Hall as principal supervisor), together with co-supervisors Dr Jamie Gillen from National University of Singapore and Professor Jarkko Saarinen from University of Oulu, Finland. The external examiner, Associate Professor David Duval from the University of Winnipeg, Canada, attended the oral exam virtually and highly praised Tung's work. Tung has recently started a new position in Vietnam in the Ministry of Natural Resources and Environment.

Engagement

Prior to the lockdown the College of Education, Health and Human Development and the UC Community Engagement Hub hosted Janice Fialka and Rich Feldman, Detroit community activists and advocates for inclusion and community for all. Following a decline in its population, Detroit,

Michigan, USA has become an incubator for innovative community engagement. Through a generous grant from the US Embassy, Janice and Rich spent three weeks engaging in meaningful and powerful conversations with a wide variety of audiences and venues. These included the Student Volunteer Army (SVA) “Big Give” event involving hundreds of UC students, a UC Connect lecture, radio shows, and symposia and workshops with non-profits, parents of children with intellectual disabilities, school principals and teachers, UC students and staff and US Embassy staff. In all, the visitors met with over 300 people.

A sense of kotahitanga prevailed as Work Integrated Learning representatives from across the University came together prior to lockdown, to share how we were all responding to COVID-19. Some coordinators discussed accreditation requirements as required by their professions (such as Social Work). Others, such as Professional and Community Engagement (PACE) internships, shared their partner and student communiques – which Sarah Lovell (Education) then used to produce a streamlined response for all colleges to use and adapt as appropriate.

The lockdown has meant that a number of events have had to be postponed, cancelled or recast for remote delivery. The April graduation ceremonies were cancelled and all qualifications were conferred in absentia. It is hoped that it will be possible to host alternative opportunities for graduate celebrations later this year. With a great deal of innovation, many events and initiatives that support the University’s engagement objective are continuing.

The Children’s University Canterbury Partnership (CUCP) continues to support children and families across Canterbury during the lockdown period. In total, 517 children have joined the programme from 22 schools and rūnanga. The CUCP team is working closely with our 84 Learning Destinations to help them connect to the community through online learning activities. The team is also working with university academics and students to support them in creating online resources. As part of our commitment to supporting all children, not just our members, online learning activities are also available on the website, where anyone in New Zealand and Australia can access them.

The College of Business and Law’s Industry Engagement will transform its 2020 programme of industry, schools outreach and community engagement events into a series of online webinars featuring contributions from international experts, notable alumni and the College’s world-class researchers.

Over 60 events planned for 2020 are now being re-imagined as online webinars. These include the Vodafone Digital Innovation Speaker Series, the MBA Thought Leadership Series, the Institute of Directors Deep Dive events, UC Centre for Entrepreneurship (UCE) ThinkLab Incubator workshops, research seminars, the UC MBA Graduate Association meet-ups, alumni events, webinars to support local businesses after the virus lockdown, and the 2020 Business Secondary Teachers conference. If these webinars are successful, the College will continue to run regular online webinars to supplement its face-to-face activities and to build stronger connections with our overseas alumni and partners.

Before the lockdown, UCE, in partnership with ChristchurchNZ and the New Zealand Marketing Association, ran the Event Smackdown Challenge. Thirty students from across UC were tasked with creating an exciting event and marketing campaign in which they promoted innovative career opportunities in food, fibre and agritech to the University’s science, technology, engineering and mathematics (STEM) students. Anticipating the lockdown, the students were encouraged to create an engaging virtual event. The winning team of the ‘best non-contact’ event proposed an online interactive careers concept. Their event – called STEM Virtual Hub – will use gamification strategies to motivate students to learn about careers in the food, fibre and agritech industry.

The UCE Disrupt Challenge series is moving online with the first virtual UCE Disrupt Challenge, Virtually Together, running from Monday 20 April to Friday 1 May. It will challenge students to

come up with concepts focused on creating social connections in our increasingly isolated world. Over the two weeks, students from all Canterbury tertiary institutions will explore how to connect lonely and isolated people with communities to enhance their overall wellbeing. The winning teams will get a share of a \$2,500 cash prize pool (sponsored by ChristchurchNZ) as well as UCE support to turn their ideas into reality.

The College of Science has developed UC Science Radio, a podcast series for heads of science in schools and careers advisors across New Zealand, which it launched on 15 April. The first academic interviewee is Dr Simon Kingham, Professor in Geography and Chief Science Advisor for the Ministry of Transport. Dr Kingham's research focuses on the impact of urban environments on our health and wellbeing. He is particularly interested in the relationship between our health and the way we travel to work or school – whether it is driving, biking, walking or taking public transport.

On 15 April the College of Science and College of Arts launched a competition between the colleges – “the art of science competition” – for New Zealand school-aged children. Its focus is on expressing what you love about science through any range of artistic mediums, including storytelling, art work, photography, video (eg, TikTok) and posters. The three categories for entrants are: Protons, Years 5–7; Neutrons, Years 8–10; and Electrons, Years 11–13.

The College of Science has also developed a webpage that links to a variety of “learn from home” science resources for the community, including school children (<https://www.canterbury.ac.nz/science/outreach/learning-resources/learn-from-home/>).

Internationalisation – Locally Engaged, Globally Networked

COVID-19 has had and will continue to have significant impact on UC's goals for internationalisation and it is clear that that we will need to think differently and more innovatively than ever to advance our goals.

Most immediately, UC has focused its efforts in recent weeks on supporting international students, including Study Abroad students and UC students on exchange. This has included significant work in liaising with international partners, arranging (and re-arranging) travel plans, providing support to students, their parents and whanau. Feedback shows how much students and their families have appreciated this work.

The UC International College (UCIC) and Christchurch College of English Language have reported significantly fewer students in 2020, which will impact UC's pipeline for 2021 and beyond. We are working closely with these institutions to nurture and retain existing students and to explore partnership initiatives to create efficiencies and accelerate recovery.

On 16 March, UC made the difficult decision to send home its 34 Visiting Fellows and their families in light of increasing border restrictions and the cancellation of international flights. It has also decided that no further fellowship visits will proceed during 2020, and the Erskine Programme Office is contacting all host schools and departments and Semester Two visitors to discuss cancelling or postponing visits. Schools and colleges are welcome to submit nominations for visits in 2021 but no travel will be booked until we know when New Zealand's borders will open. The Erskine Programme remains a key asset for UC and we look forward to welcoming future visitors to assist with UC's post-COVID recovery and the delivery of the UC Strategy.

Acceleration and expansion of online teaching: With Council approval of the UC partnership with edX, we are making progress in defining appropriate programmes for early delivery. UC has two key educational and brand building opportunities in mass online education: to showcase UC's expertise and special points of difference through the development and provision of MOOCs and groupings of MOOCs; and to offer full postgraduate qualifications through the mass online

platform (edX) as a core educational offering. An important director-level appointment has been confirmed and a market scan will be undertaken shortly to confirm initial priorities.

More immediately, UC Business School is marketing new online study programmes aimed at overseas students who were planning to come to UC in Semester Two to study for a UC Bachelor of Commerce (BCom) qualification. For first-year students, the programme comprises 100-level core courses that are the best set-up for online learning and that keep open as many majoring pathways as possible. Students will also receive additional wraparound support services, including a dedicated academic tutor and a wider social support package coordinated by the College's internationalisation team.

Adding selected 200-level courses to this package will also enable the School to continue to deliver courses to new 200-level students transferring into the BCom from partner institutions such as KYS Business School, Kolej Poly-Tech Mara and South China Normal University, as well as UCIC students. Students from these cohorts made up 80% (55 out of 68) of new to UC full-fee BCom students in July 2019.

UC Business School has also introduced new South East Asia Awards to help the International Relations Office (IRO) and UC agents to recruit both undergraduate and graduate students from South East Asian countries from Semester Two 2020 into online programmes. A maximum of 30 awards per intake will be available initially on a 'first come, first served' basis. The awards will be available to students from Indonesia, the Philippines, Singapore, Thailand, Vietnam, Brunei Darussalam, Cambodia, Laos, Myanmar and Timor-Leste. Together, these countries currently comprise about 4% of the College of Business and Law's full-fee EFTS, but have strong growth potential according to Education New Zealand, IRO and UCIC. The 2020 award values are \$3,000 per year for a maximum of two years for undergraduate students and \$2,000–\$4,000 for postgraduate qualifications, depending on the points value or level of the qualification. Key agents have been notified of the awards and we are in the process of reaching out to eligible students with offers for July and August 2020.

One of the key opportunities already identified is for UC to offer trans-national education. The College of Arts, for example, is looking ahead at the development of 2+2 degree formats with Chinese universities after COVID-19 restrictions are lifted. These will potentially see students complete two years of study in their home country and two years at UC, after which they will obtain degrees from both institutions.

As part of its plans to broaden awareness of its degree programmes, the College of Arts is also working with the International Relations Office to offer a series of "Meet the Expert" webinars focused on its vocational taught master's programmes, including the Master of Strategic Communication, Master of International Relations and Diplomacy, Master of Policy and Governance, Master of Linguistics, and Master of Applied Translation and Interpretation. These webinars will target recruitment teams across Asia.

Business Recovery and Continuity

As indicated above, we are developing a comprehensive business continuity and recovery plan and we have secured external support and peer review from Resilient Organisations Ltd. Clearly COVID-19 will have a major and long-lasting effect on this University and on the sector both nationally and internationally. We are preparing to position UC so that we can leverage the new opportunities, while managing closely some of the immediate adverse impacts. The current status regarding enrolments and finance is reflected below.

Student Recruitment and Retention

Forecast **EFTS Numbers** for 2020 are:

(EFTS)	2019	2020	2020	Variance
	Full	Budget	Forecast	Forecast to
	Year	Full Year	Full Year	Budget
Domestic	13,022	13,735	12,804	(931)
Full Fee	1,869	2,015	1,486	(529)
Total	14,891	15,750	14,290	(1,460)

Forecast EFTS down against Budget by (1,460) EFTS, (9.3%).

The University forecast is for a deficit against budget in tuition + SAC funding by (\$23.626) million, (8.5%), due to the shortfall in meeting the EFTS Budget for both domestic and full fee students.

The 2020 University forecast compared to last year's 2019 Full Year shows a drop in tuition + SAC funding by (\$1.040) million, 0.4% unfavourable and EFTS by 601, 4.0% unfavourable.

Domestic EFTS

The University forecasts a tuition + SAC funding deficit against Budget (\$8.160) million, (3.6%) and Domestic EFTS shortfall to Budget of (931) EFTS, (6.8%)

All colleges except the College of Education, Health and Human Development showed significant unfavourable variances. While there would have been the normal withdrawals in the early part of the year, the Covid-19 Exodus has been dramatic.

A number of recruitment initiatives have been launched to address this shortfall. Included in the suite are: a Semester 2 campaign, including a special engagement with Canterbury employers entitled "FutureU", involving the Colleges of Business and Law, Engineering and Science, with an aligned broader campaign to potential students, both in association with ChristchurchNZ; an initiative to encourage current UC students to pursue higher study rather than enter an uncertain tight job market; and a reinvigorated PhD recruitment initiative.

Full Fee EFTS

The University forecasts a tuition deficit against Budget (\$15.466) million, (28.3%) and Full Fee EFTS shortfall to Budget of (529) EFTS, (26.2%). As with Domestic students, all colleges except the College of Education, Health and Human Development showed significant unfavourable variances. The worst affected were the College of Business and Law under budget by (209) EFTS or (29.1%); the College of Engineering under budget by (211) EFTS or (32.4%); and the College of Arts under budget by (96) EFTS or (41.0%).

Current initiatives in the full fee market include: accelerated development of online and EdX initiatives; discussions on enhanced collaboration with UCIC, to maintain that pipeline; scoping of a trans-national Education initiative to enable students to begin their studies offshore, transferring to UC after an initial one or two year period of study. Other options are also being considered as we work to both recover and diversify in parallel.

Forecast **EFTS related \$Revenue** for 2020 are:

	2020 Budget	2020 Forecast	Variance
Government SAC Funding	140,751	137,888	(2,863)
Domestic Fees	83,821	78,525	(5,296)
Full Fees	54,589	39,122	(15,467)
TOTAL			(23,626)

The financial impact of this drop in revenue is shown in the financial summary below.

Finances

March 2020	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)	(2,600)	(6,580)	3,980	3,818	(22,606)	(26,424)
Capital Expenditure	30,928	28,915	(2,013)	111,988	100,090	11,898
Cash/ Short Term Investments	267,663	269,238	(1,575)	153,628	157,580	3,952

We had been budgeting for an operating **deficit** as at the end of March 2020 of \$6.580 million, but have returned an operating **deficit** of \$2.600 million.

This is a favourable year to date variance to budget of \$3.980 million. This favourable variance relates to expenses being slowed down due to COVID-19 impacts with the lag in revenue yet to impact and mainly relates to \$4.095 million less operating expenses (largest savings are in consultancy expenses, contract research, travel and conference expenses, and outsourcing/ contracts). Some of these favourable variances have been reflected in the year end forecast.

Other favourable variances relate to \$4.377 million more SAC and domestic student fees (\$0.730 million relates to the 2019 wash-up) and \$1.746 million less personnel expenses.

This favourable variance has been partially offset with unfavourable variances coming from (\$3.620) million less research external income and (\$1.325) million less sundry income.

We are forecasting for a deficit of \$22.606M well below the budgeted surplus of \$3.818M for the full year.

Expected reductions in revenue in relation to the COVID-19 impacts on international tuition fees, domestic tuition fees and SAC, PBRF, research income and forecast increases in expenses in relation to depreciation expenditure are only slightly offset by improved interest revenue and forecast reductions in expenses in relation to personnel and operating expenses. The full impact of the lost revenue and the related necessary reductions in expenditure will be better reflected in next month's forecast.

Capital expenditure is \$2.013 million above budget. Most projects are under budget but expenditure related to the UC futures projects is (\$8.361) million over the year to date budget of \$0.511 million, largely as a result of the \$9.184 million Rehua settlement paid in March that was not considered in the 2020 budget as it was expected in 2019. The remaining capital spend (excluding UC Futures) is favourable by \$6.348 million, against a year to date budget of \$28.404 million. The capital expenditure program is now being reviewed in the light of the significant drop in revenue forecast due to COVID-19 with the aim of reducing the programme to a minimal level without impacting on our strategic goals.

The March 2020 cash position of \$267.663 million is lower than budget by \$1.575 million. Although we have a higher than expected opening cash balance, this has been offset by less cash from operating activities (largely due to less income due to the significant drop in EFTS) and higher capital spend (due to the \$9.184 million Rehua settlement as referred to above).

Vice-Chancellor's Activities

Past Events	
25 March 2020	<ul style="list-style-type: none"> • Telephone interview with The Press education reporter, Lee Kenny • Attended teleconference with TEC
26 March 2020	<ul style="list-style-type: none"> • Attended teleconference meeting with Universities New Zealand
2 April 2020	<ul style="list-style-type: none"> • Attended Universities New Zealand Zoom meeting
9 April 2020	<ul style="list-style-type: none"> • Attended Universities New Zealand zoom meeting
15 April 2020	<ul style="list-style-type: none"> • Met with Deputy Chief Executive of TEC, Gillian Dudgeon, via Zoom • Chaired for Academic Board Zoom meeting
16 April 2020	<ul style="list-style-type: none"> • Attended UC Executive Committee Zoom meeting
17 April 2020	<ul style="list-style-type: none"> • Attended Zoom meeting for Universities New Zealand
22 April 2020	<ul style="list-style-type: none"> • Met with Chief Executive of Universities New Zealand, Chris Whelan, via Zoom
23 April 2020	<ul style="list-style-type: none"> • Spoke at UC College of Science Executive Team meeting via Zoom • Spoke at UC College of Engineering Executive Team meeting via Zoom
24 April 2020	<ul style="list-style-type: none"> • Spoke on panel for the US National Academies of Sciences Engineering, and Medicine via Zoom • Attended Universities New Zealand Zoom meeting
29 April 2020	<ul style="list-style-type: none"> • Attended UC History Department seminar via Zoom

Upcoming Events	
4 May 2020	<ul style="list-style-type: none"> • Attending Executive Workshop for UCSA via Zoom
6 May 2020	<ul style="list-style-type: none"> • Meeting with Chief Executive of Ara, Tony Gray via Zoom
15 May 2020	<ul style="list-style-type: none"> • Chairing Academic Board via Zoom
20 May 2020	<ul style="list-style-type: none"> • Attending UC Student Forum via Zoom • Formal dinner at UC College House scheduled
26 May 2020	<ul style="list-style-type: none"> • UC College of Business and Law Executive Team meeting scheduled
27 May 2020	<ul style="list-style-type: none"> • Lunch with the Partners of Duncan Cotterill scheduled