

Vice Chancellor's Report to Council

February 2021

Introduction

The formal beginning of the 2021 academic year approaches as the country navigates changing COVID-19 risk levels. As VC, I am working closely with the Incident Controllers and the Incident Management Team (IMT) to ensure we are in a state of readiness should risk levels increase. Drawing on the experiences of last year, contingency plans are in preparation to enable responsiveness to rapid changes. The IMT are engaged with key internal stakeholders in planning a variety of scenarios, using expert advice including from health authorities.

The arrangements for Herea tō waka | Orientation Day (O Day) are well underway to welcome a large number of new students and their whānau to campus on 19 February in a safe way. All COVID-19 precautions and protocols will be implemented. The alert level was dropped down to level 1 on Wednesday, 17 February, but in the event that the alert levels are increased, sessions will move online and tours for groups will be restricted to 100 people at a time.

Whilst we were at level 1, Takere, UC's pilot for a summer student success academy for 37 Māori and Pacific students, was launched on 18 January. Takere refers to the hull of a great waka, designed to navigate the choppy seas and to store the resources and taonga necessary for the journey; and the aim of the programme is for students to enter their first semester of study well equipped with the personal resources they need to navigate the University's processes and expectations. Students enter this innovative residential programme with strong whānau support and a scholarship covering their accommodation and living expenses. During their four weeks of intensive study, they are provided with extensive wrap-around support to develop strong relationships, sound study skills and the resilience necessary for academic success.

A key strategic objective is to diversify and increase enrolments from under-served communities and in 2021 we have made steps in the right direction. Our early numbers are indicating that 28.5% of enrolled students are over the age of 20 years (adult students) and currently, among new first-year students, Māori enrolments are 18% and Pasifika enrolments 33% above the numbers in 2020. Overall Māori enrolments are up 12.3% and Pasifika enrolments up 1%. The 2021 pilot will be evaluated with the aim of expanding in future years.

Notwithstanding the pandemic-related impacts, domestic enrolments are very positive and at this stage 14.2% above last year for new to UC domestic student, 5.5% up for domestic students overall. The 52% decline in international student EFTS year on year means that the net increase UC-wide across all EFTS is a modest 0.4%, a solid result in a challenging environment. The enrolment period has not ended, these numbers are expected to fluctuate during February/early March.

Engagement

Increase our presence and impact in Ōtautahi Christchurch and Waitaha Canterbury.

Late last year, graduation ceremonies provided an important point of connection between UC and Christchurch city. In December, a record number of ceremonies were held at the Christchurch Town Hall. Two celebrations were held for those graduates who had been scheduled to attend the cancelled April event and another six graduation ceremonies were held for a record number of students. There was excellent engagement from the city, with seven processions from the Arts Centre and one from Victoria Square. From a media perspective, the collective coverage achieved a 4.6 media impact score, compared with a benchmark for education of 2.5. This is an excellent result. We are seeking to further enhance graduations in the future as an important reflection of our relationship with the city.

Another mechanism to enhance UC's presence and impact in the city is our coordinated approach to conference bids. UC, with Associate Professor Christoph Bartneck as the lead, has just won the bid for an International Conference on Human-Agent Interaction (HAI) to be held in December 2022, which will attract up to 250 computer science, psychology, robotics and design academics over four days at UC. Financial support has been obtained from both Tourism New Zealand (Conference Assistance Programme funding of approximately \$15,000) and ChristchurchNZ (approximately \$10,000) – and is underwritten by UC, 50% by the College of Engineering and 50% by Deputy Vice-Chancellor Research. This prestigious conference is supported by the Association for Computing Machinery and Scopus is indexing the proceedings.

Co-develop with our partners a research platform and commons to respond to identified needs, support city development and the wellbeing of all who live there

The Knowledge Commons team has supported five projects with our city partners over the summer to further drive UC's commitment to being an engaged university. The projects all look at different aspects of inclusivity, engagement and the interface between university knowledge and local impact. The founding members of the Knowledge Commons met at UC in early February and have approved a high-level Memorandum of Understanding between all the partners and to work towards the development of a work plan that will guide future engaged research. This signals a significant step forward for UC in formalising its partnerships with key leaders and influencers in the region. The Knowledge Commons also welcomes Katie Mills to the team as its Youth Liaison Officer to help build relationships between young people in the region and city strategies and planning.

During 2020 UC Business School delivered three webinars in partnership with the Asia New Zealand Foundation. The *Focus on Asia* webinars were designed to bring together industry experts, international and national alumni and academics to share insights with New Zealand organisations and individuals interested in developing or strengthening connections with Asia. The relationship with Asia New Zealand Foundation was further enhanced through a collaboration between UC and the Asia New Zealand Foundation in the Bridging the Gap Challenge held in mid-January. For this two-day Challenge, 27 students worked in seven teams to develop a solution to increase UC students' knowledge of Asia and confidence in engaging with Asian contracts, networks and partners. The solution, put to a panel of three judges, had to be feasible, with the aim of delivering it in 2021. First place went to an online cooking competition, second place to a one-day Asia-focused festival on the University campus and third place to an engaging video series with quizzes.

After securing \$25,000 in funding from the Riccarton Rotary Youth Trust, the Te Mātāpuna Mātātahi | Children's University (CU) programme will build on the success of last year and expand to 800 tamariki in 2021, a cohort increase of 43%. The focus this year is on increasing the engagement between CU members and the two universities in Canterbury. The CU team will provide 250 CU members and their whānau with the opportunity to come to campus and participate in engaging activities run by academics and staff. The current programme manager, Amy Underdown, is returning to Australia at the end of February and she will be replaced by Juanita Hepi.

Partner with Ngāi Tūāhuriri and Ngāi Tahu to uphold the mana and aspirations of the mana whenua.

Considerable progress is being made in the partnership between UC and Tokona Te Raki, the Māori Futures Academy, with a vision to be a localised version of the Stanford school of Design (d.school at Stanford) in offering a bespoke design and innovation method founded on mātauranga Māori (Māori knowledge systems). The Academy will provide 10 paid internships per year that enable rangatahi to serve an 'apprenticeship' in complex systems and social change methodologies. The team has successfully confirmed over \$1 million in multi-year philanthropic partnerships to support the intern salaries and is preparing to onboard the first cohort of interns in April. The appointment of the interns will provide an opportunity to celebrate the partnership with Ngāi Tūāhuriri and the progress toward our shared aspirations.

Tokona Te Raki and UC are also developing qualifications that will be co-delivered in the 2022 academic year (subject to the approval of the Committee on University Academic Programmes). The first of these is an undergraduate degree programme designed to equip students with the skills they need to achieve tribal aspirations and, in doing so, it responds to long-standing aspirations of Ngāi Tūāhuriri. Interns will complete this degree during their three-year term with Tokona Te Raki. This degree will also be a pilot of 'in work' tertiary provision for UC and is strongly aligned to our commitment to increasing interdisciplinarity. The two other programmes will be postgraduate qualifications in systems change and social innovation that will be interdisciplinary collaborations across UC as well.

Tokona Te Raki will also support student success initiatives such as Takere (discussed above), by providing opportunities to maintain and strengthen the cohort dynamic and pastoral support offered to Māori students.

Make a positive impact on hauora wellbeing of the people of Ōtautahi Christchurch and Waitaha Canterbury.

In 2020 the Ministry of Education released revised curriculum guides for New Zealand schools to support teaching of relationships and sexuality education. UC researchers Tracy Clelland and Dr Rachael Dixon from the School of Health Sciences have been successful in gaining the tender to develop a range of support materials to enable school leaders and teachers to implement these guides. This project includes developing cases of best practice and creating informative educator resources to be housed online via a new Ministry of Education wellbeing web-space.

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

Adrienne Paul (Ngāti Awa and Tūhoe), lecturer in Māori land law in the School of Law, is UC lead for a proposal from a national Māori legal academic group to create a bicultural, bijural and

bilingual approach to teaching law in New Zealand. In a position paper published in August entitled “Inspiring National Indigenous Legal Education for Aotearoa New Zealand”, the group representing the country’s six law schools states the Bachelor of Laws (LLB) degree needs to be rewritten to make it appropriately “bijural, bicultural and bilingual”. In a January interview with Stuff on the future of bijuralism, Adrienne noted that the mechanics of how decolonisation should work is a big part of what is now up for discussion.

The third annual UC Science Summer Camp was held from 12–18 December with 60 year 12 students. Over the period of the camp, 61 workshop participants delivered sessions to students from 14 regions around New Zealand, with 28% of those students identifying as Māori and/or Pasifika.

In late January the College of Engineering held its annual Women in Engineering at Canterbury (WiECAN) event. Here 60 female students who are starting year 13 at school took part in an immersive experience in the College, exploring different Engineering disciplines and working in its labs. Since the inception of WiECAN, on average half of the participants have subsequently joined UC for study the following academic year. At the event, the students took part in a range of activities from significant civil engineering projects to coding, and had talks from invited alumni about working as a female engineer. Before the event was over, a parent had already made a donation to the UC Foundation to help sponsor next year’s event.

Education – Accessible, Flexible Future Focussed

Stimulate and support academic development and innovation to become the best educators in Aotearoa New Zealand.

In 2020/2021 UC Summer School has seen tremendous growth in enrolments, particularly within the domestic market, from 1,400 students in 2019/2020 over 2,000 students this year. The growth highlights the desire for students to continue to study outside the traditional enrolment periods.

As the number of UC students’ increases, we look forward to enhancing engagement with our Analytics for Course Engagement (ACE) tool. We have sought student feedback on the use and engagement with ACE, which we are continuously improving through the addition of new variables to enhance predictive capability. With the addition of socio-demographic data in 2021, we will be able to proactively identify and support those students who come from lower-decile schooling and may be at risk of disengaging. As we widen participation, we continue to use ACE to respond to the engagement challenges that an increasingly diverse first-year student cohort faces.

Additionally, orientation plans are underway for the first cohorts in two new degree programmes – the Bachelor of Environmental Science with Honours (30 students) and the Bachelor of Data Science (25 students) – on Friday 19 February. Interest in the first-year Introduction to Environmental Science course is high, with 210 enrolments.

In the College of Business & Law, Dr Christian Walsh of the Department of Management, Marketing and Entrepreneurship (MME) was awarded Fellowship of Advance Higher Education (FHEA). AdvanceHE, a UK-based charity, recognises tertiary educators who can demonstrate that they meet the criteria in the Professional Standards Framework in regard to the design and delivery of teaching, assessment, the creation of supportive learning environments, and a commitment to professional development in teaching. Dr Walsh joins three other fellows in the College who have received FHEA: Associate Professors Sarah Wright (MME), Ann-Marie Kennedy (MME) and Christian Riffel (Law).

The Library is preparing for orientation, enrolment and the start of term for 2021, while planning for further urgent COVID-19 responses if necessary. The purchase of the major information resource packages for 2021 is mostly complete, with the current focus shifting to book purchases to support Semester 1 teaching. Where practicable, the Library is purchasing e-books rather than print, though some publishers continue to restrict affordable, timely and easy access to e-books. If there is another COVID-19 lockdown in 2021, normal Copyright Licensing New Zealand rules will apply: that is, free access to 10% of a publication, with the option of purchasing a further 10% through a separate transactional licence based on the number of equivalent full-time students (EFTS) in a class. Typically only some 25% of students choose to purchase required textbooks, mostly due to cost, and it is becoming ever more challenging to provide access for the other 75%. The Library is increasingly engaging with academics to promote open-access alternatives, including open textbooks and journal articles, or switching to a book from a publisher that provides good-quality access at a fair price. This issue is particularly important for large first-year courses.

With the start of the new year, the Library is actively supporting and delivering the imminent 2021 Student Orientation programme with a 'Services mini expo' that highlights the Library support available for new students, a Library stall in the Orientation market and a range of activities in the Makerspace.

With the aim of enhancing the student experience, Puaka-James Hight Level 10 has recently been converted to offer an environment for quiet, focused study for individual students in anticipation of an uplift in student enrolments this year.

Provide students with lifelong learning opportunities through flexible degree and delivery options that give them a UC education that responds to the current and future needs of work and society.

As part of its work to support learning opportunities and delivery options, the UC Business School has developed arrangements for Bachelor of Commerce students currently in China to continue their studies in Semester 1, 2021 at one of three local universities: Huazhong University of Science and Technology, Tianjin University and Zhejiang Gongshang University. Students will study courses online with UC, while being able to use the facilities and services of the partner university. Students are also able to enrol in on-campus courses at the local university and credit them towards their UC degree. So far 40 students have registered and been approved to study at one of these institutions, commencing in March 2021.

The School of Teacher Education has already begun welcoming its 2021 cohort of prospective teachers into the graduate and postgraduate pathways. This year marks the launch of a suite of new initial teacher education programmes aligned to the Teaching Council of New Zealand's revised professional standards. A significant proportion of these students are career changers. Students in the Flexible Learning Option (FLO) were welcomed in mid-January with a mihi whakatau for their on-site intensive, and will continue their learning from their home communities throughout New Zealand. The on-campus cohort was welcomed this month. The initial weeks of the programmes include a strong focus on developing the foundations of bicultural practice, including Treaty of Waitangi workshops, noho marae and the commencement of an ongoing course on te reo Māori.

It's an exciting start to the year for the Child Well-being Research Institute. Professors Gillon and McNeill are leading their team in the implementation of a \$3.5 million grant for a science

implementation project. They will be researching the delivery of the Better Start Literacy Approach to over 1,000 new entrant and year 1 class teachers. Following successful pilot trials of the Better Start Literacy Approach (through the team's innovative research in the Better Start National Science Challenge), the Ministry of Education is funding a national roll-out of the Approach.

The project is unique in that it includes new UC micro-credentials to support teachers' learning. The team is enrolling 480 teachers in the newly developed Better Start Literacy Approach due to launch in 2021 as well as two Transitional Engineering micro-credentials and a Professional Digital Marketer micro-credential developed in conjunction with the Marketing Association.

The 2021 academic year sees the launch of our newly developed online courses. The Future Learning and Development team has been working with academics across four colleges utilising a new online design and development co-design process to develop online courses. The co-design process was developed, trialled and modified in late 2020 and early 2021 and is now a contextualised co-design process entitled Aropapaki. As a result, 20 online courses are on track to go live in Semester 1, 2021 and 9 Aropapaki workshops are scheduled for March 2021, while another 21 online courses are to be designed and developed ready for Semester 2, 2021. Improved processes and frameworks have also been established to develop online courses, including massive open online courses (MOOCs) and micro-credentials. Planning is underway to identify other programmes across UC that can be designed and developed as University of Canterbury fully online programmes for the current education market.

Four stand-alone MOOCs and two professional certificates, amounting to eight MOOCs in total, are now live on the edX platform. The growth in enrolments in MOOCs (UCX on edX) has shown a steady trajectory, from 8,062 students, including 172 verified enrolments, at the end of 2020 to 12,245, including 300 verified enrolments as at 9 February 2021. The top countries by enrolments are: New Zealand, United States of America, United Kingdom, India and Australia. Overall, learners from 140 countries are enrolled in UC MOOCs. The top MOOC by enrolment numbers is Mental Health and Nutrition (2,178 on 31 December 2020; 3,431 on 9 February 2021). The top MOOC by verified enrolments is A Better Start to Reading (66 on 31 December 2020; 87 on 9 February 2021), at 3.8% of total enrolments. The next MOOC due to launch is Mental Health and Nutrition on 3 March this year.

The Business School has committed to running an online to on-campus pathway for the BCom. The pathway includes nine 100-level BCom courses that will be offered online for the first time in 2021, enabling students to pathway into any of the BCom majors. The Business School is working with Future Learning and Development to develop the online courses. Two courses have been through the *carpe diem* process in 2020 and a further five will be converted in Semester 1, 2021. The Business School is also working towards potentially delivering the Postgraduate Certificate in Business online by the end of 2021. This programme will be targeted at domestic students only, mainly working professionals who do not have a commerce background but find themselves moving into management or business ownership roles.

The Civil and Natural Resources Engineering Department has committed to offering some higher-year undergraduate courses online in the expectation that offshore students will eventually be able to return to UC to complete the practical elements of the degree. So far nine offshore students have enrolled. The Master of Civil Engineering is also offered online, as are a number of first-year Mathematics, Statistics and Data Science programmes. A small cohort of second- and third-year Mathematics students are studying online from abroad to finish their degrees with UC. For students

new to UC there are purpose-built courses in engineering mathematics, statistics, introductory data science and introductory mathematics, to enable students to transition from online to on-campus in due course. Currently, if required, about two-thirds of the first-year Engineering programme can be offered online.

From 5–7 October last year, the UC Business School hosted a continuous improvement review (CIR) for re-accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Due to COVID-19 restrictions, the peer review team, based in the US and Australia, conducted the CIR remotely. The Business School was delighted to learn at the end of January that the AACSB Board of Directors had ratified the recommendation of the Peer Review Team and the Continuous Improvement Review Committee to re-accredit the UC Business School and its programmes for a further five years.

Research – Impact on a Changing World

Enhancing Post Graduate Research

The 2021 year has begun positively for UC's postgraduate research students. Our first PhD students, who had been stranded overseas since March 2020 due to COVID-19, have returned to New Zealand as part of the first nationwide group of 250 PhD students granted a border exemption. One student arrived just prior to Christmas, another two are currently in managed isolation and more are to follow.

This year will also see the roll-out of a new orientation programme for doctoral students. The intent of this initiative is to provide: (a) clear and comprehensive information for doctoral students on expectations, degree requirements, important doctoral milestones and the support services available at UC; and (b) a forum to meet fellow students, hear tips and advice from current students and experienced supervisors, and an opportunity to become part of the wider UC community early in the doctoral journey.

A review of PhD student numbers for 2020 shows a decline relative to 2019, which was expected given that, traditionally, over half of the PhD student cohort are international students. At 31 December 2020, 697 PhD students were enrolled, compared with 730 at the same time in 2019, while the cumulative number of PhD students was 1,024 compared with 1,084 in 2019 and 162 new students were enrolled in 2020, compared with 195 in 2019. These trends mirror those at other New Zealand universities as a consequence of border restrictions. UC's strategy has been to offer a distance enrolment option and retain our own best students for postgraduate research via the Accelerator Scholarship programme. An overseas enrolment process was put in place late 2020, which saw 20 students initially enrolled from overseas and another 9 due to start in early 2021. Finally 159 students completed their PhD studies in 2020, down from 180 students in 2019, while 198 research master's theses were submitted, compared with 200 in 2019.

We will hold three in-person doctoral orientation days this year, with the first scheduled for 3 March. Planning is underway for a UC Doctoral Development Programme | Whakangungu Tohu Kairangi. The 2021 programme will repackage existing courses and offerings from the Academic Skills Centre, Library, and Research and Innovation, alongside some new courses (e.g., Human Ethics, which is preparing for confirmation) in a single web location – providing a single source of information for doctoral students at UC. Added to that, through 2021 the Dean of Postgraduate Research and the Postgraduate Research Office will work with academic and professional staff across UC to develop a comprehensive programme of transferable and research skills for roll-out from 2022 onwards. These developments are 'foundation blocks' for the potential development of a UC Graduate School, consistent with the wider discussion about the academic structure across the University. A discussion paper on the development of a Graduate School will be considered by Academic Board later this year.

The UC Foundation Doctoral Publication Prize was relaunched in January. The goal of the prize is to encourage students to publish their work in leading peer-reviewed publications that are indexed in Scopus (eg, journal articles, book chapters, monographs or conference proceedings) during their doctoral studies, which will both help them to develop a personal research profile and increase the visible research reputation of the University. The prize is open to doctoral students from across UC, awarding \$1,000 for publication in a Q1 Scimago (and Scopus) listed journal and \$500 for publications in Q2 through Q4 journals and other publication types indexed in Scopus.

The Joint Postgraduate School Food Transitions 2050 is currently signing up and planning for the arrival of its inaugural cohort of 15 scholarship-funded PhD students, who are set to begin their studies together on 1 March. UC will supervise these students jointly with Lincoln University, Manaaki Whenua Landcare Research, Plant and Food Research and AgResearch. We are also pleased to have appointed Professor Jason Tylianakis as the Interim Director of Food Transitions 2050, who will lead the initiative, working closely with the other four partners, through its first year. Professor Tylianakis is a systems ecologist, with particular interest in conservation ecology and land use, and the ecological aspects of biological control. He already has close links with the three Crown research institutes, including through serving as the Chair of the Manaaki Whenua Science Advisor Panel.

Improve the national and international research profile, reputation and ranking of the University

Students from UC's Department of Media and Communication presented their research on digital diplomacy at the French Embassy in Wellington in early December 2020. On their successful grant application, members of the Student Research Hub of the Public Diplomacy and Political Communication Forum, led by Professor Natalia Chaban (Media and Communication), were invited to Wellington to report on their findings. The UC Research Hub was warmly welcomed and introduced to French Embassy personnel including Madame Ambassador Her Excellency Mrs Sylvaine Carta-LeVert.

Professor John Hopkins and Dr Toni Collins (Law School), as associate investigators with QuakeCoRE, were interviewed by Alison Ballance on RNZ's "Our Changing World" for a series on earthquakes, 10 years on from the Canterbury sequence. She was interested in hearing their perspective about how the law operated during and after the disaster and the impact it had. The series also featured interviews with QuakeCoRE staff from a range of other disciplines.

A paper on COVID-19 by Professor Michael Hall (Business School) and others, entitled "Pandemics, tourism and global change: a rapid assessment of COVID-19" (*Journal of Sustainable Tourism*, vol 29, April 2020) was the most downloaded Taylor & Francis article in 2020, with over 170,000 downloads and 258 Crossref citations to date. In addition, Professor Hall's contribution on travel post COVID-19 with Professors Saarinen (Oulu, Finland) and Cheer (Wakayama, Japan), published in *The Conversation* at the end of 2020, has been read over 100,000 times and republished by the World Economic Forum as well as a number of newspapers, including the *New Zealand Herald*. As a result of his research on food and tourism, the Basque Culinary Centre in Spain invited Professor Hall, "as one of the world's one hundred top gastronomy shapers", to present a lecture to the Centre and its students on 19 January. He was one of the few presenters who did not possess a Michelin star.

The University of Canterbury's renowned Canterbury Distinguished Professor Roy Kerr has been awarded the Oskar Klein Medal by the Royal Swedish Academy of Sciences.

Increasing external research income

For 2021, the first major funding deadline is for the Marsden Fund. The R&I team is working through 102 Marsden expressions of interest in preparation for the mid-February deadline. UC is tracking toward submitting 33 Fast Start and 69 Full proposals, which is similar in number and distribution to previous years.

The Ministry of Business, Innovation and Employment has announced a new \$10 million Science Whitinga Fellowship fund, aimed at supporting early career researchers impacted by COVID-19 in

the New Zealand research science system. This one-off initiative will support 30 Fellows nationwide over a two-year period and UC is actively identifying and supporting applications.

Rebecca Hurrell delivered a presentation on international good practices of centres of excellence developments and operations in January. This is part of an Advanced Knowledge and Skills for Sustainable Growth Project (AKSI) to support Indonesia's higher education system by providing advanced skills and knowledge to support inclusive and sustainable economic growth. Participants included the Australian Council for Educational Research, the Asian Development Bank, Indonesia's Ministry for Education and Culture and four Indonesian universities.

Improve strategic local, regional and international research collaborations to increase research impact.

Dr Seb Pitman and Associate Professor Deirdre Hart from the School of Earth and Environment have undertaken research with Surf Life Saving New Zealand on beach safety. They found up to 78% of beachgoers in New Zealand could not spot a rip current in the surf, increasing the risk they could end up caught in one.

PhD student Iliana Cubrinovska provides insight into research she is doing with the Department of Conservation on pest-free Rangatira Island in the Chatham Islands, where she is collecting wild eggs from tuturuatu, the New Zealand shore plover.

Two UC research institutes have collaborated to learn more about how the Kiwi accent changes during childhood. Researchers from the New Zealand Institute of Language, Brain and Behaviour (NZILBB) and the Child Well-being Research Institute are investigating how shifts in accent happen around the age of five years, as children talk more with peers and less with caregivers. Dr Lynn Clark (Linguistics; NZILBB) discussed the ground-breaking, Marsden-funded study on RNZ, explaining how the New Zealand accent has changed dramatically over time: "One of the things we've just recently discovered is that every single vowel sound has changed articulation over the past 120 years in New Zealand." It is commonly believed that the New Zealand accent came from cockney English, but Dr Clark says that it was fomented by a melting pot of English accents.

People – Nurturing Staff, Thriving Students

Foster the UC ethos of excellence, relevance, impact and kotahitanga, and a culture of high ethical standards, collaboration and innovation.

UC was well represented in the 2021 New Year's Honours awards. From the College of Arts, Professor Bronwyn Hayward (Political Science and International Relations) became a member of the New Zealand Order of Merit for "services to political science, particularly sustainability, climate change and youth". Former staff members Jim Tulley (Adjunct Associate Professor in Media and Communication), Glenda Keam (until this year Head of the School of Music) and Geoffrey Rice (Emeritus Professor of History) all became Officers of the New Zealand Order of Merit.

Information Systems team member Annette Mills was one of eight recipients of the 2020 Association of Information Systems (AIS) Fellow Award, and only the second ever from New Zealand. The AIS is the premier professional association for researchers, teachers, professionals and organisations who lead in the research, teaching, practice and study of information.

Professor Jan Evans-Freeman, Pro-Vice-Chancellor Engineering, has been elected as a Distinguished Fellow of Engineering New Zealand for her outstanding contribution to the engineering sector through her leadership in engineering education, as well as roles in governance across New Zealand.

The 2020 College of Science staff awards in December went to: Dr Laura Revell, who received the Emerging Researcher Award; Dr Jonathan Davidson, the Innovation in Teaching Award; Dr Katrina McGarr, the Kaupapa Māori Teaching Award; Justin Harrison and Matt Stott, the Health and Safety Champion Award; and Suellen Knopick, the Outstanding General Staff Award.

Develop and provide targeted interventions and a positive environment to support student success.

The first stage of a student hub is developing on the ground floor of the Matariki building, where our Information Desk team and IT Help Desk team are now co-located. Other student services are coming together on a rostered basis in this space – including the International Relationships Office, Liaison, Student Care, Māori, Pacific, Equity & Diversity, Admissions and Scholarships – with a view to provide a 'one-stop shop' for student support. This roster is planned to begin early in the year. A more comprehensive long-term approach to integrated student support is in development.

In late 2020 UC asked David Meates to undertake a high-level health services assessment to identify gaps and enhancements in our services for students. While good progress has been made in advancing a holistic approach to wellbeing, including Mahere Oranga, the Wellbeing Implementation Plan, more work is required to join up UC's approach to supporting student wellbeing and success. The new Director of Wellness Services, Katherine Yuill Proctor, will take a role in progressing this, in the context of the Student Success Strategy being led by Deputy Vice-Chancellor Academic and team, in collaboration with the Assistant Vice-Chancellor Māori, Pacific and Equity.

Supporting students during a difficult year

UC is reviewing its approach to student financial need for 2021 following an exceptional year in 2020, when nearly all the Tertiary Education Commission (TEC) Hardship Fund of \$742,499 was dispersed to students in need due to the impact of the COVID-19 pandemic. Approximately \$24,000

remains in this fund. A key feature in dispersing this funding was an enhanced outreach to Māori, Pasifika and Rainbow students, who together received a total of \$350,000.

The UC Foundation fund being supported by UC Council members currently contains \$94,000 in cash and, with pledges still being fulfilled, is expected to have a total of \$168,000 by the end of 2021. UC is discussing with TEC the potential for further Government support in both the short and long term, and is reviewing other philanthropic options within the University as it is highly likely that financial need will continue.

Create a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations.

In October 2020 Te Waka Pākākano designed and implemented a process for reviewing equity, diversity and inclusiveness at UC. The review investigated our shared organisational understanding of equity, the extent to which we are responsive to the needs of under-served groups in our University community and recommendations to support UC's ongoing commitment to building an equitable and inclusive learning and working environment. The review was conducted with support from academic experts and with Human Ethics Committee approval and guidance. Mixed-method qualitative data capture was used to collect student and staff narratives through in-person interviews and an online questionnaire. In total, 84 individuals were interviewed in person and we received more than 695 online questionnaire submissions.

The review is still underway; in the meantime, however, Te Waka Pākākano has completed a first phase of analysis of the data and has started the second phase this month, with the intention of producing a report within the next four to six weeks. Although yet to be fully analysed, the preliminary findings indicate that while we have made some effort, there is much to be done to achieve our organisational aspirations for equity, diversity and inclusiveness. Once the report is concluded, we will embark on co-constructing with key student and staff stakeholders an implementation plan.

Internationalisation – Locally Engaged, Globally Networked

Develop UC’s global partnerships, particularly in the Asia-Pacific region, to support research and teaching excellence.

As part of our strategic approach to international relationships, the Assistant Vice-Chancellor Māori, Pacific and Equity and the Deputy Vice-Chancellor Academic have been exploring a strategic relationship with the University of Hawai‘i. This relationship looks to build a meaningful and robust engagement that encapsulates an institution-to-institution reciprocal outcome, not only across teaching and research, but also across common institutional areas of challenge including but not limited to our location in the Pacific Ocean, student achievement, professional development and research. Of particular note, a distinctive feature we have in common is our commitment to and location with indigenous peoples in the Pacific region.

Expand the University’s educational services to students living offshore through a portfolio of Transnational Education (TNE) and online educational offerings.

Numerous online courses were designed and developed from late 2020 into 2021 to be available to international students wishing to begin their studies offshore with the intention of moving onshore when borders open. Further is underway to identify programmes that can be designed and developed as University of Canterbury fully online programmes or blended offerings that are desirable in the current education market, including the TNE market, with the intention to launch later in 2021.

International student recruitment

International recruitment is understandably subdued with borders remaining closed and potential students unable to apply for visas until the end of May 2021 at the earliest. The existing pipeline of offshore students is being encouraged to try online to on-campus options and, where we can, we are making other arrangements at partner universities to assist us in delivering programmes on the ground. Recruitment numbers for 2021 are currently tracking as expected, and we are working closely with Universities New Zealand, Immigration New Zealand and the Ministry of Education to identify those students who meet our allocation of the new exemption categories and support them to return to New Zealand.

Given the border closure, we would expect to see our largest recruitment markets down: currently China is down by 47% and, due to the difficulties with obtaining student loans for online studies, India is down by 87%. On the other hand, Malaysia, Thailand and Indonesia have gone up by 1,300%, 400% and 67% respectively. We continue to work on diversification as we plan our recovery.

Our partnerships remain a strong focus and we were delighted that the Fudan University School of Management programme was run very successfully over summer, with UC Business School’s Associate Professors Laura Meriluoto and Herb de Vries teaching into the programme remotely. Students reported that they were strongly satisfied with the programme and enjoyed being able to interact with their peers again. The cohort included not only UC students, but also students from a range of high-ranking Chinese universities, making the programme an opportunity to showcase UC to a wider audience.

As identified late last year, our key study centres with our partnership with NCUK have been identified. In addition, both on-the-ground sessions (where we have staff) and online webinars are being run to educate the study centre staff about the strengths of UC.

International enrolment has been ongoing since 11 January this year, with onshore international students being given the opportunity to enrol earlier than usual. Over 400 students (including PhD students) have re-enrolled for 2021 onshore, while a further 120 offshore students have completed their enrolments.

Based on the success of the UC Tuhono support and mentoring programme for business students studying online in 2020, a new programme has been introduced this year for all UC students studying offshore. This programme starts with a comprehensive online orientation over four days designed specifically for our offshore students, with modules including Start@UC, Learn@UC, Connect@UC and Colleges@UC. Students will participate in sessions ranging from learning about biculturalism in New Zealand to understanding UC support services and learning platforms and engaging with a UC student panel.

We have seen strong engagement from UC students with the pilot of a virtual outbound exchange, in which 11 business students are completing summer exchange courses with European partner universities. We are also working on upcoming virtual exchange options for the northern hemisphere summer to continue to advance the strategic objective of internationalisation of the student experience while travel is restricted.

Organisational Efficacy – of a sustainable Scale by 2030

Increase the economic impact of the University on the city and region.

The University's strong impact on the economic growth of the region has been measured in the past yet the nature and dynamics of that impact remain unexplored. This year sees the beginning of a project to explore our economic impact by academics from the Department of Economics and Finance. Their first task is to develop a model of the Canterbury economy, which will then allow academics to test hypotheses and ideas on the model to better understand the relationships between inputs and outputs.

Recruitment

Domestic enrolment numbers at UC are on track for a significant increase on last year, while full fee international numbers are lower than in the past as a result of New Zealand's border closures. In summary, at the time of writing:

- 2021 Budget expects **domestic** EFTS to increase by 3.9% *above* 2020
- total current enrolments for domestic students are 9% (895 EFTS) *above* 2020:
 - enrolments for domestic first-year students are 19% (536 EFTS) *above* 2020
 - enrolments for domestic returning students are 5% (359 EFTS) *above* 2020
- 2021 Budget expects **international** EFTS to decrease by 44.5% *below* 2020
- total current enrolments for full fee students are 27% (129 EFTS) *below* 2020:
 - enrolments for full fee first year students are 64% (178 EFTS) *below* 2020
 - enrolments for full fee returning students are 24% (49 EFTS) *above* 2020.

Although numbers at this time of year fluctuate quickly, the results are looking to be up significantly on the strong 2020 numbers, with double-digit growth. Pleasingly, we are seeing record growth from Auckland (currently 49% above 2020) and strong numbers from Wellington (currently 33% above 2020). Christchurch is also remaining strong as a source of students, with enrolments for domestic first-year students currently 17% above 2020 numbers.

In another promising development, the Business School is planning a January intake for the Business Taught Masters of around 45 students. Around 30 of these are domestic (around double what would normally be expected) and the rest are internationals who were already onshore. While this is about half of the intake of January 2019, it is still a good outcome given the context of the pandemic.

The College of Education, Health and Human Development has seen increased enrolment across all of the undergraduate programmes in Teacher Education, Sport Coaching, Health Sciences, and Youth and Community Leadership. The graduate diploma, postgraduate and master's cohort of students in Teacher Education represents a significant increase in enrolments as well, particularly in the secondary pathways. Though the College will not be able to welcome its usual international cohort from Canada into these programmes, the team has been focused on recruiting onshore international students and has 42 pending offers.

Student accommodation

Campus accommodation placements have continued through December and January with minimal changes following the release of National Certificate of Educational Achievement results. As at 4

February, occupancy was at 73%, with halls for first-year students fully subscribed, including alternative catered packages within Ilam Apartments, and the waiting list was reduced to 19 students. Self-catered apartments were 33% occupied, with 683 beds currently available, the majority under Campus Living Villages (CLV) lease arrangements. This represents a reduction in occupancy at this stage of the year, largely due to the impact of COVID-19 on international student enrolments as well as competitive residential housing in Ilam.

Final completion and handover for Tupuānuku was confirmed on 29 January. UniLodge has completed staff recruitment and UC Accommodation Services has been working closely with management to review and complete the operating and pastoral care plans, including student welfare monitoring and reporting processes. Because the number of catered contracts is higher than previously planned, a scope change has been approved within the overall budget for the commercial kitchen to increase capacity from 303 to 450. This will increase flexibility in the future and the work will be scheduled to avoid any disruption to student food service.

Training for residential assistants (RAs) began at the start of this month and will continue through to 18 February. UC is facilitating some aspects of this training for all halls, including bystander training, psychological first aid, introduction to UC services and ACE. A marae visit with Te Waka Pākāno for Tupuānuku staff and RAs took place on 13–14 February. A recent meeting with UC Student Success for all heads of halls will ensure that our accommodation partners support ongoing academic support initiatives.

Finances

UC is forecasting an operational deficit of \$14.905 million in 2021, and \$11.249 million on a consolidated basis, including the forecast income from The UC Trust Funds and the UC Foundation. The 2021 budget includes planned investment in strategic activities in 2021 of ~\$87 million. This includes ~\$17 million of operational expenditure (included in the (\$14.905) million deficit described above) and \$69 million capital expenditure. These strategic investments are tracked in the Major Investment Plan (MIP).

The 2021 budget assumes Domestic EFTS (Effective Full Time Students) will increase by 3.9% and International EFTS to be 44.5% below 2020 levels. Enrolment tracking as at 17 February has UC slightly ahead budget on Domestic EFTS and slightly below in international EFTS. However, there is still a bit of time before forecast numbers for Semester 1 can be reported with some accuracy.

The University group is currently showing a consolidated operating surplus of \$10.917 million against a budget surplus of \$7.668 million, and a prior year surplus of \$21.007 million. Net assets have increased by \$21.064 million, shared between the revaluation of infrastructure in the University and the surpluses in UC Foundation and UC Trust Funds, reflecting increases in investment asset values. Cash and term deposits of \$189.913 million compare with \$218.962 million at 31 December 2019 – this decrease represents the excess of investment in capital assets over the net operating cash flows.

The UC Trust Funds and the UC Foundation are investment vehicles for philanthropically donated funds, and invest in equities and fixed interest securities. These are marked to market for the year-end reporting. It is remarkable that, despite the COVID-19 emergency, the two entities together contributed about \$12 million and, due to the nature of accounting, the growth in these assets adds a

disproportionate contribution to UC’s 2020 consolidated operating surplus for the size of the \$164 million investment portfolio.

As such, excluding the University's investment portfolios, the relatively small operating loss reflects the significant work that staff have done to try to close the gap in intentional tuition revenue as a result of the COVID-19 pandemic. I note that 2021 will be even more challenging for the University in this regard.

The 2020 results are subject to the provision of the final private equity investment valuations for UC Foundation and UC Trust Funds and the completion of the external audit.

Philanthropy and alumni relations

Philanthropic and sponsorship income for 2020 (excluding investment gains and philanthropic research) was \$6.5 million, up by \$1.2 million on 2019, with \$1.4 million coming directly to UC and the remainder via UC Foundation. In January the UC Foundation received a legacy payment of \$1.5 million from the estate of Dr Elman Poole, an Otago alumnus and lifelong academic at Oxford University, to support scholarships for students from Southland high schools and PhD travel scholarships for research and conference attendance. Contactable alumni have increased from 69% to 78%, compared with the previous year.

Media

UC had a strong year in the media in 2020, increasing its media impact score from an average of 1.7 in 2019 to an average of 2.7 – higher than the 2.5 benchmark for the education sector in Australia and New Zealand.

The coverage was 2% very positive, 72% positive and 1% negative. Message penetration averaged 63%. The leading message was ‘academics recognised as experts in their fields’, which appeared in 1,464 stories. The leading spokesperson was Professor Michael Plank, who featured in 211 stories with a media impact score of 3.5.

Metric	Q4 results	Q3 results	Q2 results	Q1 results	2020 Target	2020 Average	2019 Average
Media Impact Score	2.8	2.6	2.9	2.6	1.7	2.7	1.4
% of Positive Coverage	74% positive	71% positive	80% positive	70% positive	-	74% positive	-
Positive Message Penetration	64%	66%	74%	50%	22%	63%	17%
Proportion of Proactive Coverage	59%	64%	70%	62%	20%	63%	17%

Ensure that the University’s costs and funding mechanisms are efficient, simple and transparent.

Effectively identifying and assessing material risks has both positive and negative impacts on our ability to realise key objectives and goals in the Strategic Plan. This year will include a specific focus on aligning strategic, operational and project risks to UC strategic priorities. Our recent senior

appointments in cyber and health and safety are designed to enhance comprehensive risk reporting against strategic objectives.

The Business Continuity Management Framework was adopted in August 2020 and a project created to ensure its implementation. The project is on track for delivery: to date, over 95% of the core and critical business continuity plans have been industry peer-reviewed and published. This is a significant milestone that puts UC in a better position for future disruptive events. Attention now shifts to the development of unit and departmental plans.

Following a fire in 2020, and a long period of preparation, the remediation programme for the High Voltage Laboratory has now commenced. It is expected that the remediation will take six months and that this specialist laboratory facility will be operational again in time for Semester 2, 2021. UC is working collaboratively with our broker, the insurer and loss adjustors on the resultant insurance claim, which is progressing as expected.

Our first-ever Director of Health and Safety, Natasha Barnett, started work in late January. Her first priority is to develop a health and safety plan for 2021 and beyond, with one of its key components being the replacement of our ageing health and safety management system. This will allow us to better develop and use a range of indicators to measure the health and safety of our staff and students.

Simplify, automate and reduce business processes with a humanistic approach.

The University's process improvement programme is ongoing. From late 2020 to early 2021 we added further functionality and scope to the People and Culture team's use of robotic process automation (RPA) in recruitment. The focus on student enrolment and engagement has been ongoing and the team has recently turned its attention to replacing forms with digital workflows, including the recent Financial Delegations registration process. It has restricted the use of external resourcing, to reduce costs, and has recently taken on two UC student interns to improve resource capability within the team. The level of support and enhancement required for existing processes is taking most of the current team's time and an additional developer will be recruited in the coming months to allow the team to continue to source new opportunities for simplification and automation.

Use technology and data in a responsible, ethical, effective and efficient way to enable and empower our people and communities.

The Chief Digital Officer has progressed the recruitment of the new Digital Leadership team, with the recent appointment of a Director for Digital Architecture & Strategy (Ken Lai), Director for Digital Technology & Operations (Guy Austin), Director for Cyber Security & Risk (Rudo Tagwireyi) and Director for Digital Product & Delivery (Dana Burnett). This highly experienced team will bring extensive technological, operational, delivery and change leadership experience to UC.

A core focus of the new team is now to co-create the UC Digital Strategy and Digital Roadmap. A small strategy team is being formed to engage across UC in developing the vision for the future digital experience, leveraging the experience and expertise of UC staff, to define a clear roadmap for future investment and development. The Digital Governance Board established in September 2020 is meeting monthly to provide advisory governance to the Digital Leadership team.

This year, in addition to developing the core Digital Strategy, the team will be progressing several foundational programmes of work to significantly improve the service delivery and management of

Information Technology Services to de-risk our environment and to rapidly improve the workplace experience at UC. Key sub-strategies and roadmaps are being developed for service management, cyber security, data centre, cloud, networks, identity and access management. The team is also progressing investment in 2021 to modernise UC's workplace environment and advance our cloud adoption by rolling out Microsoft 365 and to begin extensively using Microsoft Teams in enabling greater collaboration across UC and its use for teaching in the future.

The Digital Leadership team is partnering closely with the Student Success programme to establish a core customer relationship management (CRM) platform at UC. This platform will be a key engagement platform across the student lifecycle, enabling a significant uplift in pastoral care of students, improving case management and establishing the technological foundation to scale out the platform for student data and interaction management at multiple stages in the student lifecycle, from recruitment to alumni. The CRM platform will also be leveraged to transform stakeholder management for various departments at UC.

Environmentally Sustainable

Ensure that UC research contributes to resolving global sustainability challenges

Along with continuing to enable our research and teaching efforts, this year the Facilities Management team is focused on sustainability. Its major project is the initiative to have the University coal free by 2025, and 2021 is the beginning of the conversion to a wood waste boiler and the introduction of more ground source heat pumps. Also, the recently approved Ilam Campus Buildings programme, which aims to refurbish and upgrade the existing building stock over the next 10 to 12 years, includes a component of thermal fabric upgrades.

A team led by glaciologist Associate Professor Wolfgang Rack has published its findings in *Geophysical Research Letters*, drawing a high level of media interest. The researchers have identified an area of thicker-than-expected ice in the Ross Sea that formed as a result of wind-driven collision of sea ice masses. Studying these areas where ice converges is important for understanding how sea ice is produced and how formation of sea ice changes circulation patterns in the Southern Ocean.

Grow and leverage our local, national and global sustainability networks to bring new thinking to our challenge and to share our practice

The University has been re-certified under the Toitu ‘Carbon Reduce’ Scheme (formerly the Certified Emissions Measurement and Reduction Scheme, CEMARS). Our carbon emissions in 2019 were 7% lower than in 2018, and a five-year rolling average shows that we have reduced our emissions every year.

Data in the draft annual UC Sustainability Report shows a significant drop in campus-generated greenhouse gas emissions and waste, which we ascribe to the impact of the COVID-19 pandemic. Pleasingly, during the same period we saw strong student engagement around sustainability issues in online channels, and we will work to maintain this momentum.

The next online event in the 2020–2021 Sustainable Development Goals (SDG) Summit Series is scheduled for 25 March. It will focus on growing sustainability cultures within organisations, regional implementation of the SDGs, Te Tiriti o Waitangi as a partnerships framework for achieving the SDGs and sustainable food production systems. To date, \$40,000 has been raised to support the series. UC speakers at the next event include Professor Bronwyn Hayward and Sacha McMeeking, while Corban Te Aika will be MC again.

On Thursday the 3rd of February the annual UCE Summer Start-up showcase brought together some of UC's most promising student entrepreneurs and key members of Canterbury's innovation ecosystem. Over the summer 35 students participated in an intensive 10 week start-up accelerator programme to move their business ventures to reality. The most compelling pitches from the 26 ventures in this year's cohort delivered their 3-minute elevator pitches to a sold out enthusiastic crowd (300+) at The Piano, in the CBD. Earlier that day, the top ventures pitched to a panel of judges comprising local entrepreneurs such as Ben Kepes (Cactus Outdoors among others) and Anna Guenther (PledgeMe Founder). The judges were extremely impressed with the diversity and depth of the founders and their ventures, and were excited at the potential of our entrepreneurs. The judges choose to award three prizes; “Most Likely to Succeed Commercially” to Sam Walker (Employer Direct – a subscription service to SMEs for employment law support); “Biggest Global Potential” to Maryam Shojaei (Karben Fibre – they are creating a new type of electrode for infrastructure scale

batteries based from Agricultural waste); and “Best Execution” to Phoebe McCaughan, Amelia McLuskie & Emily O'Sullivan (GranSkills – they provide one-on-one tutoring for seniors). On the night of the showcase the audience awarded the "People's Choice" to Ben Scales & William Murrell (KiwiFibre Innovation – a team that is developing innovative composite material from NZ native flax).

VC Activities

Events since the previous VC report	
26 November 2020	<ul style="list-style-type: none"> • Opened No Travel, Low Carbon Conference on campus • Attended via Zoom New Zealand Qualifications Authority (NZQA) Board meeting
27 November 2020	<ul style="list-style-type: none"> • Attended PwC Gala event at Court Theatre
1 December 2020	<ul style="list-style-type: none"> • Opened Early Career Academic Workshop "Planning Your Career Advancement" • Attended Early Career Academic Programme - networking drinks
2 December 2020	<ul style="list-style-type: none"> • Attended UC Celebration event
3 December 2020 – 4 December 2020	<ul style="list-style-type: none"> • Attended Universities New Zealand Vice-Chancellors meeting in Wellington
9 December 2020	<ul style="list-style-type: none"> • Attended UC Rotorua graduation ceremony
14 December 2020 – 18 December 2020	<ul style="list-style-type: none"> • Attended UC graduation ceremonies
23 December 2020 – 4 January 2021	<ul style="list-style-type: none"> • VC on annual leave
15 January 2021	<ul style="list-style-type: none"> • Visited McLean's Mansion hosted by Trustees
18 January 2021	<ul style="list-style-type: none"> • Attended and spoke at mihi whakatau for the Takere Success Academy
21 January 2021	<ul style="list-style-type: none"> • Participated in New Zealander of the Year Awards 2021 Panel Discussion in Auckland
22 January 2021	<ul style="list-style-type: none"> • Met with Principal of Massey High School in Auckland
25 January 2021	<ul style="list-style-type: none"> • Met with Dr Helen Farley on campus
28 January 2021	<ul style="list-style-type: none"> • Attended via Zoom NZQA Board meeting
29 January 2021	<ul style="list-style-type: none"> • Met with Colin Mansbridge and Alex Lemon from the Crusaders on campus
1 February 2021	<ul style="list-style-type: none"> • Filmed VC Welcome for Online Orientation for international online students • Spoke at the U-CAN-SPEAK Toastmasters Club
3 February 2021	<ul style="list-style-type: none"> • Attended via Zoom Learner Success Project Steering Group meeting
4 February 2021	<ul style="list-style-type: none"> • Attended and spoke at the UCE Summer Start-up Showcase • Hosted Glenn Renwick for dinner following UCE Summer Start-up Showcase
9 February 2021	<ul style="list-style-type: none"> • Attended and spoke at the UC Hua ā-Hapori Community meeting
10 February 2021	<ul style="list-style-type: none"> • Attended Knowledge Commons meeting • Attended farewell function for Dr Andrew Cleland, Royal Society in Wellington

11 February 2021	<ul style="list-style-type: none"> • Attended Tokona Te Raki: Māori Futures Academy - Board of Directors meeting
12 February 2021	<ul style="list-style-type: none"> • Attended and spoke at the MBA Orientation for 2021 • Facilitated Academic Board workshop • Attended and spoke at Professor Angus Macfarlane's Retirement function
16 February 2021	<ul style="list-style-type: none"> • Met with CEO of Times Higher Education via Zoom • Met with Peter Townsend on campus • Attended and spoke at University of Canterbury Student Association Executive induction
17 February 2021	<ul style="list-style-type: none"> • Attended and facilitated Academic Board Working group ahead of staff workshops

Upcoming Events	
18 February 2021	<ul style="list-style-type: none"> • Attending Universities New Zealand Vice-Chancellors meeting via Zoom
19 February 2021	<ul style="list-style-type: none"> • Attending meeting with University of Otago Senior Leadership to discuss Support Services Review (SSR), benchmarking and service organisation via Zoom • Attending event on board <i>HMNZS Canterbury</i> hosted by NZ Defence Force
21 February 2021	<ul style="list-style-type: none"> • Attending dinner hosted by Sir Peter Gluckman
22 February 2021	<ul style="list-style-type: none"> • Attending laying of wreath to commemorate 10 year anniversary of the 22 February 2010 Christchurch earthquake • Filming video on conferencing at UC
23 February 2021	<ul style="list-style-type: none"> • Hosting Dr Duncan Webb, Penny Simmonds and Matt Doocey on campus to visit UC Clubs Day
24 February 2021	<ul style="list-style-type: none"> • Attending and facilitating staff workshop • Attending The Association of Commonwealth Universities (ACU) meeting via Zoom to discuss the UK Turing scheme
25 February 2021	<ul style="list-style-type: none"> • Attending NZQA Board meeting in Wellington
26 February 2021	<ul style="list-style-type: none"> • Attending and facilitating staff workshop
2 March 2021	<ul style="list-style-type: none"> • Hosting UC in the City Business Dinner
3 March 2021	<ul style="list-style-type: none"> • Hosting Peter Lennox and Libby Harrison from ESR for lunch
5 March 2021	<ul style="list-style-type: none"> • Attending Academic Quality Agency (AQA) Board induction in Wellington
8 March 2021	<ul style="list-style-type: none"> • Hosting UCSA President and Vice-President for lunch with Chancellor for International Women's Day
9 March 2021	<ul style="list-style-type: none"> • Attending and speaking at the Times Higher Education (THE) Southern Africa Impact Forum via Zoom
10 March 2021	<ul style="list-style-type: none"> • Facilitating SLT Strategic Planning day
13 March 2021	<ul style="list-style-type: none"> • Attending Ko Tātou, Tātou We are one National Remembrance service
18 March 2021	<ul style="list-style-type: none"> • Meeting with Simon Draper and Alistair Crozier on campus
26 March 2021	<ul style="list-style-type: none"> • Attending via Zoom AQA Board meeting
29 March 2021	<ul style="list-style-type: none"> • Presenting to career advisors and international directors from New Zealand secondary schools at Rongo o te Wā

30 March 2021	<ul style="list-style-type: none">• Hosting CEO and General Manager of Partnerships and Marketing from Education New Zealand on campus
31 March 2021	<ul style="list-style-type: none">• Attending via Zoom NZQA Board meeting