

Investment Plan

2022-2024

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1. Executive Summary

This investment plan is being prepared at a key juncture for the University of Canterbury (UC). In 2023, during the period covered by this plan, UC will celebrate 150 years of teaching, research, and contribution to Ōtautahi Christchurch and Waitaha Canterbury. More recently, over 2010-2020 UC has had a significant strategic focus on recovering and rebuilding physical infrastructure and student numbers following the earthquakes. With the release of the new strategic vision for 2020-2030, Tangatu Tū, Tangata Ora | Engaged, Empowered, Making a Difference, the University is transitioning to a more balanced focus on enhancing our local and international engagement, improving our teaching, research and student experience, plus building our foundations in areas such as staff capability and culture, environmental sustainability, and organisational efficacy. Alongside this strategic shift, the University is also navigating through the impacts of the COVID-19 pandemic, with the associated uncertainty around economic and social conditions, border and immigration settings, and an acceleration in the capabilities and uptake of technologies.

As the University advances this strategic transition and adjusts to the effects of the pandemic, we are also growing our student numbers, with this plan seeking funding from TEC to lift our volume of provision over this plan period. UC is targeting growth through enrolling more students (particularly in areas of government priorities), offering new subjects to support regional and national needs, delivering education in new and innovative ways to better access underrepresented groups, and lifting our student support and experience to retain learners through to successful educational outcomes. This will see UC grow in size and impact, but we will retain our identity as a medium-sized, comprehensive Ōtautahi Christchurch university, with a global reach and outlook. A key part of our identity is our partnership with Ngāi Tahu and Ngāi Tūāhuriri, and this relationship will further evolve over the period of this plan.

UC's strategy for 2020-2030 has a strong alignment with the objectives of the 2020 Tertiary Education Strategy, and by advancing the detailed initiatives of our Strategy we will make a significant contribution to meeting Government priorities. This includes reaffirming that we are putting ākonga at the centre of the learning experience, innovating how we attract, teach and support our students, and adjusting what and how we offer to better suit lifelong learning. We are modifying our traditional approaches to better meet the needs of underrepresented learners from diverse educational and socioeconomic backgrounds. These changes are being informed, and in some cases led, by iwi, students, communities and industry.

Specific initiatives include continuing Kia Angitu (Student Success Programme). This will provide a significant evolution in how we support students, including better use of data and more consistent, equitable and targeted approaches to student support, particularly at key junctures such as initial interactions with UC, first year course advising, and during difficult courses during their first year of study. The Programme is aimed to lift the number of learners successfully transitioning into the University and successfully completing their studies.

The development of UC Online during this plan period will build on the work UC has already achieved in the online and blended learning space, and accelerate the development of online offerings and supporting services, as well as upskill our academic staff to best teach in an online and blended manner using cutting-edge learning technologies and pedagogies. UC aims to be globally competitive in this market, and our improvements in this area will expand the ability for people to continue lifelong learning.

UC is also developing a Graduate School which will provide a consistently excellent experience for our graduate and research students. This includes recruitment and commencement of their study, through to their support and ultimate successful completion of their degrees in the targeted timeframe. This is expected to increase the number of graduate students, improve their experience whilst studying, and lead to greater rates of completion and subsequent contribution to their fields and society.

The example initiatives described above have been conceived in the context of growing student numbers, which provide the University with the scale to make a broader and deeper impact on our region and the world. Part of this is generating higher levels of revenue to allow more investment into academic and professional staff numbers and capability, plus investment into physical and technical infrastructure, and resourcing strategic projects. Based on a combination of external factors such as demographic shifts and border settings, combined with the expected benefits from a range of projects improving offerings and the student experience, UC is forecasting growth in domestic student numbers during this plan period and beyond. In contrast to other universities, UC has the track-record from the post-earthquake period to deliver on growth and significantly scale up and adjust our delivery and supporting services.

Based on these factors, UC is requesting SAC funding of \$172.4m for 2022 (equating to 16,122 EFTS), compared with the 2021 baseline of \$156.8m (equating to 14,927 EFTS). Much of this increase relates to the impacts of consistently increasing domestic student numbers creating a pipeline of growth as they progress through their qualifications, with the number of new domestic students in 2022 forecast to drop below the abnormally high 2021 levels (but still above 2020 and prior years). The increase in provision is in a mix of areas that are government priorities to fund, such as STEM, health and teaching, plus other areas from across the university, such as business, law and arts. Funding of these broader areas will allow access to education for people who may not have the circumstance, interest or academic background for study in the priority areas, which often involve high mathematical abilities or the requirement to attend on-site for laboratories or placements.

Along with the target to increase provision in several areas is the expectation that UC will improve educational performance. The successful focus on growing enrolment numbers in recent times has been achieved while many educational performance measures, although on par with the sector, have not significantly improved. This includes a persistent disparity between the achievement of Māori and Pasifika learners and others. The broader focus of the new UC strategy includes activities and targets to lift the achievement and improve the experience of these groups, and that is reflected in the performance targets submitted in this plan. These accompany other targets providing quantitative measurement of progress in areas such as student experience and research impact.

This plan, based on the UC Strategy and in alignment with government priorities, is ambitious, particularly with such a dynamic external environment. However, it is grounded in the knowledge that the execution of our Strategy is well underway and many of the initiatives described are already in the implementation phase. UC also has the proven track record of rapidly upscaling educational delivery and successfully delivering major programmes of work. UC has an existing high calibre academic and professional workforce and significant financial capital to deliver on the goals for this plan period, and we look forward to partnering with the TEC over this time.

2. Introduction

2.1. Background

This Investment Plan tells the story of what Te Whare Wānanga o Waitaha | The University of Canterbury (UC) will do over the next three years as we work towards our strategic vision of Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference. It has been developed as an integrated set of activities that will advance UC towards its strategic goals, serve our stakeholders, deliver on government priorities, and meet our Tiriti obligations. UC has a strong partnership with central government, and this plan includes a request for government funding to deliver education and to support government priorities.

Over the period 2010 to 2020, the University was reacting to and recovering from a series of more than 10,000 earthquakes in a devastating natural disaster. During this time large parts of the Ilam Campus were rebuilt, student enrolments fell away and recovered, and research took a considerable blow but has been restored with new focus. Whilst all New Zealand universities had to adapt to changes following the Global Financial crisis and are continuing to respond to the impacts of COVID-19, the University of Canterbury had the added pressure of recovering from earthquakes. Compared to the other shocks this caused a much larger drop in enrolments, as shown in Figure 1. UC has rebuilt enrolments and has bold ambitions to continue this growth for the next ten years, building on a culture of engagement, innovation and developing new and better offerings, coupled with significant enhancements in the experiences of our students and staff.

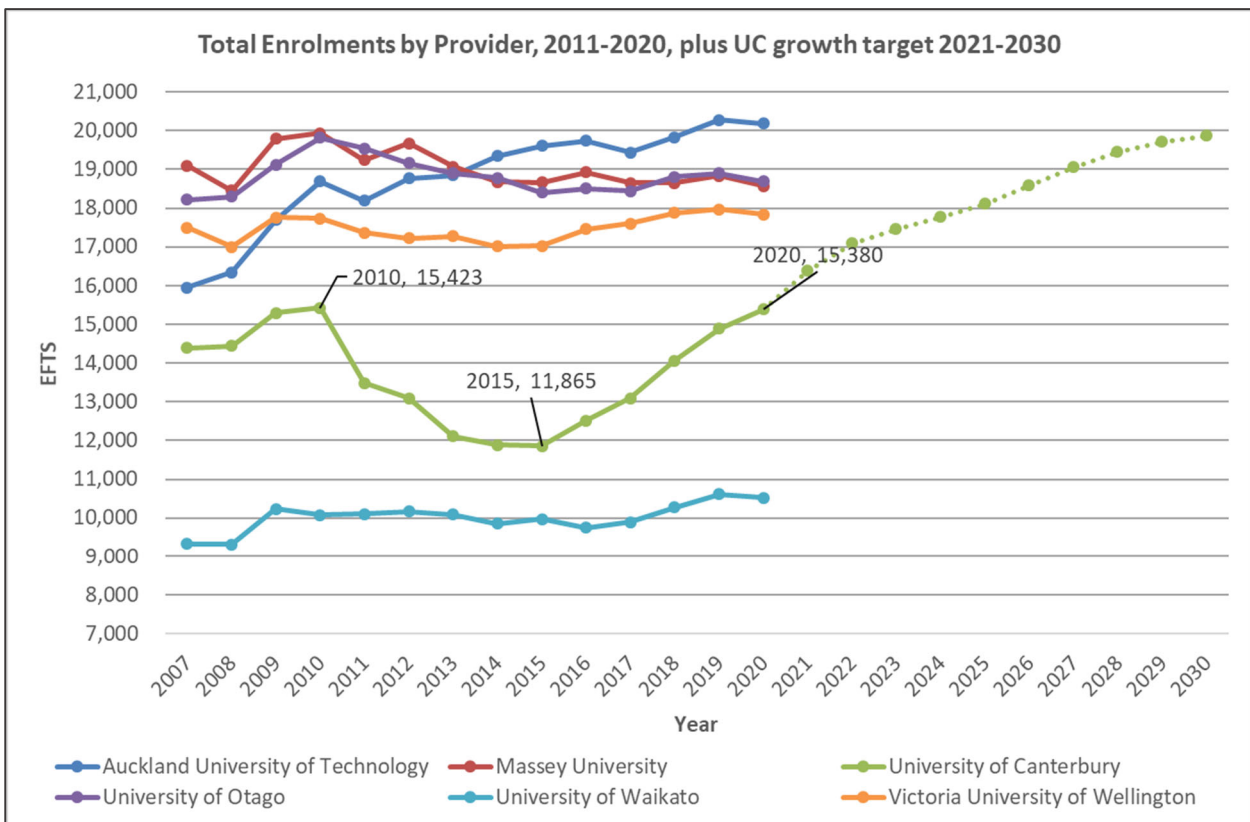


Figure 1: Total Enrolments by Provider, 2011-2020 (excluding University of Auckland and Lincoln University), plus UC growth target 2021-2030 [Source: Education Counts, UC internal financial model]

This investment plan represents a new and far more hopeful phase of the University's development. Enrolments have not only recovered but exceeded pre-earthquake levels, all large buildings have been either replaced or rebuilt, and research work has returned to a pre-quake state. The University is also in a sound financial state, although not an entirely sustainable position. We must continue to grow in order to generate enough annual cashflow to be able to maintain our infrastructure (physical and technical), build adequate reserves to mitigate risk and handle external shocks, and to be able to invest in the world changing education and research that is our mission.

At the time this plan is being developed, the COVID-19 pandemic continues to cause illness, death and significant disruption around the world. This has caused impacts on UC such as a major reduction in the number of international students and an increase in the number of domestic students, and has triggered widespread organisational adaptation and technological innovation to be able to continue and improve how we deliver education and research, support students, and run the University. With continued uncertainty around the speed and nature of the economic recovery, and border and immigration settings, UC is expecting a tumultuous time over the next three years. This document provides the current plans for this period, and will serve as a baseline as UC, and the world, works through the pandemic.

2.2. Investment plan structure

The structure of this plan is based on TEC guidance, and is broken into:

- a. A summary of UC's history, role and strategy, and how the University manages performance and risk.
- b. How UC will address the needs of our stakeholders over 2022-2024.
- c. How UC will contribute to government priorities over 2022-2024.
- d. The specific programmes, activities and funding UC is planning for 2022-2024.
- e. The performance measures that will be used to monitor the successful delivery of this plan.
- f. The Learner Success Plan is included as an Appendix.

This plan focusses on activities and funding for the period 1 January 2022 to 31 December 2024. It was developed during 2021, approved by the UC Council on 30 June 2021, and submitted to the Tertiary Education Commission on 9 July 2021.

3. Strategic Intent

3.1. Mission, Role and Character of the University

In 2023, during this plan period, UC will celebrate 150 years of teaching, research, and contribution to Ōtautahi Christchurch and Waitaha Canterbury. Throughout the University's history, it has stood for accessible higher education, service to the community, and the encouragement of talent without barriers of distance, wealth, class, gender or ethnicity. The University continues to stand for these principles and explicitly aims to produce graduates who are engaged with their communities, empowered to act for good and determined to make a difference in the world.

In recent times, UC has endured significant challenges and has proven to be a resilient and innovative organisation. The University holds a special place in Ōtautahi Christchurch and Waitaha Canterbury, and the most recent UC strategy reaffirms the importance of our relationship with the region and its people, including our partnership with Ngāi Tahu and Ngāi Tūāhuriri, while also striving to be internationally competitive and to contribute to solving global challenges.

The University affirms its identity as a medium-sized, research-intensive, comprehensive university. It strives to deliver excellent, research-informed education, and creative and innovative research, based in the Waitaha region of Aotearoa New Zealand. UC supports academic staff taking the role of critic and conscience of society and an active role in shaping Aotearoa New Zealand.

3.2. Our Strategy: *Tangata Tū, Tangata Ora* | Engaged, Empowered, Making a Difference

In 2019, UC adopted a new Strategic Vision for 2020 to 3030: *Tangata Tū, Tangata Ora* | Engaged, Empowered, Making a Difference. A centrepiece of this vision is an institutional commitment to engagement. A university that commits itself to engagement undertakes to deploy its expertise and knowledge to advance civic purpose and to foster public good. This is complemented by a continued focus on education, research and our staff and students.

The vision is articulated as seven¹ key goals:

- a. **UC as an Engaged University:** UC will purposefully support the development, growth and success of our city and region.
- b. **Internationalisation – Locally Engaged, Globally Networked:** UC is systematically internationalising all aspects of our research, learning and teaching, operations and governance.
- c. **Education – Flexible, Accessible, Future Focussed:** Building on existing strengths, UC will be recognised as the leading Aotearoa New Zealand university in research informed teaching and learning.
- d. **Research – Impact in a Changing World:** By 2030 UC will have increased research output, impact and relevance relative to size.

¹ As part of implementing the strategy, the fifth goal is generally split into People | Nurturing Staff and People | Thriving Students, to structure objectives and plans for those two groups.

- e. **People – Nurturing Staff, Thriving Students:** UC will be increasingly known for its constructive engaging culture which actively supports staff and student wellbeing.
- f. **Organisational Efficacy:** UC will be of a sustainable scale by 2030.
- g. **Environmentally Sustainable:** UC is aiming to be carbon net neutral by 2030.

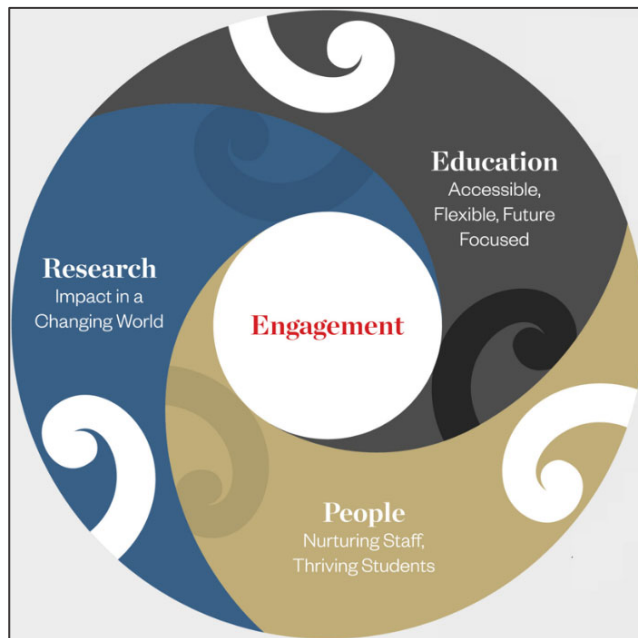


Figure 2: UC Strategic Vision 2020-2030

These seven goals have been further broken down into 38 key objectives and a growing set of programmes and projects with specific deliverables and timelines. In order to track the progress towards the goals, a set of quantitative performance metrics has also been developed. These elements are described in greater detail later in this plan, where they are integrated into UC responses to government priorities and how UC will measure performance over the plan period. A breakdown of the goals and objectives is also included at Appendix F.

The government released an updated Tertiary Education Strategy (TES) in November 2020. UC analysed the TES against the principles, goals and objectives of the UC strategy described above, which was released in November 2019. There is a strong alignment between the two, as shown in Figure 3. In particular, the focus on having learners at the centre, lifting the capability of teachers and researchers, supporting learner success and wellbeing, contribution to solving global challenges, and integrating te reo Māori, tikanga Māori and mātauranga Māori into teaching, research and university operations is evident in both the TES and the UC strategy. UC also has strategic goals relating to internationalisation, environmental sustainability and organisational efficacy, which are not as prominent within the TES. A more detailed comparison between the UC Strategy and the TES is included at Appendix G. The links between the TES and UC strategy are also evident later in this Plan, where we describe how we are responding to government priorities.

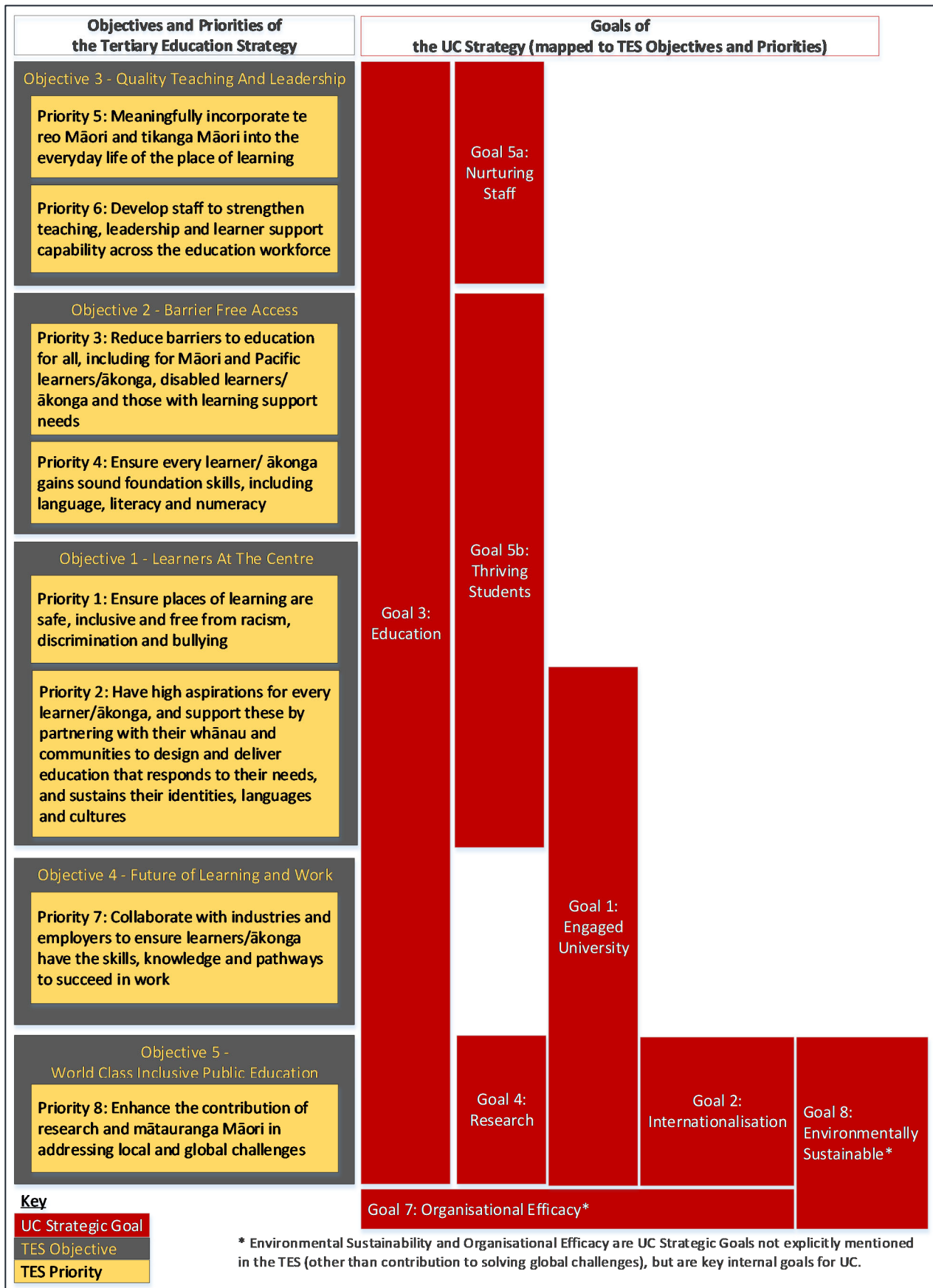


Figure 3: High-level alignment between the UC strategic goals and the 2020 Tertiary Education Strategy

3.3. UC and Te Tiriti o Waitangi | Treaty of Waitangi

Aotearoa New Zealand is premised on Te Tiriti o Waitangi, the founding partnership document of the nation signed in 1840. Whilst it was originally an agreement between Māori and representatives of the British Crown, in a modern day context it can be viewed as an agreement between Tangata Whenua, the people of the land, the indigenous Māori people, and Tangata Tiriti, people of the Treaty; this includes not only descendants of original settlers but people of all other ethnic origins who now reside in Aotearoa.

In 2019, UC and Ngāi Tūāhuriri² signed a partnership agreement to recognise our shared aspirations to enhance the social, cultural, and economic development of Ngāi Tūāhuriri and Ngāi Tahu within the Canterbury region, as the mana whenua and tangata whenua of the region.

In 2021, UC released an updated Te Rautaki Māori (Strategy for Māori Development), which states:

Te Whare Wānanga o Waitaha³ will be defined by its unique commitment to graduating ākonga who demonstrate bicultural confidence and competence, to live and work in a bicultural Aotearoa New Zealand as tangata whenua and tangata tiriti, and in intercultural settings. This goal aims to ensure tangata tiriti graduates are aware of their own identity and its influence in engaging with any other person or community. It recognises the aspiration to ensure that the relevance of, and responsiveness to Te Tiriti o Waitangi | Treaty of Waitangi and its principles is recognised and reflected at Te Whare Wānanga o Waitaha.

UC is working towards an education system that includes te ao Māori, Māori world views, and mātauranga Māori, Māori indigenous knowledge systems, the land and their relationships with Tangata Tiriti. Our Graduate Profile provides a framework for bicultural competence and confidence, which is the ability to interact confidently and appropriately with people from different backgrounds (see Appendix E for further detail). It goes beyond an awareness of, or sensitivity to, another culture to include the ability to use that knowledge in cross-cultural situations. It is focused upon the inclusion of mātauranga Māori and mātauranga Ngāi Tahu, Ngāi Tahu knowledge, within undergraduate degrees. The sense of belonging and commitment to Māori aspirations is made manifest for Māori.

UC is a committed bicultural university operating in an intercultural world. We not only acknowledge the role of, and partnership with Tangata Whenua, we also aim to embed a bicultural perspective in all our learning, teaching and research. At the heart of UC's connection with our community is our relationship with mana whenua, the people of the land, Ngāi Tūāhuriri and with Ngāi Tahu more broadly, which is supported by the UC-Ngāi Tūāhuriri Partnership agreement to guide our collaboration and drive outcomes. UC will realise the objectives of the partnership through ongoing engagement with Ngāi Tūāhuriri, Ngāi Tahu, and city partners to recognise mana whenua, and support Māori learning and aspirations.

Examples of specific initiatives relating to how UC and Ngāi Tūāhuriri are furthering our treaty partnership are described in greater detail later in this plan under 'Partnering with Māori'.

² Ngāi Tūāhuriri is one of the papatipu rūnanga of Ngāi Tahu, and the takiwā (district) of Te Ngāi Tūāhuriri Rūnanga centres on Tuahiwi, north of Christchurch, and extends from the Hurunui to the Hakatere rivers and from the coast inland to the Main Divide, the area in which most UC campuses and facilities are located.

³ Te Whare Wānanga o Waitaha is the te reo Māori translation for the University of Canterbury.

3.4. Our contribution to the overall network of provision

The Education and Training Act 2020 states that New Zealand have all the following characteristics:

They are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence; their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge; they meet international standards of research and teaching; they are a repository of knowledge and expertise; they accept a role as critic and conscience of society; and that a university is characterised by a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates, and assists the application of knowledge, develops intellectual independence, and promotes community learning.

UC fills this role well, being a comprehensive, medium-sized University, which undertakes teaching and research across a wide range of subjects and disciplines. Teaching is at undergraduate and postgraduate level, plus some lower-level foundation and pathway programmes to prepare learners for undergraduate study, all informed by research. Academic programmes include:

- a. Programmes aimed at preparing graduates for specific occupations, such as the Bachelor of Engineering with Honours; the Bachelor of Speech and Language Pathology with Honours; and degrees aimed at early childhood, primary and secondary teaching.
- b. More generalist programmes in business, humanities and social sciences, fine arts, and natural sciences, aimed at learners new to university study, such as the Bachelor of Arts, Bachelor of Commerce and the Bachelor of Science, with graduates from these qualifications either entering the workforce in a range of industries and occupations, or progressing to postgraduate study.
- c. A number of programmes aimed at retraining graduates from other disciplines in new fields, such as the Master of Professional Accounting and the Graduate Diploma in Science.
- d. Research-focussed postgraduate qualifications at honours, masters and doctoral levels. These include the Doctor of Philosophy (PhD) available across more than 70 subjects, the Doctor of Education and the Doctor of Musical Arts; and a range of taught and research masters programmes to produce graduates with higher level skills and knowledge in their field, to either enter the workforce or progress to doctoral study.

The breadth of UC delivery is shown in Table 1 and Figure 4.

Table 1: 2020 UC Delivery by Qualification Level

Qualification Level	2020 EFTS	Proportion of all 2020 EFTS
Sub-degree (foundation and pathways)	132.1	0.9%
Undergraduate	11,907.3	77.4%
Postgraduate Taught	2,265.3	14.7%
Postgraduate Research (Honours/Masters)	373.7	2.4%
Postgraduate Research (Doctorates)	699.5	4.5%
Total	15,377.9	100.0%

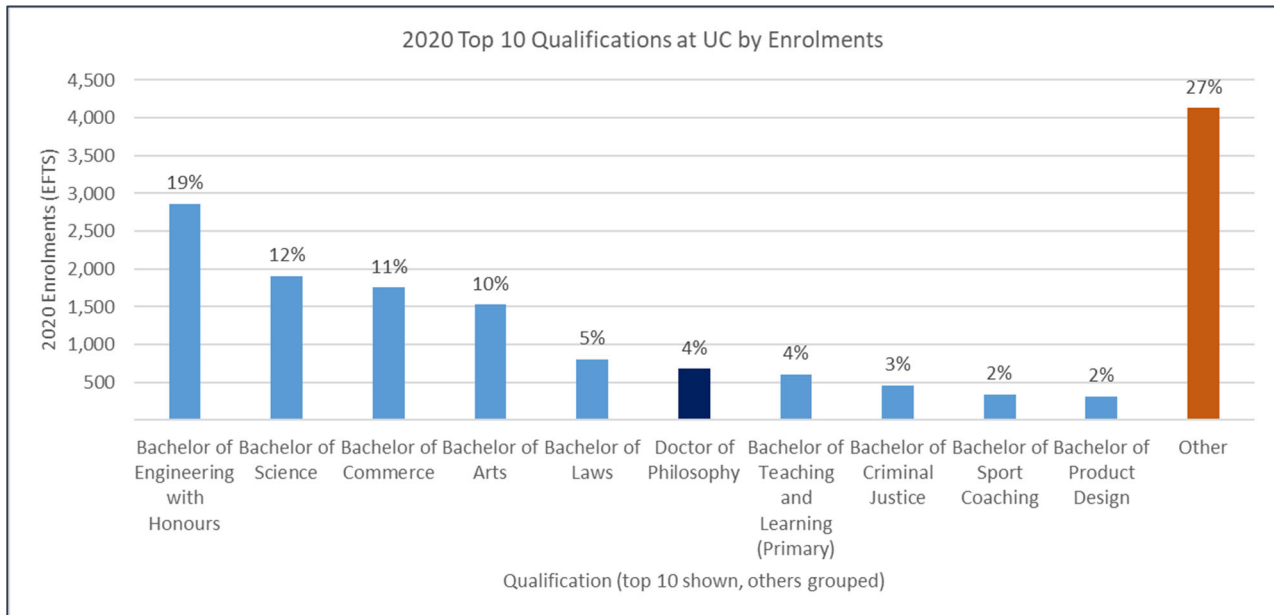


Figure 4: 2020 Top 10 Qualifications at UC by Enrolment Numbers

The subject area with the highest number of enrolments is engineering, which made up 23% of 2020 enrolments (including undergraduate and postgraduate engineering, as well as Forestry and Product Design, which are housed within the College of Engineering). The other 77% of enrolments are spread over the other Colleges and Schools, indicative of the broad spread of teaching at UC. This includes filling specific and valued niches in several areas, including forestry, speech and language pathology, and areas of particular regional interest such as water resource management and disaster, risk and resilience.

3.4.1 Modes of Provision

Historically, UC has focussed primarily on face-to-face delivery and engagement with students, mostly on campuses located in Ōtautahi Christchurch, generally through full-time study towards traditional years-long qualifications. In recent times, the University has rapidly expanded into more online and blended delivery, as well as shorter, bite-sized courses, such as micro-credentials. This shift was occurring before COVID-19, and was caused by changing expectations from students, researchers and employees, plus increasing availability of learning and assessment technologies enabling remote and asynchronous learning. The impacts of the pandemic have significantly accelerated this evolution.

As part of these changes, UC has increased its competence and capability to deliver online and blended learning. Working with partners such as edX, and the development and approval of a number of micro-credentials, has set a solid platform on which to further UC's ambitions to evolve its academic portfolio. Details of UC Online, our future dedicated online unit, are covered later in this plan.

3.4.2 Research

The University conducts fundamental and applied research across a range of areas, generally in conjunction with local, national and international partners. UC identifies a number of general areas of research strength, which are identified below in Figure 5. Examples of research centres and partnerships that UC either leads, or is involved with, are also shown below in Figure 6. These are included to illustrate the breadth of research expertise at UC, which also directly supports the quality of learning at both undergraduate and postgraduate level.

Learning and pedagogy	Mathematics	Chemical and process engineering
Civil and natural resources engineering	Earthquakes, disasters and resilience	Biotechnology and biological sciences
Economics and law	Forestry research	Geology and geography
Health science, technology and psychology	Information and computer sciences	Advanced materials and nanotechnology
Linguistics and communication disorders	Management, marketing and entrepreneurship	Māori, Pacific and cultural studies
Electrical and computer engineering	Mechanical engineering	
Sociology, anthropology and social work	Political science and international relations	

Figure 5: University of Canterbury broad areas of research strength

Ngāi Tahu Research Centre	GeoHealth Laboratory	Materials Cluster@UC
Macmillan Brown Centre for Pacific Studies	National Centre for Research on Europe (NCRE)	NZ Centre for Human-Animal Studies
Food Transitions 2050	NZ South Asia Centre	Centre for Global Awareness
QuakeCoRE	UC Quake Centre	E-learning Research Lab
Centre for Integrated Research in Biosafety	Language and Literacy Research Lab	Research Lab for Creativity and Change
Education Theory, Policy and Practice Research Lab	Wayne Francis Cancer Epidemiology Research Lab	Te Rū Rangahau: Māori Education Research Lab
Centre for Atmospheric Research	Centre for Community Engagement	Child Well-being Research Institute
Human Interface Technology Laboratory of New Zealand (HITLab NZ)	Electric Power Engineering Centre (EPE Centre)	Spatial Engineering Research Centre
Biomathematics Research Centre	Rose Centre for Stroke Research and Rehabilitation	Biomolecular Interaction Centre
Wood Technology Research Centre	Wireless Research Centre	UC Centre for Entrepreneurship
Gateway Antarctica	Geospatial Research Institute	Centre for Bioengineering
Centre of Excellence in Aquaculture and Marine Ecology (CEAME)	Health Services Assessment Collaboration Research Lab (HSAC)	Teacher Learning and Innovations in Practise Research Lab
Food, Policy and Wellbeing Research Cluster	Waterways Centre for Freshwater Management	Natural Hazards Research Centre
Arts Digital Lab incorporating CEISMIC (Canterbury Earthquake Digital Archive)	The MacDiarmid Institute for Advanced Materials and Nanotechnology	New Zealand Institute of Language, Brain and Behaviour (NZILBB)

Figure 6: University of Canterbury Research Institutes, Centres and Partnerships.

3.4.3 Internationalisation

UC has a particular focus on internationalisation, with a strategic objective to “systematically internationalise all aspects of our research, learning and teaching, operations and governance”. Although the COVID-19 pandemic has significantly disrupted international travel and affected border and immigration policies, UC is continuing to progress the internationalisation of its research and the student experience. Prior to the pandemic, international students made up approximately 12% of the student body, and in 2020, 47% of academic staff at UC came from outside New Zealand. Further details on UC’s internationalisation programme for the next three years are included under Programmes and Activities section.

3.5. Our Governance and Leadership

3.5.1 Governance

The Council is the governing body of the University and its powers are set out in the Education and Training Act 2020. These include the oversight of the University's policy, academic, financial and capital matters. The Council is constituted under a gazetted Amendment to the Constitution of the University of Canterbury Council Notice 2018 which came into effect on 30 October 2018. The Council is made up of twelve members, being:

- a. Four members appointed by the Minister of Education,
- b. The Vice-Chancellor,
- c. One permanent UC academic staff member elected by the permanent academic staff,
- d. One permanent UC general staff member elected by the permanent general staff,
- e. The UCSA President elected by UC students,
- f. One member appointed by the council after consultation with Te Rūnanga o Ngāi Tahu, and
- g. Three members appointed by the Council, two of whom must be UC graduates.

The Council is led by the Tumu Kaunihera | Chancellor (currently Sue McCormack), who is supported by the Tumu Tuarua Kaunihera | Pro-Chancellor (currently Steve Wakefield). The three positions for members appointed by the Council are used to ensure that the Council has a balanced set of capabilities and experience to effectively discharge its duties. Across the current twelve Council members, there is extensive governance experience, and members have professional backgrounds in fields including education, law, accountancy and business, plus strong links to students, staff and iwi.

UC deems it essential that every Council member understands the place of Te Tiriti o Waitangi in Aotearoa New Zealand, that they recognise Te Ao Ngāi Tūāhuriri values, tikanga, kawa of cultural practice and traditions, that they value te reo Māori, that they respect and embrace Te Rautaki Māori (Strategy for Māori Development) and Te Tiriti o Waitangi, and that they commit to advancing their personal bicultural competence and confidence. As noted above, one Council member is appointed after consultation with Te Rūnanga o Ngāi Tahu, providing specific iwi representation on Council.

The Finance, Planning and Resources Committee of Council meets monthly, and is responsible for reporting and recommending to Council on financial planning, budgeting and monitoring of expenditure and performance matters, plus capital planning and major capital projects. The Audit and Risk Committee meets quarterly, and is responsible for monitoring the ongoing effectiveness of risk management activities

and trends in the University's risk profile, and also provides oversight of key risk exposures. These two Committees provide a smaller forum to allow a more detailed examination of key areas on behalf of the full Council. There are also other standing committees responsible for areas such as the Vice-Chancellor's employment and student appeals.

The full Council meets monthly, and maintains an annual work plan which includes acting on the recommendations of the committees, guiding the strategic direction of the University and subsequent oversight of strategy implementation, as well as setting the Annual Budget and other targets, and monitoring performance against them. The annual schedule also includes a number of workshops which allow for a more in-depth discussion on key strategic issues, with topics covered in 2021 including diversity, health and safety, and IT transformation.

The composition of the UC Council brings a mix of experiences and stakeholder views to the governance of the University. This diversity, combined with the calibre of individual Council members, the Council and committee structures, and the setting and implementation of the annual work plan provide a highly effective forum for strategic oversight and decision-making.

3.5.2 Senior Management

The current Vice-Chancellor, Professor Cheryl de la Rey, has been in the role since February 2019. She is supported by a Senior Leadership Team (SLT) that includes a Deputy Vice-Chancellor (Academic) to provide strategic leadership for teaching, learning and academic achievement, and a Deputy Vice-Chancellor (Research) responsible for driving the strategic research direction and overall research performance of the university. SLT also includes the Pro Vice-Chancellors responsible for leading the academic Colleges, and three Executive Directors responsible for key support functions such as human resources, engagement and recruitment, student support, finance, facilities and IT. In 2020, UC appointed a General Counsel/Registrar, providing additional legal, policy and compliance focus within the executive team.

There is also an Assistant Vice-Chancellor (Māori, Pacific and Equity) on SLT with a focus on helping the university develop a learning environment which recognises and promotes Aotearoa New Zealand's unique bicultural society, as well as driving change around increasing equity and improving the experience and achievement of Pacific students.

There are two key standing committees of senior managers: the Planning, Finance and Resources Committee and the Risk Advisory Committee. These groups provide a smaller forum for more focussed and rigorous discussion on matters within their remit, driving a more efficient and effective approach to planning and investment, and monitoring performance and risk-related issues.

The management at UC has been tested well in recent years, and has, under the governance of its Council, led the university away from a long-term decline, triggered by a natural disaster. Very few well ranked universities in the world have been tested in this way. The success to date that UC has shown in responding to the COVID-19 pandemic is further evidence of the resilient, adaptable and student-focussed culture and managerial competence that exists at the executive level of the organisation.

3.5.3 Academic Leadership

Academic matters of the University are governed by the Academic Board, which is led by the Vice-Chancellor. It has a role to advise the Council and the Vice-Chancellor on the University's strategy; the introduction, development and removal of academic programmes; academic quality assurance processes;

and other areas related to teaching, learning and research. It has 6 committees to provide more detailed management of specific aspects, such as postgraduate study and discipline. The full board meets monthly, and has a large membership including leaders of all academic-related teams from across the University, providing an effective forum to discuss and debate academic matters that can have wide-ranging impacts across UC, and ensures diverse views are heard and incorporated into decision-making and advice to the VC.

The Academic Board has specified nine goals that it aims to help UC achieve through its work. Several of these goals are closely aligned with the objectives and priorities of the 2020 Tertiary Education Strategy, such as:

- a. Academic Board Goal 2: to pursue excellence in curricula, **teaching** and **life-long learning** to a standard befitting an international research university and in a manner that will challenge and develop the capabilities, potential and intellectual independence of our students;
- b. Academic Board Goal 3: to demonstrate a commitment to **the Treaty of Waitangi** and by working in partnership with tangata whenua make a significant contribution to the **realisation of regional and national Māori aspirations**;
- c. Academic Board Goal 6: to acknowledge the significance of Pacific peoples within New Zealand society and by working in consultation with the Pacific community, to make a positive contribution to **the development of regional and national Pacific aspirations**;
- d. Academic Board Goal 4: to attract and value students from a wide variety of backgrounds, and **promote equal educational opportunities for disadvantaged and under-represented groups**;
- e. Academic Board Goal 5: to develop effective strategies to recruit and retain **high-quality staff** in accordance with policies of equal opportunity;
- f. Academic Board Goal 7: to develop and nurture strong collaborative and mutually beneficial links with **business, industry, professional bodies and local and central government as well as our external communities**, including ethnic groups, graduates, alumni, schools, other tertiary institutions and research organisations.

The inclusive structure and stated focus of the academic leadership of UC provides a sound platform to deliver on the goals and plans that are described in this document, particularly those relating to adapting curricula and pedagogies, and enhancing academic capability and the learner experience.

3.6. Past performance and continuous improvement

Over the past decade, UC has dealt with a range of significant challenges. These include the initial responses to the 2010-2011 earthquakes and aftershocks, the 15 March 2019 Mosque shootings, and short-notice COVID-19 lockdowns. Once the immediate response to these crises was over, UC and our people had to adapt and recover in order to continue teaching and research, as well as support community recovery. Through these times there was also an underlying need to keep the organisation running and keep innovating despite financial constraints, physical disruption and high levels of stress and uncertainty.

UC has come through this period well, and now has the largest number of students ever, a modern campus environment, extensive organisational experience in surviving and adapting through dynamic times, revitalised relationships with our communities and stakeholders, and a strong balance sheet and

efficient operating model. This sets a strong baseline as the COVID-19 response continues, and the pace of change in our external environment accelerates.

3.7. Planning, Monitoring and Reporting

Previous sections described UC's governance and management arrangements, and how these have worked to steer the University through tumultuous times and continue to both deliver world-class teaching and research, as well as evolve as an organisation. This is, in part, due to the planning, monitoring and reporting frameworks employed by UC, and their continual improvement. This includes:

- a. Clear strategic direction, and alignment between the high-level UC strategy and specific activities. StrategyBlocks software was implemented in 2020, and readily allows the high-level strategic framework to be broken out into programmes and projects (currently numbering 145 and 425 respectively), each with clear ownership, deliverables and timelines. The priorities of the strategy are also used to guide the allocation of strategic investment into these activities.
- b. Integrated forecasting and budgeting processes, with accurate forecasts of student enrolment numbers and revenue allowing effective budgeting and resource allocation, covering both operational activities, as well as strategic initiatives and other capital investment. This process occurs on a monthly basis allowing dynamic reallocation of resources and interventions where required.
- c. Regular in-year updates on strategy execution, project delivery, financial performance, risk and academic achievement are provided to the committees described under 'Our Governance and Leadership'. These are complemented by detailed year-end reports, including the UC Annual Report, with governance and management at all levels using annual reporting and related reviews to adjust longer-term strategies, plans and resource allocation.

The University also has an extensive risk management and compliance framework that is aligned with International Standard Risk Management and external expectations from, for example, the Ministry of Education and the Tertiary Education Commission.⁴ Governance and management roles and responsibilities for risk management are documented, and the University systematically manages and regularly updates the documentation of its risk profile at a strategic, operational, and project level to explicitly address uncertainty and facilitate continuous improvement. Of particular note is the Strategic Risk Register, which is maintained dynamically, and formally reviewed and reported on regularly by strategic risk owners who are all members of the Senior Leadership Team (SLT). The Register is considered by the Senior Leadership Team, the Risk Advisory Committee, the Audit and Risk Committee, and the University Council. Content and recommendations are used to inform the University's internal audit programme and subsequent iterations of the Strategic Risk Register. As part of the risk management process, the University appreciates that one of its core risks is compliance with statutory obligations.

⁴ Guidelines, [ISO 31000:2018] (International Organization for Standardization website)¹, AS/NZ ISO 31000:2009 Risk Management Principles and Guidelines ([Standards NZ website](#))

4. Our environment and global trends

4.1. Global Trends

The very nature of higher education, its delivery, relevance and impact as well as the role of universities in society is expected to change dramatically. Just as globalisation and technology have transformed all sectors of the economy in the past 25 years, in the decades to come, universities face significant transformation. With massive diversification in the range of providers, methods and technologies delivering tertiary education worldwide, the assumptions underlying the traditional relationship between universities, students, and local and national economies are increasingly under great pressure. These pressures come from the changing world of learning, work and society, with the factors that affect our work broadly characterised in six key trends:

- d. Universities are in the midst of significant changes in the **nature of knowledge and how it is produced**. The types of knowledge being generated and taught are increasingly multi, inter- and cross-disciplinary or integrative.
- e. The human population is experiencing **changing ways of learning** throughout society as a result of the 'digital natives' in the population; developing learning technologies; self-directed learning becoming prevalent in schools; the massive online presence of information; an accelerating need for continuing professional development; and, in Aotearoa New Zealand, the rising influence of traditional Māori wānanga-style learning.
- f. The **geopolitics** of the world are changing, including China's increasing influence in the Pacific and in the world, and other disruptions such as the Brexit process.
- g. The rise of social disruption and an even greater need to **develop inclusiveness and social cohesion**.
- h. All developed countries, including Aotearoa New Zealand, need to make a **Just Transition** to a low carbon economy.
- i. The **world of work is changing** with the increasing use of machine learning, deep learning, artificial intelligence and big data.

The University's Strategy is designed to support UC's responses to each of these trends. In doing so it has identified five ways to address these pressures effectively: refocusing UC on our academic mission; addressing issues using a **communitarian** approach; addressing problems head on with an **inter-disciplinary** focus; actively working on culture and behaviour to act as **one university**; and taking a decisive stand on **sustainability**. We will also purposefully shift our gaze to the Pacific Rim as part of our programme to internationalise teaching, research and the student experience.

4.2. National Trends

The TEC has highlighted a set of challenges present in the New Zealand arena but also seen in the global education and labour markets. UC has carefully considered these factors and as an update on our thinking, we have included additional commentary on these below.

4.2.1 A growing labour market, and demographic change

Employment opportunities are increasing as the economy grows. This is both an opportunity for UC to play a role in providing quality work-ready graduates into the workforce, as well as a challenge, with

more New Zealanders – including school-leavers – like to only participate in study if it is relevant and integrated with, or fits around, their working lives.

The UC Ilam campus is built for a larger university, and with achievement of good practice Australasian space utilisation ratios it could accommodate up to 22,000 EFTS and on this basis, UC has the capacity to support the demands of a growing labour market.

A growing Māori and Pacific population increases the urgency of improving system performance for these learners. UC's Student Success Framework programme, Kia Angitu, is focused on priority learner success including Māori, Pasifika, first in family and students from lower decile schools, and this is included in the Learner Success Plan at Appendix A.

4.2.2 Changes in employer and learner demand

Changes in the workplace mean that the skills that employers need are changing. Employability skills, such as teamwork, communication, and problem-solving, remain in strong demand, and learners expect TEOs to help them develop these. UC currently monitors both which generic skills students perceive they have developed, and which they used in their work once employed. This is tested in the Graduate Destination Survey and then used to inform curriculum design.

Both learners and employers are increasingly interested in non-traditional ways that teaching and learning can be delivered, with flexible delivery becoming expected by both groups, in terms of the size of learning (from traditional, years-long qualifications to smaller, bite-sized, just-in-time chunks of learning), and how it is delivered (from face-to-face, on site learning to online or blended, often asynchronous learning).

4.2.3 Technological change

New technologies enable new modes of delivery and more choice for learners. They appear to have the potential to disrupt traditional organisational and operating models and assumptions. Three examples where UC is using technology to disrupt traditional models and digitise the University are:

- a. The Student Success Framework, Kia Angitu, introduces a range of new technologies to support learner success, including learner analytics running over our Learning Management System, 24/7 automated frequently asked questions answering through a 'bot', and adaptive learning technologies, particularly for mathematics. This is covered in more detail in the Learner Success Plan at Appendix A.
- b. Development of UC Online, a separate business unit to accelerate the development and delivery of online and blended learning at UC. This is covered later in this plan.
- c. The commencement of the design and delivery of a Digital Strategy, covering core foundational work such as infrastructure and cyber-security, as well as using technology to enhance the learning experience, research experience and experience for University staff. This is described later in this plan under Significant Initiatives.

4.2.4 Ongoing internationalisation

International competition for students, academics and research investment continues to grow, and export education markets continue to evolve. In addition, New Zealand continues to become increasingly multicultural and globally connected through people and trade. All New Zealand graduates will need the skills and knowledge to operate in an international society and economy.

UC has a significant chapter on internationalisation in its 2020-2030 Strategy. This includes a wide definition of internationalisation that encompasses curriculum, student experiences, a diverse student population, and most importantly the UC-wide graduate attribute 'globally aware'. This is described later in this plan under Significant Initiatives and Capital Asset Management.

5. Addressing the needs of our stakeholders

Engagement with our stakeholders and communities is at the heart of the 2020-2030 UC Strategic Vision: Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference. This sets a specific and purposeful focus on engagement, particularly in our local region. For the purposes of this Plan, UC has identified the following stakeholder groups that support UC and UC supports:

- a. **Our students.** This includes future, current and past students. How UC responds to students is covered in outline below, and in greater detail in the Learner Success Plan at Appendix A.
- b. **Our staff.** UC staff members across all roles and teams play a critical role in delivering UC's plans. UC has a programme to lift academic and general staff capability in line with TES priorities, covered below, as well as an extensive programme to enhance staff engagement, wellbeing and organisational culture, including lifting bicultural competence and confidence.
- c. **Our local and regional communities.** This includes people and communities, as well as representative groups, such as community organisations and local government, and other organisations linked to current or potential future students, such as schools. These partnerships are discussed below.
- d. **Iwi.** UC maintains a close relationship with Te Ngāi Tūāhuriri Rūnanga and Te Rūnanga o Ngāi Tahu as the tangata whenua and mana whenua over the Waitaha Canterbury region. This relationship is described above, under 'UC and Te Tiriti o Waitangi', with activities for this plan period described below, under 'Partnering with Māori'.
- e. **Employers and Industry.** This includes regional, national and global firms across a range of sectors and industries, and the groups that represent them. This is discussed below.
- f. **Partner educational, research and commercial organisations.** UC engages with a wide range of organisations for educational, research and commercial purposes. Although not explicitly in the scope of this Investment Plan, the relationship with these groups is acknowledged and is important to the achievement of many objectives described in this plan.
- g. **Central government.** UC works to achieve the policy priorities and objectives of central government, and receives government funding to support its teaching and research. The needs and expectations of central government, and how UC will meet them, are covered under 'Contribution to Government Priorities' below.
- h. **Our philanthropic partners and other key supporters.** These are not explicitly covered in this document, but the support provided by these groups is acknowledged and they are a highly valued source of financial and non-financial resources and skills that make an important contribution to the University's long-term teaching, research and engagement goals.

5.1. Responding to Student Needs

5.1.1 Current Students

Alongside research, the critical and enduring focus for UC is meeting the needs of our students. The academic and related needs of UC's current and future students, and how they are met, is covered in detail in the Learner Success Plan at Appendix A. This includes a special programme of work to address what are currently unmet or only partially met student needs, Kia Angitu | Student Success Programme.

In more general terms, the University of Canterbury Students' Association (UCSA) provides both a hub for student activities and experiences, as well as an avenue for students to influence University direction, resource allocation, and other decision-making. Compared to other New Zealand tertiary institutions, UC has an unusually close relationship with an unusually active, successful and inclusive students' association. This is in part due to the financial size of UCSA, high voter turnout in UCSA elections and the ensuing key role the Association plays in University life. UC also has student representation on standing committees, including the University Council and Academic Board, providing student input into the governance and management of UC's policy, academic and financial matters.

As part of their fees, UC students pay a Student Services Levy. The amount of this levy, and how it is spent, is considered by a joint staff-student body, and is informed by an annual survey of students to assess priorities for where the money should be spent. The team that puts the final recommendation before the Vice-Chancellor is made up of equal numbers of students and UC staff, ensuring students' interests are represented. The breakdown of actual expenditure of the 2020 Student Services Levy is shown in Figure 7.

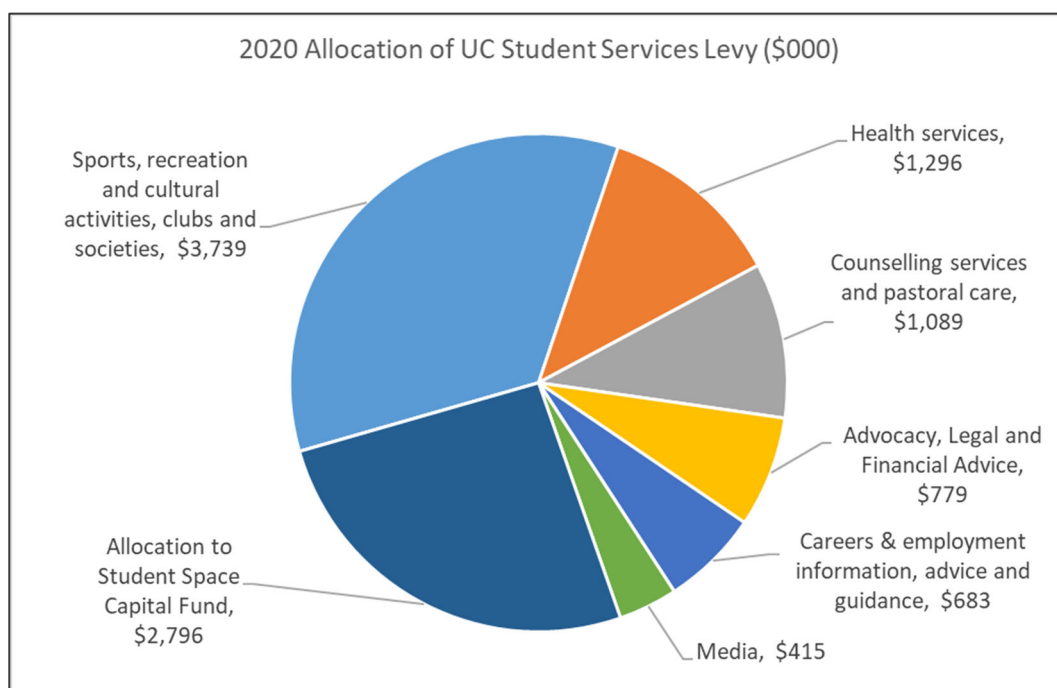


Figure 7: 2020 Allocation of UC Student Services Levy

In addition to elected student representation, UC also undertakes a range of student surveys. These not only inform teaching and learning, but also wider practice and student experiences across the University. This includes quantitative and qualitative feedback on a broad range of areas such as: health and medical care, orientation week and other student events, recreation and sport, mentoring, and

academic and pastoral support. The outcomes of these surveys are used to inform service design and align resources with the services students want and need. An example of the survey results dashboards is shown below as Figure 8.

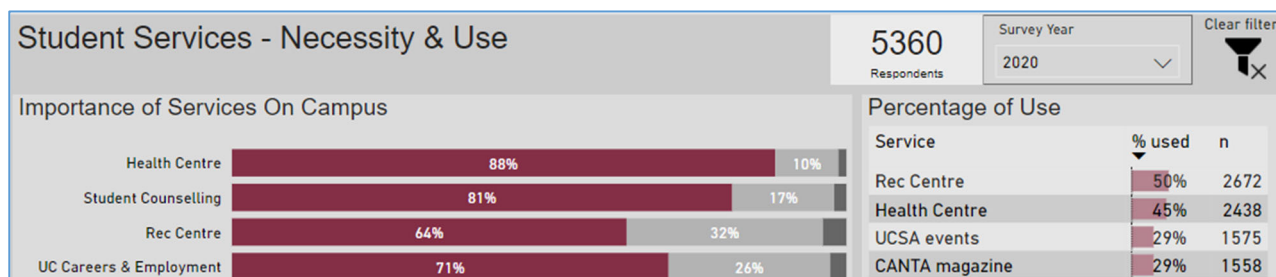


Figure 8: Extract from Student Survey Feedback on necessity and use of student services

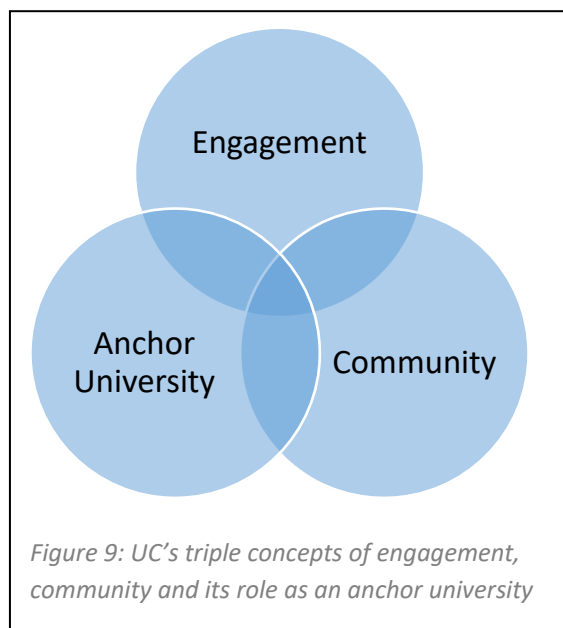
5.1.2 Alumni

In addition to current and future students, UC also maintains a close connection with alumni, which now number approximately 150,000 and are located around the world. From recent surveys, 63% of alumni still feel connected to UC, and approximately one third are interested in volunteering to support UC in some way. UC maintains an active programme to engage with alumni and facilitate connections amongst this group as well as back to UC.

5.2. UC's role in Ōtautahi Christchurch and Waitaha Canterbury communities

The University of Canterbury's new Strategic Vision 2020 to 2030 sets the expectation that UC will purposefully support the development, growth and success of our city, Ōtautahi Christchurch, and region, Waitaha Canterbury.

UC has been shaped by its context, and its historical evolution is inextricably interwoven with the history of Waitaha Canterbury and Ōtautahi Christchurch. Universities like UC, where town and gown grew via an interconnected trajectory, over time come to function as anchors or nodes within towns, cities and regions. They attract talent (staff and students), produce high-level skills, generate knowledge and function as a micro-economy through providing employment, real estate holdings, training and technical capacity, employment practices, and procuring goods and services. The operations of a city-based university like UC are integrally connected to the wealth and wellbeing of Ōtautahi Christchurch and Waitaha Canterbury, the local region. A thriving city will support a thriving university and vice versa.



The University applies the triple concepts of engagement, community and its role as an anchor university to develop research and teaching, strategic investment and support for the city and region, depicted in Figure 9. In taking an intentional, institutional stance on its contribution to communities, UC is

harnessing the spirit and desire of its staff and students in joining an increasing number of world-renowned, highly ranked universities that have a long history of engagement with their communities.

We will do this by partnering with city institutions and organisations in carrying out our core activities of scholarship, including teaching, credentialing, consulting and research. These institutions include the City Council, mana whenua, schools, businesses, and community organisations. We will, where we can, align with their strategic goals and projects, and direct our core activities to supporting the needs they identify.

One key mechanism for this is the creation of a Knowledge Commons, which was established by UC in June 2020. This approach comes from the notion that a town or village would come together and share information, knowledge, and resources that benefit the whole community. Our Knowledge Commons focuses on how shared vision and partnership can lead to truly collaborative action that supports all people in our region, and is a multi-agency approach including government, Police, community groups and other partners who all have goals relating to city development, safety and wellbeing. It is led by the Director for the Knowledge Commons, supported by other UC staff, with one key initial project being the articulation of 150 stories of how UC researchers, professional staff and students are having a positive impact in our local community. This will lead to further engagement, research and educational initiatives to support the development of the city.

UC is also adopting policies that support the region and build partnerships within it, such as:

- a. favouring local businesses in procurement;
- b. making campus facilities available for external use;
- c. leveraging our existing presence in the CBD and increasing it where we can;
- d. seeking opportunities for commercial partnerships;
- e. developing courses and programmes in consultation with local organisations that will help to meet the needs they identify, and adapting delivery modes to improve access to them;
- f. expanding our capacity to deliver consultancy and other services that build on our expertise to meet community needs;
- g. engaging in joint projects with community partners, including courses, fieldwork and investments that support community development;
- h. expanding and coordinating our internship, work-integrated-learning and community-engaged programmes to better support our local institutions and communities.

Demographic data shows that students from poorer households are far less likely to attend any university; this similarly applies for Māori and Pasifika students. The UC Strategy reinforces the University's commitment to improving equity of access and success for all students, particularly those groups which currently do not access university education. In addition to the groups mentioned above, this includes students with disability, rainbow students, refugees and others. UC will invest in removing barriers for underserved groups and helping develop the conditions for their success before they enrol and while they are enrolled.

We will align with city strategies that recognise the contribution of the arts, sport and culture to community wellbeing. We will also explore programmes and courses, in conjunction with other educational

institutions that support the needs of these partners. We are committed to direct, two-way interaction with our communities through the development, exchange, and application of knowledge, information, and expertise for mutual benefit.

5.3. Supporting the Regional and National Economy

5.3.1 Canterbury Regional Skills Leadership Group

The Canterbury Regional Skills Leadership Group (RSLG) was established by the Ministry of Business, Innovation and Employment (MBIE) in 2020 to identify and support better ways of meeting future skills and workforce needs in the region and provide independent advice which employers and government agencies will act on. It is part of a joined-up approach to labour market planning which will see the workforce, education and immigration systems working together to better meet the differing skills needs across the country. The initial focus of the Canterbury RSLG is the economic and workforce impacts of COVID-19, and the three reports it has issued on this topic over September 2020 to March 2021 provide the following insights:

- a. There has been significant disruption in certain sectors, such as aviation, tourism and hospitality, plus linked industries such as retail and transport.
- b. Displacement from, and loss of employment has more greatly impacted women, youth, Māori, Pasifika, those aged 45-54 and recent University graduates.
- c. A large number of tertiary students who were formerly able to gain holiday or part-time employment in retail, hospitality and tourism roles are no longer able to, and because of this lack of income, are leaving tertiary study.
- d. There is a significant increase in the number of people employed in the civil and horizontal infrastructure sectors, and difficulty recruiting staff in the construction sector. Demand in the Christchurch housing market is also accelerating over 2020-2021, with associated workforce needs.
- e. Following a drop over the past 12 months, there could be a future regional increase in the need for tourism and hospitality workers as the convention centre, Te Pae, opens in late 2021.
- f. Border restrictions are causing New Zealand employers who have traditionally hired migrant or international workers to look to recruiting New Zealand staff or other alternatives, such as increased automation or scaling down operations.

These insights align with UC's internal analysis. Enrolment numbers at the University over 2020-2021 have shown a changing student profile, with increased numbers of adult learners and people wanting to upskill and retrain through the programmes that UC offers. This shifting profile, plus concerns around student financial hardship, have been factored into how UC resources and delivers student support. UC also supports the construction and infrastructure sectors through significant provision in civil engineering and related fields.

An observation in the November 2020 Canterbury RSLG report is that it is: "vital to provide existing employees with continued on-the-job training, and the development of programmes to connect and retain well-educated, high-potential young people to longer lasting employment and new skills in the region". This supports the contribution that UC is making to flexible and innovative delivery discussed below.

UC is beginning to engage with the Canterbury RSLG now it is in place, with this partnership planned to grow during the term of this plan. In addition, UC has worked, and will continue to work, closely with ChristchurchNZ to understand and respond to regional employment and wider economic trends, as well as contributing to a coordinated approach to regional economic development.

5.3.2 National skill needs

UC regularly reviews and adjusts its provision, and portfolio of offerings, to meet national workforce needs, producing graduates in sectors and fields experiencing growth and those on skills shortages lists, plus other areas identified as priorities by TEC. This is discussed in greater detail under Programmes and Activities, with provision in areas such as:

- a. STEM (including construction, engineering in various specialties, ICT, and subjects supporting high-tech manufacturing)
- b. Teacher Education (at early childhood, primary and secondary levels)
- c. Health and social services
- d. Clinical psychology

In addition to sector and occupation specific needs, UC also identifies a need to lift literacy, numeracy and digital skills across the national workforce, alongside other transferable skills such as critical thinking, teamwork and self-management. As a University, many UC graduates have developed these skills to a high level through their time at UC. As part of the UC survey framework, graduates are surveyed and provide data on what transferable skills have been needed in their initial employment, and how their UC study supported their development. This is used to develop programmes and teaching methods. The list of the transferable skills that are analysed is shown in Figure 10.

UC has used existing research to inform our view of what employers want from graduates and this informs both our own research into what our graduates emerge with and also our work to record non-curricular achievements by our students. This is recorded in the UC Co-curricular Record (CCR). This recognises the skills and attributes a student gains from participation in pre-approved activities outside their core academic study. Typically students are able to record developmental experience in their voluntary work, such as in roles as treasurers for large campus clubs. A fictional example of a Co-Curricular Record is shown at Figure 11.

Skill
Analytical & critical thinking
Self-management
Resilience & adaptability
Willingness to learn
Problem-solving skills
Planning & organisational skills
Creativity, initiative & enterprise
Technology skills
Communication to a variety of audiences
Teamwork
Positive attitude, energy & enthusiasm

Figure 10: List of UC Transferable Skills

Co-curricular Record



Morgan Lee

Student Number

Emerging Leaders' Development Programme (ELDP) Scholarship Recipient 2015

Emerging Leaders Development Programme Scholarship Recipients attend three-day retreats focused on learning about leadership styles, attend three leadership forums and organise and take part in service projects in the community, for example Two Weeks Without.

Skill Developed **Leadership:** Being able to organise and connect a group of people towards success.

Graduate Attribute **Global Awareness:** The understanding and ability to work within international views and goals.

Class Representative 2016

Class Representatives are spokespersons for students in their courses. They provide feedback on the course on behalf of the class to lecturers, the UCSA and at Staff-Student Liaison meetings to improve the courses and resolve any low-level issues.

Skill Developed **Planning & Organising:** Having the ability to prepare and organise people and resources for projects.

Graduate Attribute **Community Engagement:** Working with groups to support them towards a successful outcome.

Figure 11: Example Co-curricular Record (Fictional Student)

6. Contribution to Government Priorities

In addition to meeting the needs of our stakeholders, UC is also aligning its activities to best contribute to government priorities for tertiary education and research. These are principally described in the Tertiary Education Strategy 2020 (TES), plus in additional guidance issued by the Tertiary Education Commission (TEC guidance). Other areas of government also provide policy direction and funding relevant to UC, such as the Ministry of Business, Innovation and Employment (MBIE) playing a key role in setting national priorities, processes and funding for research. UC has analysed these priorities alongside our stakeholder needs, institutional strengths, and our internal strategic goals. This has grouped UC's plans into 8 key contributions to government priorities, which are described below:

6.1. Contribution 1: Ensuring teaching and learning meets ākongā, employer and industry needs

Government Priority (main)	TES Priority 7, Action 1: Ensure that teaching and learning meets learner/ākongā, employer and industry needs, and delivers skills relevant for the workplace.
Government Priorities (additional)	TES Priority 3, Action 2: Actively identify and reduce barriers for all learners/ākongā, and support them to access education and achieve successful education and employment outcomes. TEC Expectation: Skills and Employability TEC Expectation: Increasing Provision in Areas of Targeted Growth.
Institution objectives	Objective 1.1: Increase our presence and impact in Ōtautahi Christchurch and Waitaha Canterbury. Objective 1.6: Retain and grow the diversity of talent in Ōtautahi Christchurch and Waitaha Canterbury. Objective 7.2: Grow and diversify revenue to become an economically sustainable university able to initiate new, high impact projects.
Description of related activities	UC will increase our SAC provision across a number of areas, including those identified by TEC as areas for targeted growth. For further detail, refer to the 'Programmes and Activities' section below.
Performance indicators	The performance indicator for this contribution relates to growing the total volume of delivery, as well as the spread over subjects and levels. This is included under the 'Programmes and Activities' section below.
Link to Mix of Provision and/or Educational Performance Indicator (EPI) commitments	This provision is reflected in the EFTS and Dollar values on the Mix of Provision template and the NQF Level template.

6.2. Contribution 2: Providing flexible and adaptable lifelong learning

Government Priority (main)	TES Priority 7, Action 3: Provide for lifelong learning options that are flexible, adaptable and timely so that people can upskill and retrain throughout their lives
Government Priorities (additional)	<p>TES Priority 7, Action 1: Ensure that teaching and learning meets learner/ākonga, employer and industry needs, and delivers skills relevant for the workplace.</p> <p>TES Priority 6, Action 1: Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support</p> <p>TEC Focus Area – System Responsiveness: innovative and flexible programmes, including micro-credentials.</p>
Institution objectives	<p>Objective 3.3: Ensure students are provided with lifelong learning opportunities through flexible degree and delivery options to allow a UC education to respond to the current and future needs of work and society.</p> <p>Objective 2.2: Expand the University’s educational services to students living offshore through a portfolio of Transnational Education (TNE) and online educational offerings.</p> <p>Objective 3.2: Deliver a curriculum that prepares our students to be enquiring and enables them to create and contribute knowledge for a better society.</p> <p>Objective 3.5: Continue to develop the UC Graduate Profile so that UC graduates are known for their bicultural competence and confidence, global understanding, community engagement, employability and innovative thinking.</p>
Description of related activities	<p>UC is planning to create UC Online, an organisational unit to develop, deliver and support online learning. Key elements in the project include lifting the capability of academics to teach online, and adapting or developing qualifications and courses to be offered online. This is underpinned by market research and engagement with industry and potential students. UC Online will build on existing work and experience UC has in projects such as edX and micro-credentials, and the rapid increase in online learning that occurred across Colleges and Schools in response to COVID-19 restrictions.</p> <p>This is expected to grow the overall volume of online provision to on-shore and off-shore students, and to expand the range of subjects and qualification levels offered online, all while maintaining high standards for academic quality and student experience and support. This will increase the accessibility to education, particularly for those learners unwilling or unable to commit to on-site delivery who would benefit from upskilling, retraining or credentialisation.</p> <p>UC will also continue to develop micro-credentials and other non-traditional offerings alongside this work.</p>
Performance Measurement and Link to Templates	<p>The establishment of UC Online is expected to increase UC’s wholly online provision to 500 EFTS per year by 2025.</p> <p>As learners are expected to be a mix of SAC-eligible and full-fee learners located in both New Zealand and abroad, the exact SAC funding volume sought is not yet defined.</p>

6.3. Contribution 3: Safe and supportive learning environment

Government Priority (main)	TES Priority 1, Action 3: Provide for a safe and supportive learning environment that includes access to support for the basic needs of learners/ ākonga and for their physical and mental health
Government Priorities (additional)	<p>TES Priority 1, Action 1: Ensure that robust policies, plans and support are in place to address racism, bias and low expectations that impact learners/ākonga, staff and their whanau.</p> <p>TEC Focus Area – Equity, particularly the participation and achievement of Māori, Pacific, disabled and neuro-diverse learners, and those with long-term mental health challenges.</p> <p>Education (Pastoral Care) Code of Practice, for domestic and international students, in both interim and final forms (once released).</p>
Institution objectives	<p>Objective 5.4/6.3: Create a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations.</p> <p>Objective 6.2: Adopt Te Pae Māhutonga wellbeing model to guide staff and student support and services</p> <p>Objective 2.3: Expand the nationalities and cultures represented in our student body [which includes ‘Developing an Inclusive and Supportive Environment’]</p>
Description of related activities (if required)	<p>UC is implementing the Mahere Oranga Wellbeing Implementation Plan over 2020-2024. The plan was built through the lens of Te Pae Māhutonga, developed by Tā Mason Durie, and includes three key areas of focus:</p> <ul style="list-style-type: none"> • Review and enhance the services available to support the mental health of students and staff, reflecting their diverse needs and including how we communicate these needs to better support self-care. • Review staff professional development offerings to further embed wellbeing support into UC’s leadership development, as well as support the growth of a constructive organisational culture at UC. • Develop our built and natural spaces to support wellbeing and sustainability. <p>The above activities are also being refined with the expectations of the Education (Pastoral Care) Codes of Practice as they are finalised in 2021.</p> <p>UC also concluded an Equity Review in 2021. This has identified issues and barriers to participation and success of particular underserved learner groups, which are currently being considered and follow-up actions planned to start being implemented in mid-2021.</p>
Performance indicator/s	UC regularly surveys various student groups about their academic and broader experience at UC. Elements from these surveys will be used to monitor trends in harassment and instances of discrimination at UC.
Link to Mix of Provision and/or EPI commitments	Ensuring students have a safe and supportive learning environment will indirectly support their successful course completion and retention metrics, which are reflected on the EPI commitment templates.

6.4. Contribution 4: Organisational approach to meeting ākongā needs

Government Priority (main)	TES Priority 2, Action 1: Develop a whole of organisation approach to understanding and meeting the needs and aspirations of all learners/ākongā.
Government Priorities (additional)	<p>TES Priority 3, Action 2: Actively identify and reduce barriers for all learners/ākongā, and support them to access education and achieve successful education and employment outcomes.</p> <p>TES Priority 3, Action 4: Ensure that robust policies, plans and support are in place to support disabled learners/ ākongā and neurodiverse learners/ākongā to succeed.</p> <p>TEC Focus Area – Equity, particularly the participation and achievement of Māori, Pacific, disabled and neurodiverse learners, and those with long-term mental health challenges.</p>
Institution objectives	<p>Objective 6.1: Develop and provide targeted interventions and a positive environment to support student success.</p> <p>Objective 3.4: Provide a learning environment that uses effective pedagogies, facilities, and learning technologies to support the needs of each generation of learners and employers.</p> <p>Objective 5.3: Adopt Te Pae Māhutonga wellbeing model to guide staff and student support and services.</p> <p>Objective 3.5: Continue to develop the UC Graduate Profile so that UC graduates are known for their bicultural competence and confidence, global understanding, community engagement, employability and innovative thinking.</p>
Description of related activities	The key activity UC is undertaking to make this contribution is the Student Success Programme Kia Angitu . The programme is covered in detail in the Learner Success Plan at Appendix A.
Performance indicator/s, and link to Educational Performance Indicator (EPI) commitments	The impact of this contribution will be measured, in part, through improvements in UC’s Educational Performance Indicator results, particularly for priority groups. These are included in the “Performance Measures” section below.

6.5. Contribution 5: Partnering with Māori

Government Priority (main)	TES Priority 5, Action 1: Partner with Māori to support rangatiratanga, and Māori educational success as Māori.
Government Priorities (additional)	TES Priority 2, Action 3: Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori. TES Priority 5, Action 2: Ensure that strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti o Waitangi. TES Priority 4, Action 6: Value the languages spoken by Pacific and Māori learners/ ākonga, and provide opportunities to use and to build on them TEC Focus Area – System Responsiveness: Incorporation of Matauranga Māori
Institution objectives	Objective 1.2: Partner with Ngāi Tūāhuriri and Ngāi Tahu to uphold the mana and aspirations of the mana whenua. Objective 2.5: Promote understanding of Aotearoa New Zealand’s place in the world and its cultural distinctiveness, including Māori as Tangata Whenua and our responsibilities to Pacific nations. Objective 3.5: Continue to develop the UC Graduate Profile so that UC graduates are known for their bicultural competence and confidence, global understanding, community engagement, employability and innovative thinking. Te Rautaki Māori Kaupapa 7: Develop, endorse and implement a framework for te reo Māori at UC, for the university to continue the enrichment of te reo Māori as one of the official languages of Aotearoa New Zealand.
Description of related activities	UC approved an updated Te Rautaki Māori ⁵ in 2021, which includes: <ul style="list-style-type: none"> • UC will strengthen the special relationship and joint venture initiatives with Ngāi Tūāhuriri and Te Rūnanga o Ngāi Tahu, through the partnership agreement signed in 2019. • The Assistant Vice-Chancellor (Māori, Pacific and Equity) and Deputy Vice-Chancellor (Academic) will shape the annual operational bicultural competence and confidence (BiCC) goals and related activities, including continuing to support the requirement that undergraduate and postgraduate programmes of study embed the BiCC kaupapa. • UC will continue to strengthen academic policy and processes that are inclusive of mātauranga Māori across curricula (i.e. course content, new course approval, academic reviews, and accreditation). • The embedding of the cultural narrative across the university campus as part of capital works projects, in conjunction with Ngāi Tūāhuriri and Ngāi Tahu. • UC will develop, endorse and implement a “Te Reo Māori Framework” for the university to continue the enrichment of te reo Māori as one of the official languages of Aotearoa New Zealand, and integrate it into undergraduate and postgraduate programmes and qualifications.

⁵ Te Rautaki Māori is the UC Strategy for Māori Development.

	<p>A particular initiative that has been started in 2021 and will progress through this plan period is the co-creation of a set of qualifications with Tokona Te Raki, the Māori Futures Academy, a systems and social change lab created and run by Ngāi Tahu.</p> <p>Tokona Te Raki, with support from UC, has designed the following three qualifications, which would be offered through UC but continued to be led by the Academy:</p> <ul style="list-style-type: none"> • Master of Systemic Change • Master of Social Innovation • Bachelor of Māori Innovation <p>These programmes are designed to deliver a mix of indigenous and international expertise in the context of building interdisciplinary skills and knowledge to be able to design and deliver innovative solutions to solve social challenges, including within iwi organisations. The method of delivery will be tailored to support rangatahi who may be in work or who have already started an internship in this space. The link to internships within Tokona te Raki will support some learners in this manner, particularly for the Bachelor offering, whilst the Masters pathways are suitable for those already in employment in social innovation or enterprise settings.</p> <p>This project, although early in implementation, provides a model for broader use as our treaty partnership evolves. This is having iwi groups such as Tokona Te Raki identify educational needs and suitable approaches for rangatahi, and partnering with UC to develop and deliver a solution.</p> <p>In addition to the three degrees above, UC is also developing an endorsement for the Bachelor of Teaching and Learning to prepare teachers for bilingual/kaupapa Māori education contexts in early childhood and primary education. This initiative was driven in collaboration with our Ngāi Tahu Rūnanga Advisory Group, another example of Iwi-UC partnership. This initiative, also in early stages, will also support the expansion and uplift of te reo Māori ability within education and wider society.</p>
<p>Performance measurement</p>	<p>This contribution is expected to make an indirect contribution to lifting the participation and achievement rates of Māori learners, which is also covered under other sections and in the Performance Measures section. The more meaningful impact is qualitative in nature and not covered by numerical metrics.</p>

6.6. Contribution 6: Supporting excellent research

Government Priority (main)	TES Priority 8, Action 2: Support excellent collaborative research and the contribution of innovative approaches to solving economic, social and environmental challenges.
Government Priorities (additional)	TES Priority 8, Action 1: Build a diverse, sustainable research workforce and broaden the pool of talent and knowledge. TEC Focus Area: System responsiveness – research-led innovation MBIE Priorities in the areas of Science and Innovation
Institution objectives	Objective 4.2: Improve the national and international research profile, reputation and ranking of the University. Objective 4.3: Increase and diversify funding sources for the University’s research portfolio including for research institutes, centres and clusters Objective 4.5: Provide, access and share “state of the art” research, equipment, facilities and e-infrastructure.
Description of related activities	UC’s activities in this area are two-fold: <ol style="list-style-type: none"> 1. UC has begun a process to establish a Graduate School. This will provide a centralised unit to manage the recruitment, supervision and support of postgraduate students, currently occurring in separate areas. This, plus specific projects to encourage and support research students, is expected to improve the experience of these students, as well as increase the quality and consistency of support they receive leading to increased likelihood of successful completion and ensuing productive research careers. 2. UC has a range of other in-flight and planned projects in place to lift our research productivity, quality and impact. From 2021 onwards, these are being aligned into a Research Success Programme that will better coordinate and drive these activities forward. Particular activities include increasing the capability of our researchers through coaching, mentoring and incentivisation; investing in new research equipment and facilities; and improving global research partnerships, as well as enhancing the links with other New Zealand tertiary institutions, CRIs, and central government.
Performance indicator/s	<ul style="list-style-type: none"> • Number of research degree completions (doctorates) • Number of research outputs in Scopus publications • Amount of external research revenue earned. • Field-weighted citation index <p>Baseline performance and future targets are covered under the Performance and Measures section.</p> <p>In addition to the measures described above, UC will go through a PBRF round in 2025. The outcomes of this will provide another set of performance measures to assess UC’s research impact and contribution to related priorities.</p> <p>UC will also continue to be involved in a number of external rankings systems (such as those run by QS and Times Higher Education), which provide additional benchmarks for research performance at both a pan-University and School/Department level.</p>
Link to templates	The SAC Mix of Provision template includes a portion of the delivery expected to be managed through the Graduate School (postgraduate, especially doctoral study). The EPI commitments include targets for research degree completions.

6.7. Contribution 7: Collaboration and connection across discipline and institutions

Government Priority (main)	TES Priority 8, Action 3: Collaborate and connect across disciplines and institutions to help solve local and global challenges
Government Priorities (additional)	TES Priority 8, Action 2: Support excellent, collaborative research and the contribution of innovative approaches to solving economic, social and environmental challenges.
Institution objectives	<p>Objective 8.2 Ensure that UC research contributes to resolving global sustainability challenges.</p> <p>Objective 2.1 Develop UC’s global partnerships, particularly in the Asia-Pacific region, to support research and teaching excellence.</p> <p>Objective 4.1 Develop and support transdisciplinary research to better impact local and global challenges.</p> <p>Objective 4.4 Improve strategic local, regional and international research collaborations to increase research impact [including with iwi].</p> <p>Objective 8.5 Grow and leverage our local, national and global sustainability networks to bring new thinking to our challenge and to share our practice.</p>
Description of related activities	<p>UC has recently established three interdisciplinary research clusters, being:</p> <ul style="list-style-type: none"> • Te Pae Hiwarau Te Pae Hiwarau, which supports Māori communities and amplifies the impact of Māori researchers at UC; • The Biosecurity Innovations cluster which focuses on technologically based and socially acceptable prevention of invasive species; • The Community and Urban Resilience cluster which aims to nurture the resilience of communities through transdisciplinary, collaborative, equitable and place-based research. <p>Further interdisciplinary research clusters are planned for 2021-2024.</p> <p>Sustainability networks are also being expanded through initiatives such as co-hosting (with Lincoln University and Ara Institute of Canterbury) the SDG Summit Series, plus working with industry and key stakeholders, including local government, to work towards solving sustainability challenges.</p> <p>UC is also an active partner in several of the Christchurch Supernodes, which connect TEOs, students, iwi, industry and government to support sectors with strong global growth opportunities. These include the Food, Fibre and Agritech Supernode focussed on smart agritech solutions, Health Tech and resilient communities aligned to the health precinct collaboration, and the Aerospace and Future Transport promoting the rapidly growing Canterbury aerospace (including rocketry) and future transport innovation sectors.</p>
Performance measurement	The quantitative measurement of this contribution is, in part, the increased research outputs, impact and quality described under Contribution 6 and in the Performance Measures section.
Link to MOP and/or EPI commitments	Nil

6.8. Contribution 8: Developing staff

Government Priority (main)	TES Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
Government Priorities (additional)	<p>TES Priority 6, Action 1: Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support.</p> <p>TES Priority 6, Action 2: Value diversity in your workforce and hire staff with a range of backgrounds, identities, languages and cultures to grow a workforce representative of the diversity of your learners/ākonga and communities.</p>
Institution objectives	<p>Objective 3.1: Stimulate and support academic development and innovation to become the best educators in Aotearoa New Zealand.</p> <p>Objective 5.2: Select, develop and reward talented staff including the next generation of outstanding Aotearoa New Zealand researchers and best educators.</p> <p>Objective 2.1: Develop UC's global partnerships, particularly in the Asia-Pacific region, to support research and teaching excellence.</p>
Description of related activities	<p>A Centre for Academic Success is being established to provide a central focus to both lift UC academics' capabilities in traditional teaching and learning, as well as adapting practice to teaching for online, blended and flexible learning.</p> <p>A particular focus for capability development at UC is upskilling teaching staff in the areas of online, blended and flexible learning, and related technologies. UC has allocated strategic financial investment over 2022-2030 to deliver this training, which is led by the same team driving Online Learning across the University (see Contribution 2).</p> <p>UC has also reviewed academic promotion criteria, and will first use new Measurements of Teaching Quality for the 2021 promotions round. These will bring an increasing focus on rewarding excellence and innovation in teaching, and lift the prominence of teaching alongside research and service in guiding performance and development of academic staff.</p> <p>In 2021, UC is setting specific targets for increasing the number of Māori and Pasifika staff, particularly in academic roles; and has begun developing recruitment and retention strategies to achieve these.</p>
Performance indicator/s	<p>The quantitative measurement of this contribution will be through two sets of measures:</p> <ul style="list-style-type: none"> • Improvement the QILT Teaching Quality scores (based on student surveys). • Increasing the number and proportional representation of Māori, Pasifika and female staff at UC. <p>Baseline performance and future targets are covered under the Performance and Measures section.</p>
Link to MOP and EPI commitments	Developing staff, particularly teaching staff, is expected to indirectly increase student successful course completion and retention rates, which are included in the EPI Commitment Template.

7. Programmes and Activities

7.1. Delivery Planned in 2021

Based on our forecast domestic enrolment numbers, **UC is requesting SAC funding of \$172.4m for 2022** and \$175.6m for 2023⁶. The indicative 2022 funding allocation was \$158.8m, as such, UC is requesting additional funding of \$13.6m for 2022, which will be articulated further on the Additional Funding Template submitted as part of this plan. UC's enrolment forecasts and funding allocation are depicted in Table 2 below.

	2019	2020	2021		2022		2023	2024
	Actual	Actual	Funded	Forecast	Funded (Indicative)	Forecast	Forecast	Forecast
International EFTS	1,869	1,700		995		776	988	1,241
SAC EFTS	12,841	13,348	14,927	15,170	14,881	16,122	16,455	16,512
SAC funding	\$130.5m	\$138.5m	\$156.8m	\$159.4m	\$158.8m	\$172.4m	\$175.6m	\$179.4m

Table 2: 2019-2024 Delivery Profile

The high-level trend of enrolment numbers (Figure 11 below) has seen a continual increase in domestic and international student numbers since the earthquakes due to both underlying demographic factors, as well as a successful UC recovery programme. Then, following the start of the COVID-19 pandemic, domestic student numbers markedly increased and international student numbers dropped, due to a combination of border and immigration settings, and the domestic economic environment.

The forecast growth in domestic enrolment numbers from 2021 onwards is made up of two parts. Firstly, following a significant jump in 2021, UC is forecasting a small decline in the number of domestic first year students in 2022, and a steady increase from 2023 onwards. However, because of the consistent annual increases in the number of new domestic students, there is a pipeline effect that means the number of returning students is expected to increase, resulting in an overall increase in domestic EFTS from 2021 onwards.

UC has the goal of growing to 20,000 EFTS by 2031, with this planned to be achieved through a combination of growing demographics, increasing market share of both Canterbury and New Zealand university students, a managed recovery of international students, and developing innovative modes of delivery to tap previously untapped markets, such as through wholly online and blended education.

⁶ These dollar amounts are calculated based on the forecast EFTS multiplied by 2022 funding rates. Assuming 2023 funding rates will be increased, the funding requests for that years will be lifted by that proportion.

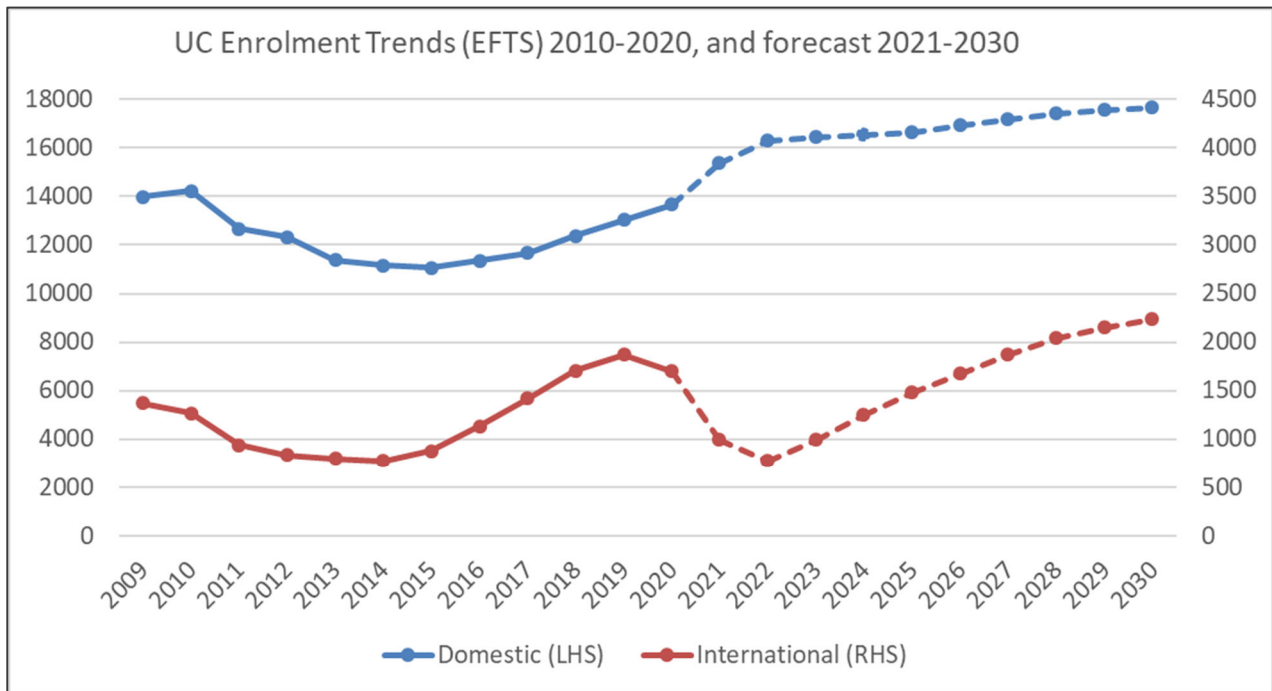


Figure 12: UC Enrolment Trends (EFTS) 2009-2020, and forecast 2021-2030.

7.2. Key Changes in SAC Provision

The high-level trends have been developed into detailed qualification and subject breakdown of the expected shifts in provision. As noted above, much of the increase relates to the pipeline growth impacts from the increasing number of students who started at UC over 2019-2021. The key planned changes in SAC enrolments, from the adjusted 2021 baseline⁷, include:

- a. Increasing STEM provision by 408 EFTS. This includes additional enrolments in the Bachelor of Engineering with Honours plus related postgraduate options, as well as computer science, software engineering and programmes of study focussing on mathematics, physics and other natural sciences. This is a targeted area of growth and responds to national priorities in construction, engineering and manufacturing and ICT.
- b. Increasing provision of teacher education by 266 EFTS, including 207 more EFTS of secondary teaching education. This is a mix of initial (Bachelors) and conversion (Graduate/Masters) qualifications to prepare students for employment in education. This is a targeted area of growth and responds to national priorities in this space.
- c. Increasing provision in health-related areas by 40 EFTS. This is spread across Speech and Language Pathology, Audiology, and other health-related sciences and services, and includes 5 more EFTS in clinical psychology. This responds to national priorities in health and social services.
- d. A modest increase of 11 EFTS in agriculture/horticulture, largely Forestry Science.

UC is also planning on delivering an additional 470 EFTS of SAC provision in the areas of arts, humanities and social sciences, and business, accountancy and management. Although these subjects and

⁷ It is noted that the adjusted 2021 baseline, including in-year additional funding approved by TEC, is approximately 14,927 EFTS. The full year 2021 forecast is 15,170 EFTS, already 1.6% higher than baseline.

associated programmes of study have not been classed as priority areas by central government, UC is supporting their growth because:

- a. Over 2020-2021, there has been a significant increase in the number of school leavers and adult learners enrolling with UC, across nearly all subject areas.
- b. Many of these students do not have the academic background, or interest, to enter the stated priority areas. For example, STEM subjects and many health-care programmes generally require existing high levels of ability and interest in mathematics and science. In the case of adult students, this may not exist due to the length of time since they were last in formal education. In the case of school leavers, in 2020 only approximately 30% of Canterbury Year 13 students studied Statistics, 24% studied Biology and 16% studied Calculus, with competence in these subjects required to enter many priority areas of tertiary education. Both school leavers and adult learners disadvantaged by these trends are disproportionately more likely to be Māori, Pasifika, disabled or neurodiverse learners.
- c. Thus the UC programmes in non-priority areas subjects provide an opportunity for a large cohort of potential learners to enter tertiary education and gain broad generalist skills that can be applied in a variety of future employment contexts.
- d. These broad subject classifications also include funding for te reo Māori and tikanga Māori, the delivery of which are also prioritised in the Tertiary Education Strategy.
- e. By their nature, these subjects are also more suitable for part-time and blended delivery, with priority subjects such as STEM, teaching and healthcare generally offered as on-site, full-time programmes with fixed timetables to allow for lab work and placements, and this mode of delivery not suited to learners with whanau and employment commitments.

7.3. Low-performing Provision

As part of the ongoing portfolio review and development process, UC identifies areas of provision (courses and programmes) with performance issues, and these are managed to improve performance or reduce/exit provision. In addition to EPI achievement and graduate outcomes, UC also considers uneconomic and/or low-class-size provision as possible performance issues for investigation.

By the end of 2020, UC had cleansed and analysed a large dataset covering back to 2016 on course and programme profitability. This is coupled with course-level achievement data, and made available in interactive business intelligence tools to management staff within Colleges to inform decisions about portfolio development and performance interventions.

Another key element, covered in the Learner Success Plan at Appendix A, relates to identified courses with high numbers of enrolments but low achievement rates, and are key to the student's study. These includes several first-year Maths and Statistics courses, which have been identified and a specific project was begun in 2021 to provide targeted support to learners in these 'Catapult Courses', with analysis indicating if they are successful in these, they will perform significantly better in the remainder of their programme.

Evidence of the progress to date is Figure 12, showing that between 2019 and 2020, the number of course with pass rates below 60% has halved from 12 to 6, and the number of enrolments in these courses has dropped from 194 EFTS to 52 EFTS.



2019				2020			
 Course Completions (Pass Rates)				 Course Completions (Pass Rates)			
CourseCodeShort	Pass Rate	EFTS Passed	EFTS Completed	CourseCodeShort	Pass Rate	EFTS Passed	EFTS Completed
BIOL116	57.3%	10.8	18.8	BRDG006	52.9%	5.8	10.9
BRDG014	55.3%	5.3	9.5	BRDG011	40.8%	2.5	6.1
BRDG018	58.1%	9.0	15.5	BRDG018	43.2%	2.4	5.5
BRDG019	59.1%	3.3	5.5	CHEM242	56.6%	3.8	6.6
BRDG029	56.1%	2.9	5.1	ENGL117	59.1%	9.5	16.1
BRDG034	54.2%	4.0	7.4	TRNS006	58.3%	3.8	6.4
CLAS105	58.6%	5.1	8.8	Total	53.5%	27.6	51.6
COSC101	55.3%	5.3	9.5				
MATH101	36.7%	31.5	85.8				
PHIL136	57.5%	2.9	5.0				
POLS105	59.0%	9.0	15.3				
SOWK102	59.7%	4.6	7.8				
Total	48.2%	93.5	193.8				

Figure 13: Comparison of 2019 and 2020 Low Performing Courses at UC

By investigating and addressing these programmes and courses, both student achievement and financial sustainability is improved. Specifically, UC is expecting improved EPI results, specifically a reduced number of courses with low (<60%) successful course completion rates. This work is also in alignment with the TEC's intent to reduce investment in low-performing provision, generally relating to low EPI achievement or poor graduate outcomes.

7.4. Significant Initiatives

In addition to what has been described above under changes to delivery, UC also has a number of major initiatives either underway or planned to start over 2022-2024. These include:

- Kia Angitu | Student Success Programme. This provides a University-wide framework for lifting student success, with an integrated set of projects to lift student achievement, improve services, and use data to adapt practice to best meet student needs. This is covered in detail in the Learner Success Plan at Appendix A.
- The establishment of a Graduate School to consolidate and significant enhance the number, quality and experience of graduate students at UC. This is described in Contribution 6 above.
- The establishment of UC Online to accelerate UC's progress in developing and delivering online education. This is described in Contribution 2 above.
- Project Creative Economy. This is described below.

- e. The development and implementation of a UC Digital Transformation Strategy. This is described below.

7.4.1 Project Creative Economy

UC began Project Creative Economy (PCE) in 2020, with the aim of developing a screen and gaming hub in Christchurch. This includes building a world-class film studio that is also suitable for teaching and learning in related subjects. A range of new and refreshed academic pathways are also being developed to align to industry needs in these sectors.

This initiative will provide a growing number of graduates, with work experience, into the rapidly growing screen and gaming industry, as well as supporting the economic development of Waitaha Canterbury and Aotearoa New Zealand.

A team of New Zealand and global experts has been engaged to advise UC on industry demands for film production and associated workforce needs, plus how best to design the space suitable for both commercial and educational needs. UC currently has underutilised space and facilities on the Dovedale Campus to be used as a base for this project. There is also extensive industry engagement occurring between the UC and the Canterbury and New Zealand game development community to align this project with the needs of industry.

UC already has extensive academic expertise in the areas of computer science and software engineering, film, animation, immersive gaming and human interface technology, as well as related fields such as graphic design, sculpture, music, and professional and creative writing. This academic foundation will support the development of the new learning pathways, as well as subsequent teaching, learning and research.

Industry engagement and financial modelling is estimating this project will generate a total of 230 EFTS per year by 2024, on top of existing UC provision. The exact enrolment numbers by subject, qualification, and domestic/international split are still being finalised. As such, the exact SAC funding volume sought for this initiative is not yet defined.

This initiative is expected to contribute to TES Objective 4, Priority 7, Action 1, being 'Ensure that teaching and learning meets learner/ākonga, employer and industry needs, and delivers skills relevant for the workplace' and Action 2, which is 'Offer more coherent vocational learning packages and pathways that support learners/ākonga into relevant employment outcomes'. It will also support regional and national economic development, by attracting international talent and resources into the Waitaha region.

7.4.2 Digital Transformation Strategy

During late 2020 and early 2021, UC recruited a new Chief Digital Officer and Digital Leadership Team. This group is co-developing a Digital Strategy with teams across the University, and this is expected to be fully articulated by the end of 2021 to begin full implementation in 2022. Paralleling this, work has commenced on developing some key foundational aspects to significantly modernise UC's information technology architectures and systems. This includes developing a CRM, enhancing service management, and ensuring a best-practice approach to cybersecurity and identity and access management. More detail on this programme will be developed over the second half of 2021, with the bulk of delivery of the full Digital Transformation Strategy expected to occur over this plan period, 2022-2024.

7.5. Internationalisation

Noting the past, current and expected future disruption due to COVID-19, UC is continuing to progress internationalising teaching, learning, research, and the UC student and staff experience. The medium-term strategy for internationalisation at UC is being updated in 2021 based on expected changes from the COVID-19 pandemic and other external factors, with likely activities including:

- a. Determining the desired number and diversity of international students. This includes broadening the spread of international student home countries, and the spread of international students across Schools, Departments and Qualifications at UC.
- b. Internationalising the curriculum and student experience, to give graduates an increasingly global outlook and perspective. This includes increasing the number and spread of inbound and outbound exchange students and staff, enhancing the international aspects of the curriculum, and using student events and other student-student engagement to increase graduates' familiarity and understanding of different cultures.
- c. Continuing to build international collaborations in conducting and sharing research.
- d. Developing strategic partnerships with specific overseas universities. UC has a range of agreements and partnerships in place with many overseas universities, covering teaching, research, exchanges and other collaboration. The University now has a goal to elevate a small number of these to strategic partnerships with a more integrated, comprehensive relationship.

7.6. Research Activity

Over 2022-2024 UC will continue to produce world-class research over a range of subjects, as described in the earlier parts of this plan. The University is also conducting a range of activities to improve the systems, approach and infrastructure in place to support research. This includes the projects described under Contribution 6: Supporting Excellent Research and Contribution 7: Collaboration and connection across discipline and institutions above.

7.7. Environmental sustainability

A key aim of the UC strategy is an organisational and academic commitment to sustainability. Sustainability activities related to teaching, research and outreach are covered in earlier parts of this plan, but the strategy also includes two objectives relating to internal organisational aspects:

- a. Objective 8.1: Establish a carbon neutrality initiative to ensure that UC will be carbon net neutral by 2030.
- b. Objective 8.4: Measure and substantially improve the environmental sustainability of UC.

Over 2022-2024, UC is advancing a range of projects to contribute to these objectives. These include initiatives relating to promoting the use of active and public transport, encouraging the use of electric vehicles, and reducing waste and water consumption. UC is also progressing a Low Carbon Strategy to transition campus heating away from coal, which will result in a significant reduction in UC's carbon footprint, shown in Figure 14 below.

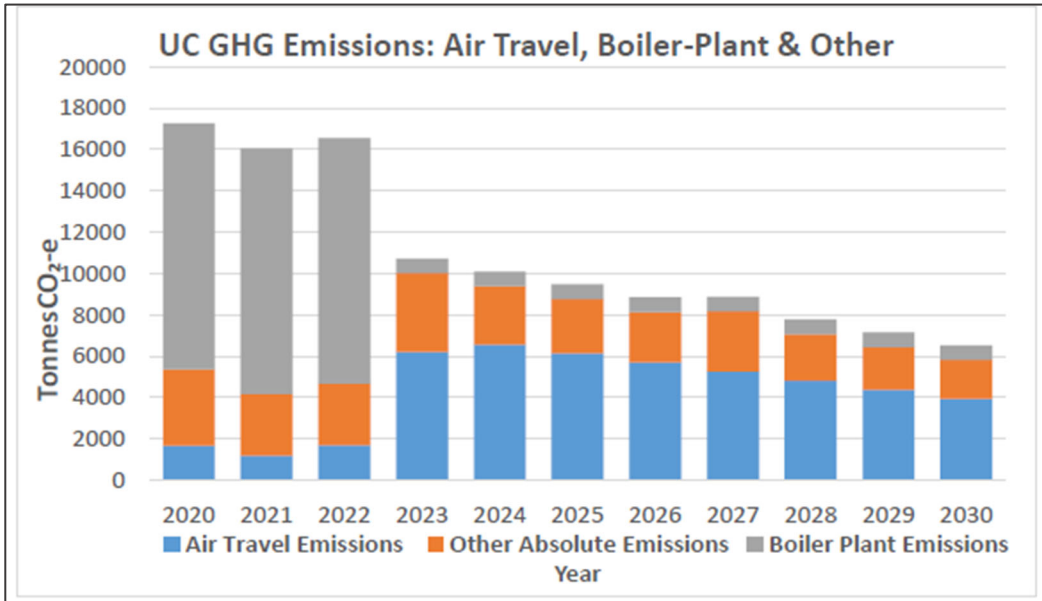


Figure 14: UC modelled greenhouse gas (GHG) emissions 2020-2030.

UC is actively and purposefully improving environmental sustainability. Whilst central government has not yet set fully developed reporting and compliance regulations relating to environmental sustainability, it is expected these will be released over the coming years. For example, these may include taking measures relating to climate change mitigation and the expectation that the wider public and commercial sectors will manage and report climate-related risks. UC's current proactive approach is expected to place the University in a good state to exceed these requirements and set a high example of organisational environmental sustainability.

7.8. Organisational efficacy

The final element that UC is advancing through the 2020-2030 strategic vision is Organisational Efficacy. UC has an aim to “be of a sustainable scale by 2030”, and three of the strategic objectives relating to this area are:

- a. Objective 7.3: Ensure that the University's costs and funding mechanisms are efficient, simple and transparent.
- b. Objective 7.4: Simplify, automate and reduce business processes with a humanistic approach.
- c. Objective 7.5: Use infrastructure in a responsible, ethical, effective and efficient way to enable and empower our people and communities.

Many activities in this area are not directly related to student- or external-facing functions, and although they do not have a specific contribution to government priorities or stakeholder needs, they are critical in ensuring UC is an efficient, agile and resilient organisation as part of a world-class tertiary education system. Examples of key projects in this space that will be progressed over 2022-2024 include:

- a. Ensuring that the underlying frameworks governing and managing data, information and compliance are up-to-date and appropriate.

- b. Redesigning business processes, such as in financial, HR and other administrative areas, to make them simpler, including the use of robotic process automation where possible.
- c. Evaluating the models used to allocate revenue and costs across Colleges, Schools and Service Units. This has impacts on incentivising collaboration and innovation, and resourcing teaching, research and engagement in a strategic manner.
- d. Continuing to ensure UC buildings and campuses are well-maintained, safe, and suitably equipped for teaching, learning, research and other activities as required.

7.9. Capital Asset Management and Major Investments

UC maintains a Major Investment Plan (MIP). This is used as a planning tool and incorporates the forecast EBITDA for the next 10 years, which provides an indicative amount of money to be reinvested each year. This is allocated to a prioritised and phased set of projects, based on an assessment of their link to UC's strategic objectives and dependencies between them. The MIP currently includes a range of new and existing building-related works (including to reduce the carbon footprint of our campuses) and investments in corporate and educational ICT systems as well as other, smaller strategic projects, such as support to grow the number of doctoral students and lift staff capability.

UC also maintains an Asset Management Plan, which links the UC Strategy with the maintenance and development of our key assets in a prudent manner and to ensure they are available to support teaching, research and other organisational functions. UC's approach to capital asset management is regularly reviewed by external auditors, with the most recent review being completed by Deloitte in 2021.

UC completed a major building programme in 2020, based around repairing and rebuilding our environment following extensive damage from the 2010-2011 earthquakes and subsequent aftershocks. Now this has concluded, the University is returning to a long-term approach to maintaining and upgrading our built environment, integrating desired teaching, learning and organisational practices, expected numbers of students and staff (including factoring in an increasing proportion of online and offsite learning), environmental sustainability, seismic resilience, and standard asset management and maintenance aspects.

8. Performance outcomes and measures

The performance outcomes and measures used to monitor and report progress on the achievement of this plan and the execution of the UC strategy are included at **Appendix E**.

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Appendix A: Learner Success Plan

The purpose of a Learner Success Plan is to provide a framework to focus on four key areas when looking to improve outcomes for learners: parity of participation; an organisational commitment to achieving parity; a plan for teaching and learning to respond to learner needs; and partnership with learners and their families to support successful transitions. There is a particular focus on priority groups and those with historically lower participation and achievement, particularly Māori, Pasifika, disabled and neuro-diverse learners.

In 2020, UC began a comprehensive and exciting redevelopment of student success initiatives in order to achieve participation and achievement parity – Kia Angitu | Student Success Framework. The inter-connected components of the framework are designed to work together to achieve the gains required. These have been informed by, and adapted from, a range of approaches that have proven to be successful in the United States. In order for these to be successful in New Zealand UC is taking care to work closely with Māori and Pasifika staff to ensure that all strategies are positioned within a bicultural framework to serve learners. The UC Student Success Framework is guided by three key principles:

- Creating pathways that foster equity.
- Ensuring all students are supported throughout first year (and at critical transition points).
- Leveraging data and analytics to improve student success.

The components of the framework align with these three principles, and form a comprehensive network of related strategies to support student success which are shown in Figure 15.

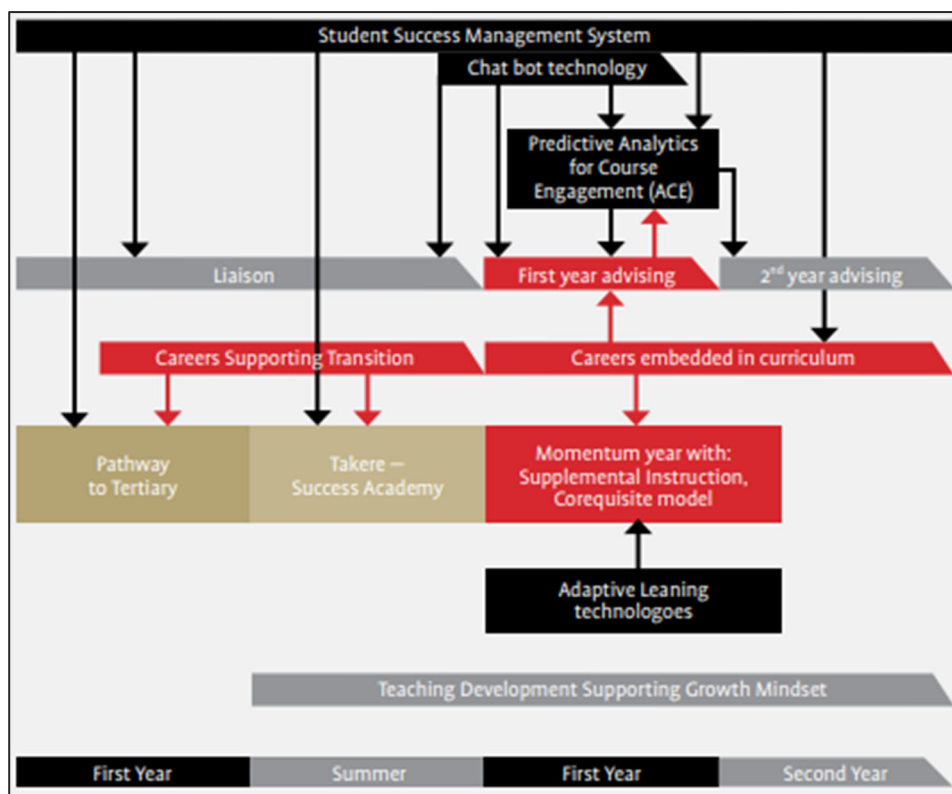


Figure 15: UC Student Success Framework

Alignment with TEC’s Ōritetanga Learner Success Framework

The components of Kia Angitu work together to: enable increased participation in tertiary study; provide holistic supports for both academic success and wellbeing; re-design curriculum and pedagogy to support learning; and strengthen connections between whānau, schools, tertiary study, careers, community and industry. The initiatives are informed and enabled by data and technology, and are fully supported at all levels within the organisation. The cohesive suite of initiatives reflect, and collectively address, the seven key elements of the TEC Learner Success Framework. This is shown in Figure 16.

	People, culture and leadership	Data and technology	Guided pathways	Holistic student supports	Student centric systems	Teaching and learning	Partnerships
Pathways to tertiary	Dark Red		Dark Red			Dark Red	Dark Red
Summer success academy	Dark Red		Dark Red	Grey		Dark Red	Dark Red
Certificate in University Preparation	Dark Red		Dark Red	Grey		Dark Red	Dark Red
Accelerator programmes	Dark Red		Dark Red	Grey		Dark Red	Dark Red
First year advising 24/7/365	Dark Red	Orange	Dark Red	Grey	Orange		
Momentum year	Dark Red	Orange	Dark Red	Grey	Orange	Dark Red	
Careers	Dark Red	Orange	Dark Red	Grey	Orange		Dark Red
Predictive Analytics for Course Engagement	Dark Red	Orange	Dark Red	Grey	Orange		
Chatbot for 24/7 advising	Dark Red	Orange	Dark Red	Grey	Orange		
Adaptive technologies	Dark Red	Orange	Dark Red	Grey	Orange	Dark Red	

Figure 16: Alignment between Kia Angitu UC Student Success Framework components and Ōritetanga Learner Success Framework

Parity of participation and achievement

Who are UC’s learners

Over the past five years, the number of Māori students at UC has increased in both absolute terms (headcount), plus as a proportion of all domestic students. The proportion of domestic students at UC who identify as Māori (10.3%) compares favourably to the proportion of UE-qualified Canterbury school leavers who are Māori (8%).

The number of Pasifika students at UC tends to fluctuate more, partly due to the comparatively small Pasifika population in the Canterbury region. There was a decline in 2020 but numbers have recovered in 2021, with Pasifika making up 3.0% of domestic students, which also compares favourably to the proportion of UE-qualified Canterbury qualified school leavers who are Pasifika (2.2%). Pasifika students are primarily Samoan (2021: 51%), Fijian (18%), Cook Island Māori (13%) and Tongan (11%).

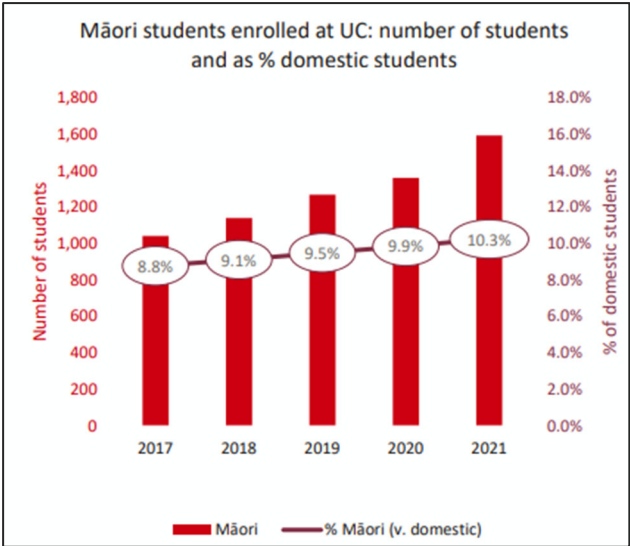


Figure 17: Māori students enrolled at UC 2017-2021

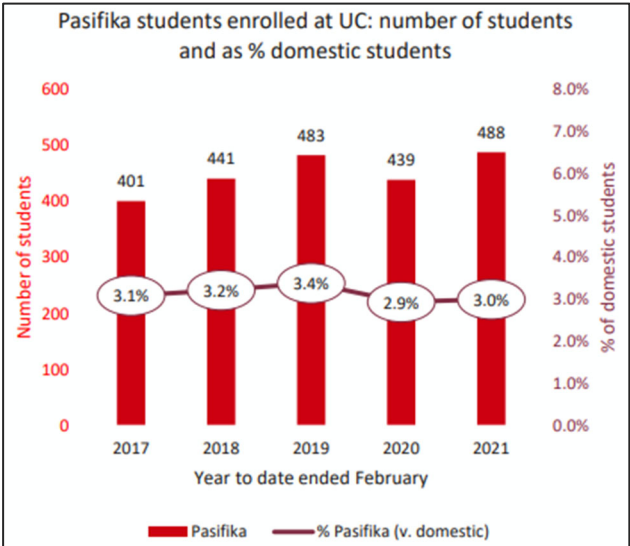


Figure 18: Pasifika students enrolled at UC 2017-2021

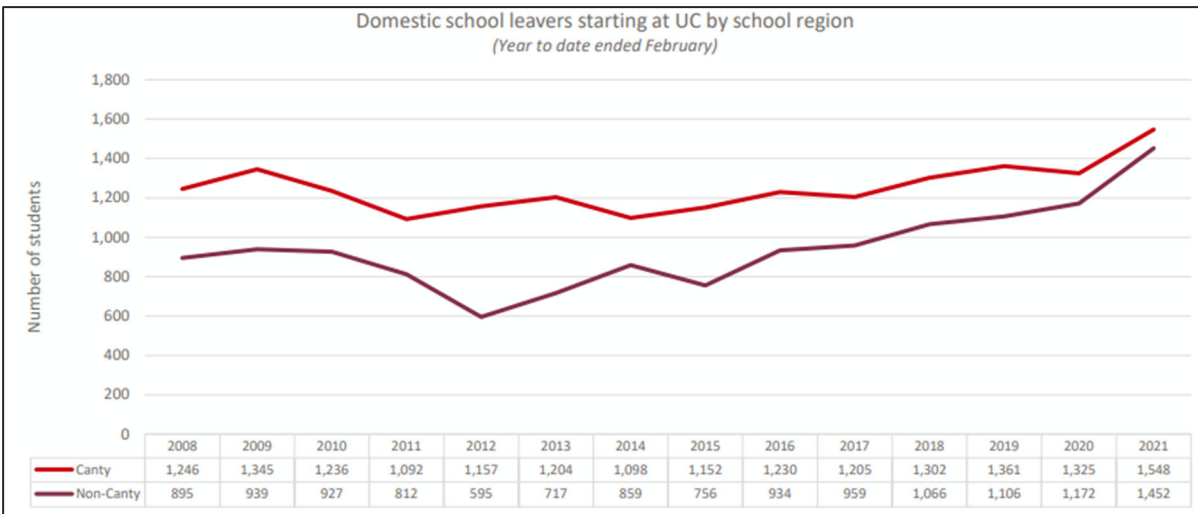


Figure 19: Domestic school leavers starting at UC by school region 2008-2021.

In 2021, 9% (2012: 4%) of new adult students at UC identified as having a disability, and 5% (2012: 3%) of school leavers enrolling at UC did.

Approximately 7% of UC’s domestic students come from low (1-4 inclusive) decile schools. This compares favourably with the proportion of Waitaha Canterbury school leavers with UE from those schools (4%). However, the national percentage of school leavers with UE from low decile schools in 2018 was 17%, indicating that Canterbury schools are below the national average for this metric.

How well are UC learners achieving?

Overall, UC’s learners generally achieve at a level similar to the sector benchmarks. However, like sector trends, UC has a disparity between the achievement of Māori and Pasifika learners and non-Māori/non-Pasifika learners. Table 3 summarises the key TEC Educational Performance Indicator results for UC for the last full year (2020).

Table 3: UC Educational Performance Disparities

2020 UC EPI Result Summary	<i>Non-Māori, Non-Pasifika</i>	<i>Māori</i>	<i>Pasifika</i>
Successful Course Completion Rate (SAC, Level 7 Degree)	87.1%	82.1% (-5.0%)	73.0% (-14.1%)
First Year Retention Rate (SAC, Level 7 Degree)	77.1%	70.5% (-6.6%)	60.5% (-16.6%)
Qualification Completion Rate (SAC, Level 7 Degree)	64.0%	52.3% (-11.7%)	48.4% (-15.6%)

The reasons for this disparity are numerous and complex. External factors include that there is a persistent disparity on gender and ethnic bases in success at secondary school level, including in the achievement of University Entrance. Socioeconomic factors also have an uneven impact on UC learners, including access to financial resources and the associated need for concurrent employment whilst studying. This is evidenced by the Canterbury RSLG data covered earlier in this plan, raising concern about the high number of learners disengaging from study due to financial reasons, and these being disproportionately Māori and Pacific.

UC also acknowledges internal factors contribute to learner success. Historically, teaching, learning and assessment practices, as well as the nature of the broader student experience at UC, reflect traditional models, and whilst this may suit many learners, it is also not the optimal approach for many of UC’s current learners from an increasingly widening educational, whanau and socioeconomic backgrounds. The principles and projects described in this Plan seek to address this issue.

Initiatives to close parity gaps

Over the last decade UC has put considerable effort into initiatives for Māori and Pasifika students to improve retention and address achievement gaps. These initiatives have primarily been centralised targeted student services delivering 'opt in' pastoral care, personal cultural development and limited academic support (e.g. peer mentoring and supplementary tutorial programmes). While students have reported favourably regarding the impacts on their personal development and university experience, as yet these mechanisms have not had the desired impact on retention, progression and academic success.

UC is now shifting focus to a more pro-active, systemic, data-informed and technology enhanced approach to address factors that impact directly on academic success. Kia Angitu has been designed to address parity in participation and achievement for Māori, Pasifika, first-in-family and other students who are under-represented in tertiary education. Specific initiatives in this programme include:

Creating pathways that foster equity

1. **Pathways to Tertiary:** this comprises two strands, the first a mentoring programme for low-decile schools to raise aspiration and support Year 10-13 learners to pursue tertiary study goals; and secondly a partnership with Ngāi Tūāhuriri to develop place-based, interdisciplinary STEM focused learning activities connecting schools, tertiary study, iwi and industry.
2. **Takere:** a programme that started in 2021 Semester 1, and targeted 40 Māori and Pasifika learners to provide a strong start for their 2021 studies. This is an intensive, residential programme where students complete one academic course, and are well prepared for their academic journey with campus familiarisation, cultural, social and personal development.
3. **Certificate in University Preparation:** this programme is being reviewed to determine the student cohorts who would benefit more from a parallel co-requisite model rather than a pre-university preparation course. UC is piloting this in 2021 to test if the new model will improve retention and shorten time to degree completion.
4. **Accelerator programmes:** STAR courses provide high achieving students with a dual enrolment opportunity to gain university credit while at secondary school. UC has a focus from 2021 onwards to increase numbers of Māori, Pasifika and students from low decile schools. This is aimed to smooth the transition between secondary school and UC.

Ensuring all students are supported throughout first year (and at critical transition points)

1. **First year advising 24/7/365:** a new streamlined, comprehensive and student-centred advising model is key to students' success. This advising is informed by predictive analytics, enabled by a student data management and workflow system, and based on a proactive model that reaches out to those students most in need of support and advice. This proactive advising model will ensure students are transitioned smoothly from the liaison team, have early conversations about careers and interests, and are connected to all the wrap-around services required to support them (e.g. Equity and Disability Services, Academic Skills, Student Care). It will ensure that those students who are less likely to reach out for advice are not overlooked, and will prioritise students who most need support through a coordinated, accessible and timely system that is well supported by technology. Advisors will be highly trained and supported, and will help students to develop growth mindsets and academic resilience to ensure long-term independence rather than a dependency expectation.

2. **Momentum year:** enrolment, progression and completion data from the past eight years has been analysed by Tristan Denley, Georgia State Systems, to identify the (catapult) courses most critical to students' retention and progression. Key first year courses are being re-designed to improve student success and a variety of strategies will be used to support students. All strategies are designed to support learners in their vital first year of studies, and examples include:
 - a. A **supplemental instruction** pilot utilising well-trained and academically capable peer mentors is being implemented for catapult courses in 2021 and expanded thereafter.
 - b. An **adaptive technology solution** is being introduced for MATH101 (a large course with historically poor pass rates).
 - c. **The co-requisite model** mentioned above is being piloted.

Further work is being conducted in 2021 to review the first year curriculum and how programmes might be clustered into 'meta-major' pathways to facilitate students as they make degree choices. As well as allowing students more time to explore areas of interest before making firm decisions about majors and/or degrees, a more prescriptive first semester would enable students to be grouped into **learning communities** which would foster relationships and sense of cohort and belonging.

3. **Careers:** students are not always well informed about the range of career options open to them, or the preferred pathways and pre-requisites required to pursue their goals. Many students make study decisions based on parental or friend influences without considering other possibilities and their own aptitudes and skills. Kia Angitu recognises that enhanced career exploration at the transition stage can support students, and that ready access to careers information at critical points (e.g. end of semester 1) will support retention and completion for many students. A key link between momentum year and careers will be the identification of 'meta majors' and the review of curriculum and degree pathways to allow students who need to, to take a more exploratory start to their studies without wasting effort, or credits.
4. **Chatbot for 24/7 advising:** This technology provides on demand, 24/7 access to information and advice for students in a mode that suits today's rangatahi. The vision for this element of the framework is a smart bot that will be a 'first responder' for academic, wellbeing and administrative queries, and that will have the ability to communicate personalised messages to students in timely ways to support their learning journey. It will not replace human advisors but it will provide more instantaneous responses and it will free up valuable advising time to focus on the more complex advising matters.
5. **Adaptive technologies:** students begin their first-year studies with highly variable prior experiences, skills and abilities and it can be challenging to meet the range of needs in large classes such as mathematics. In some subject areas technology has the potential to provide personalised pathways for students to progress through key curriculum concepts and content at their own pace, with targeted practice and examples, and with the appropriate resources and learning experiences to suit them. Adaptive technologies address equity through this personalised approach, allowing students to take longer over topics where they need to, or to move more quickly through familiar material. Adaptive technologies are being piloted in 2021 in numeracy rich first year courses with historically low success rates, with a view to expanding the approach in 2022 and beyond. The pilot is being supported by one of the Teaching Development Scholars who will lead the implementation, evaluate its success, and share learnings more widely with the academic community.

Organisational commitment to learner success

Strategic Commitment to Learner Success

In the 2020-2030 strategy, UC set a goal to become “...**recognised as the leading Aotearoa New Zealand university in research informed teaching and learning.**” As such, learner success is a strategic imperative at UC, and at a detailed level the strategy commits to providing targeted interventions and a positive environment to support student success; and to improving equity of access and success for all students, particularly those groups which currently do not access university education (Māori and Pasifika students, as well as students with disability, rainbow students, refugees and others). UC is investing in removing barriers for underserved groups and helping develop the conditions for their success prior to and after enrolment. The core institutional Strategy is complemented by Te Rautaki Māori (Strategy for Māori Development), and the UC Pasifika Strategy 2019–2023.

The University is committed to partner with Ngāi Tūāhuriri and Ngāi Tahu to uphold the mana and aspirations of the mana whenua, while working towards an education system that includes te ao Māori, Māori world views, and mātauranga Māori, Māori indigenous knowledge systems, the land and their relationships with Tangata Tiriti. This includes lifting the participation and success of Ngāi Tūāhuriri and Ngāi Tahu rangatahi in their educational and employment journeys.

Governance and management

The University has a coherent governance and management structure for learner success and is in the process of re-designing multiple student services to deliver services in a coordinated student-centric way. This will be underpinned by an integrated student success data management system to ensure information leads to consistent and comprehensive student-centred interventions and support.

The Deputy Vice-Chancellor Academic is the most senior officer accountable for learner success, and they hold strategic leadership for teaching, learning and academic achievement, including representing these interests to the Vice-Chancellor, the Senior Leadership Team, and the Academic Board.

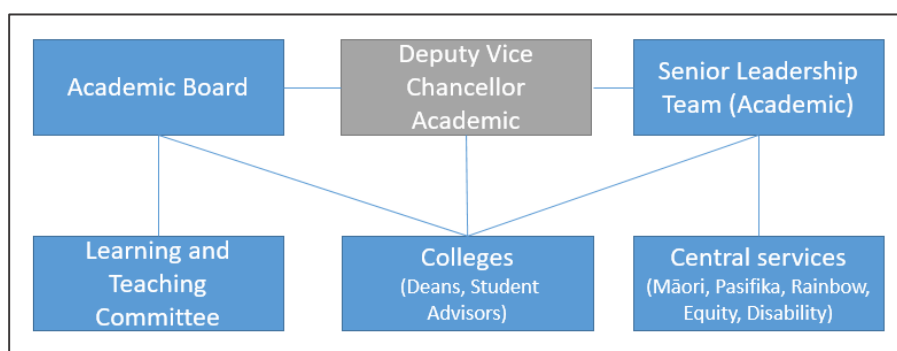


Figure 20: UC Academic Governance and Delivery Model

All staff are encouraged to address learner success and the implementation of the UC Graduate Profile through annual Professional Development and Review and when they apply for promotion. The specific tools for lifting academic capability in this area are covered under ‘Culturally-responsive teaching and learning practices’ below.

Performance analysis and reporting

Two UC teams provide regular reporting, ad hoc information and other supports for learner success. The Evaluation and Student Insights (ESI) team focus internally on academic aspects including student classroom and pastoral experience, fresher student achievement and progression, and deep analysis of patterns of success (or failure). ESI also gathers data and contributes to learner success through a predictive analytics tool. The Business Insights and Reporting Team (BIRT) focus on corporate performance data and external reporting including education performance indicators from the TEC. UC has also developed a series of dashboards through both Power BI and Cognos BI which provide learner success information to teaching and support staff on demand.

UC has integrated measures of Learner Success into the overall organisational performance metrics, which are covered in the draft Statement of Service Performance in this Investment Plan. These included TEC-specified metrics, such as Educational Performance Indicators (EPIs) and participation rates, as well as additional measures covering student survey results to assess teaching quality and learner engagement. Since 2019, most UC student surveys have been designed to align with the Australian Quality Indicators for Learning and Teaching (QILT), which allows benchmarking between UC (and particular Departments and subjects) and Australian universities across a range of academic, student support and student experience areas.

Figure 21 shows the various ongoing surveys to gather quantitative and qualitative feedback on both student’s learning and wider experiences at UC.

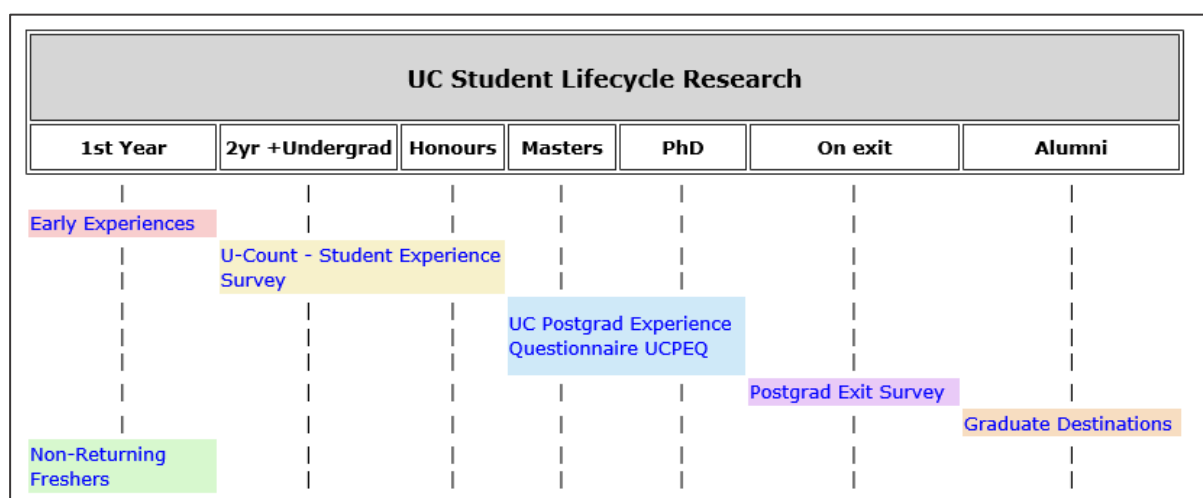


Figure 21: UC Student Lifecycle Research – Surveys

Culturally affirming and responsive process and practice.

Teaching and learning practices

UC embraces culturally responsive teaching and learning, and supports staff through:

- **UC Graduate Profile:** staff are supported to embed graduate attributes in courses to ensure all graduates are knowledgeable and understand diverse communities through bicultural competence and confidence, global awareness and community engagement. Bicultural competence and confidence are integral to every degree programme, and new course templates specify connections to seven bicultural kaupapa.
- **Te Waka Pākākano (Office of the Assistant Vice-Chancellor – Māori, Pacific and Equity):** oversee all academic developments to ensure Te Tiriti o Waitangi commitments are reflected in new courses and qualifications; and through academic quality reviews. Kaiārahi work with colleges to provide advice, support staff to deliver culturally responsive teaching, and ensure pastoral and cultural needs of Māori students are met.
- **Professional development:** more than 900 staff have completed the two-day Tangata Tu Tangata Ora programme; staff directly connected to learning and teaching have also completed the Culturally Responsive Teaching workshop (70); and the Pasifika Talanoa days (60).

Approximately 20% of UC's 626 academic staff hold either a general teaching qualification or a tertiary teaching qualification such as the Postgraduate Certificate in Tertiary Teaching.

The make-up of teaching staff is shown in Table 4.

Table 4: Māori and Pasifika Teaching Staff and Student Proportions

Headcounts	March 2021	
	Academic Staff	Students
Pasifika %	0.8%	3.0%
Maori %	4.6%	9.5%

Linked to Kia Angitu is a parallel focus on supporting teaching upskilling through a Distributed Leadership in Teaching Development model. This will involve the secondment of up to ten outstanding teachers (five per year, with an overlapping cohort) who will be involved in a two-year project to research, develop, implement and evaluate some aspect of teaching innovation. These teaching fellows will have one day a week dedicated to this work, and will be co-located to share good practice, and ensure they are well supported through the programme. At the same time they will implement, lead and share their work within and beyond their own disciplinary areas, and at the end of the two year period they will return to their respective colleges and be replaced by a new group of fellows. A strong element of this programme will be its central focus on teaching to achieve equity of outcomes for students.

UC is launching a new **centre for teaching development** which will have a mandate to support academic success for all learners, and which will utilise a teaching fellowship model to promote excellence in teaching.

Understanding Learner Needs

Timely data is provided by the Evaluation and Student Insights team to understand learners' needs and risk factors/barriers, and evaluate how UC is responding to them. In particular:

- The predictive Analytics for Course Engagement (ACE) system draws data from student demographics and online engagement to identify students who are at risk of falling behind in their studies through poor engagement. The system was implemented in 2020 and the early warning text messages have been highly effective in prompting students to re-engage with their studies. The system includes escalation features for students who do not respond to initial messaging. Personal intervention and referrals have ensured excellent results with very few students requiring high level support. The next phases of development will broaden the suite of predictive metrics; integrate with the student success data management system linked to proactive advising; and will use progression measures as well as engagement.
- ESI Student Dashboard, UCount and UCPEQ surveys for quantitative and qualitative analysis of Māori and Pacific students. These dashboards provide greater capacity for on-demand analysis of learner cohorts to identify and address particular student needs. Student surveys provide valuable data about relevance, effectiveness and accessibility of support services and are used to inform improvement and decision-making.
- Tristan Denley, Georgia State Systems, has analysed 8 years of comprehensive student completion data. This has informed the development of a suite of momentum year initiatives (including catapult courses, supplemental instruction, and co-requisite models) to better serve learners in the transition to first year university.

Partnerships with stakeholders for learner success.

UC is committed to developing partnerships and working with key stakeholders across the wider communities. Examples of our relationships, and the specific activities aimed at recruiting and supporting learners, include:

- Learners and whānau are engaged prior to enrolment through Liaison visits to schools; Rā Tōmene | Open Day events both on campus and online; Hui Tairanga | Information evenings tailored for different regions (offering programme information as well as accommodation, scholarships, etc); and campus and accommodation tours.
- Māori and Pacific engagement activities to connect with current and prospective students and their whanau include: UCMeXL, bringing Pasifika students to campus for tutoring; community engagement events such as SPACPAC bringing together different tertiary providers and community organisations; and College initiated activities such as Pasifika Year 9 and 10 Engineering event in the city. Aukaha Pathways for Māori provide structured on campus experiences for Year 10 and Year 12 students, while He Puna Pūtaiao is a science programme for Year 10 Māori students. Many outreach events involve iwi as well as other tertiary partners and community groups.
- UC works with schools to understand future learner needs and design pathways to tertiary study, e.g., promoting discussion by hosting specialised events for subject and careers teachers; outreach by academic staff to subject associations and school departments to build understanding about new programmes, pre-requisites and tertiary pathways; and specific transition work with lower decile schools to support preparation and transitions.
- UC is also a founding partner for the Children’s University in New Zealand. This long-term programme to raise aspirations and build awareness of careers and study, especially for akonga in lower decile areas, is reliant on strong engagement across the wider Waitaha region with iwi, industry and schools.
- Orientation and other events are regularly reviewed and feedback used to modify the programmes. For example, the orientation programme is being redesigned to include a more academic focus for first year students.
- UC launched a pilot Success Academy for Māori and Pasifika students in 2021 Semester 1, Takere, and expect to expand this in following years. The holistic programme includes an academic course to provide a positive head start to studies, as well as campus familiarisation, social and cultural elements to build confidence and sense of belonging.
- The UC website provides information on all qualifications, courses and pathways. We aim to improve the format and content of this information, to make it clearer for people unfamiliar with university language and processes, and to make it simpler for prospective students to find and understand career possibilities, study pathways and supporting information.
- All programme design requires engagement with key stakeholders including rūnanga, Pacific advisory groups, industry, and potential students. Approval processes ensure external consultation is appropriate and that feedback has been taken into account in the qualification design.

- UC partners with Christchurch NZ to provide Pathways to Tertiary initiatives, and to support stronger links with other tertiary providers, industry, iwi and community organisations with a shared vision to increase educational participation, achievement and employment.

Appendix B: SAC 3+ Mix of Provision

This has been submitted on the TEC template. It is available on request.

Appendix C: Performance Measures

		2019 actual	2020 actual	2021 actual	2022 actual	2022 target	2023 target	2024 target
	Engagement							
1	Community Impact Index	1.00	1.06	1.12	1.17	-	-	1.20
	Internationalisation							
2	International (full-fee) EFTS Enrolled [also a TEC required metric]	1,869	1,700	1,077	925	719	1,069	1,400
3	Total international enrolments (EFTS)	2,496	2,266	1,598	1,361	-	-	1,881
4	Proportion of publication outputs co-authored with international academics	63.5%	65.3%	66.1%	65.0%	67.0%	68.0%	66.6%
	Education							
5	Successful Course Completion Rate - All Students	86.9%	88.4%	87.4%	86.3%	89.0%	89.5%	87.6%
6	Successful Course Completion Rate - Māori Students [TEC required metric]	79.4%	83.3%	80.9%	81.5%	84.5%	85.5%	82.5%
7	Successful Course Completion Rate - Pacific Students [TEC required metric]	71.2%	74.4%	74.3%	71.5%	81.8%	85.5%	74.0%
8	Successful course completion rate for non-Māori, non-Pasifika students (SAC eligible EFTS) at all levels [TEC required metric]	87.5%	88.7%	88.6%	87.3%	89.5%	90.0%	88.5%
9	First year retention rate for all students at all levels	79.2%	76.6%	78.8%	77.0%	-	-	79.5%
10	First year retention rate for Maori students at all levels	69.8%	70.5%	71.8%	69.3%	-	-	75.0%
11	First year retention rate for Māori students at level 07 degree [TEC required metric]	69.5%	70.5%	73.2%	70.9%	71.5%	72.5%	75.0%
12	First year retention rate for Pasifika students at all levels	76.9%	61.9%	71.0%	65.0%	-	-	70.0%
13	First year retention rate for Pasifika students at level 07 degree [TEC required metric]	76.0%	60.5%	69.1%	65.5%	70.0%	72.5%	70.0%
14	First year retention rate for non-Māori, non-Pasifika students at level 07 degree [TEC required metric]	78.1%	77.1%	79.2%	78.2%	78.5%	79.0%	79.2%

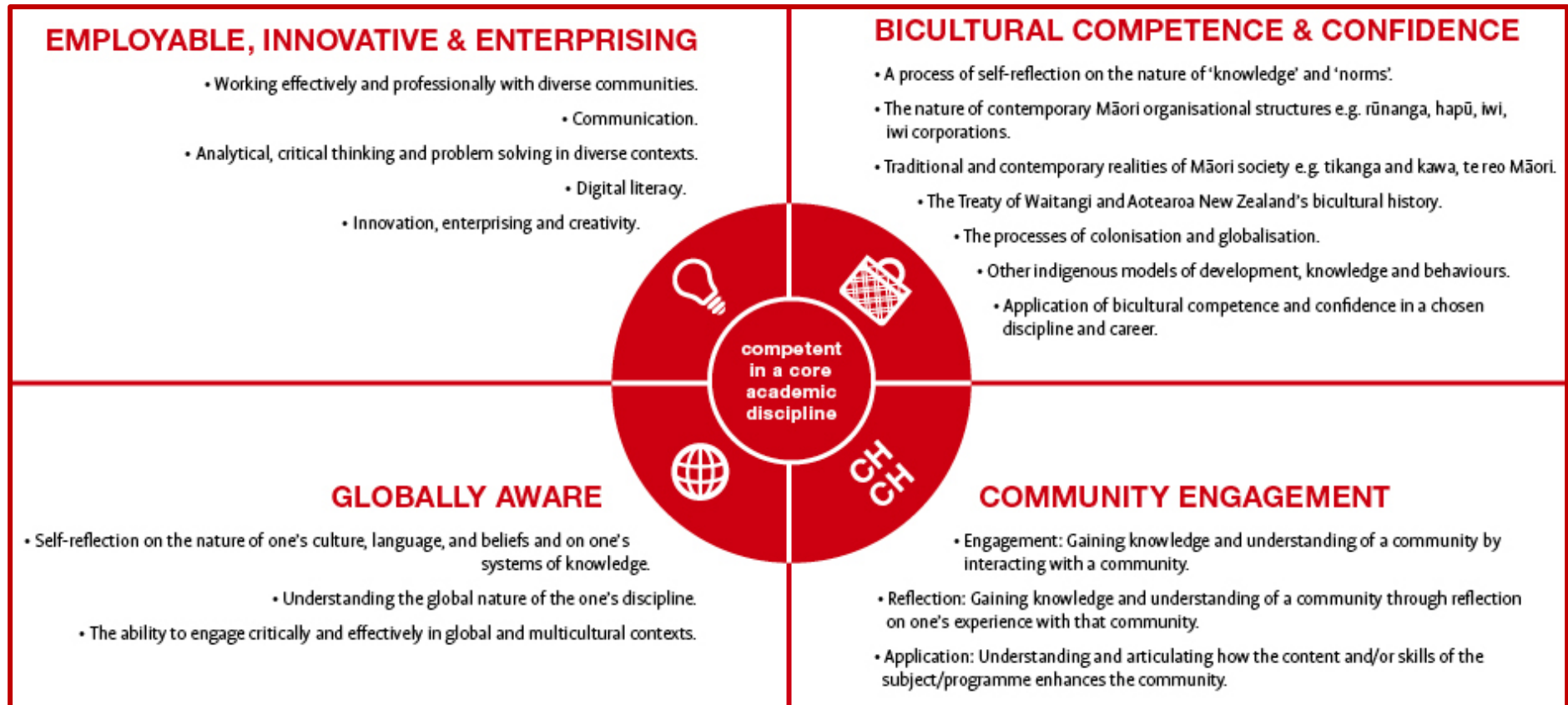
		2019 actual	2020 actual	2021 actual	2022 actual	2022 target	2023 target	2024 target
Education [CONTINUED]								
15	Qualification Completion Rate - all students	66.9%	65.6%	66.3%	66.2%	-	-	67.4%
16	Qualification Completion Rate - Māori students	59.6%	56.4%	54.8%	56.1%	-	-	60.0%
17	Qualification Completion Rate - Pasifika students	49.7%	49.7%	48.2%	43.7%	-	-	50.5%
18	Number of equivalent full-time students who are Māori	1,218	1,296	1,530	1,553	1,652	1,860	1,722
19	Proportion of domestic students who are Māori	9.4%	9.5%	10.1%	10.2%	10.6%	12.0%	10.4%
20	Proportion of domestic students who are Māori at level 04-07 (non-degree) [TEC required metric]	13.2%	16.2%	13.3%	14.1%	16.9%	17.6%	14.9%
21	Proportion of domestic students who are Māori at level 7 degree [TEC required metric]	10.3%	10.1%	10.3%	10.3%	11.5%	12.9%	10.4%
22	Proportion of domestic students who are Māori at level 8-10 [TEC required metric]	7.7%	8.1%	9.1%	9.4%	8.8%	9.5%	9.6%
23	Number of equivalent full-time students who are Pasifika	418	407	470	453	496	546	576
24	Proportion of domestic students who are Pasifika	3.2%	3.0%	3.1%	3.0%	3.2%	3.5%	3.5%
25	Proportion of domestic students who are Pasifika at level 04-07 (non-degree) [TEC required metric]	8.0%	6.8%	8.0%	7.1%	7.0%	7.2%	8.4%
26	Proportion of domestic students who are Pasifika at level 7 degree [TEC required metric]	3.7%	3.4%	3.2%	3.1%	3.8%	4.1%	3.6%
27	Proportion of domestic students who are Pasifika at level 8-10 [TEC required metric]	2.2%	2.0%	2.2%	2.0%	2.2%	2.4%	2.5%
28	Proportion of domestic students who are non-Māori, non-Pasifika at level 04-07 (non-degree) [TEC required metric]	79.6%	78.4%	79.3%	79.5%	77.9%	77.2%	78.5%
29	Proportion of domestic students who are non-Māori, non-Pasifika at level 7 degree [TEC required metric]	86.5%	86.9%	86.9%	87.1%	86.0%	85.0%	86.4%
30	Proportion of domestic students who are non-Māori, non-Pasifika at level 8-10 [TEC required metric]	90.5%	90.1%	89.1%	88.9%	89.8%	89.5%	88.0%

		2019 actual	2020 actual	2021 actual	2022 actual	2022 target	2023 target	2024 target
Research								
31	Number of Scopus research outputs	1,679	1,590	1,648	1,759	1,786	1,937	1,840
32	Field-weighted Citation Index (Scopus-indexed Publications, rolling 3-year reportable)	1.50	1.45	1.43	1.40	-	-	1.44
33	Number of research degree completions (doctorates only)	184	153	185	183	155	151	159
34	Number of research degree completions (all research degrees)	399	382	367	384	450	385	395
35	Number of research degree enrolments	194	171	230	236	201	215	250
36	External research income (\$m) [also a TEC required metric]	40.1	42	48	57.8	49.0	53.0	64.0
People – Nurturing Staff, Thriving Students								
37	Health and safety Score	-	-	-	-	-	-	Set baseline
38	Staff engagement score	-	-	-	-	-	-	Set baseline
39	Thriving Students Index	-	62	63.5	63.3	-	-	67.0
Organisational Efficacy								
40	Total EFTS enrolled	14891	15378	16237	16105	17028	17899	17978
41	EBITDA (\$m)	54.6	53.7	64.0	34.4	-	-	46.3
Environmentally Sustainable								
42	Net Carbon Footprint (Tonnes CO ₂ equivalent)	-	16,067	15,951	18,109	16,550	10,722	10,800

Appendix D: Additional Funding Request

This has been submitted on the TEC template. It is available on request.

Appendix E: UC Graduate Profile



Appendix F: UC Strategy and Key Objectives

This Appendix lists the key objectives of the 2020-2030 UC Strategic Vision: Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference. They are grouped under the seven goals of the strategy, noting that People | Nurturing Staff, Thriving Students has been split into two goals for implementation.

GOAL 1: UC AS AN ENGAGED UNIVERSITY - *We will purposefully support the development, growth and success of our city and region. By 2030 UC will have made a measurable improvement to the Ōtautahi Christchurch and Waitaha Canterbury economy.*

- Objective 1.1 Increase our presence and impact in Ōtautahi Christchurch and Waitaha Canterbury.
- Objective 1.2 Partner with Ngāi Tūāhuriri and Ngāi Tahu to uphold the mana and aspirations of the mana whenua.
- Objective 1.3 Make a positive impact on social sustainability in Ōtautahi Christchurch and Waitaha Canterbury.
- Objective 1.4 Make a positive impact on hauora wellbeing of the people of Ōtautahi Christchurch and Waitaha Canterbury.
- Objective 1.5 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 here.
- Objective 1.6 Retain and grow the diversity of talent in Ōtautahi Christchurch and Waitaha Canterbury.

GOAL 2: INTERNATIONALISATION | LOCALLY ENGAGED, GLOBALLY NETWORKED - *Strengthen and grow our international partnerships to increase teaching and research impact. UC is systematically internationalising all aspects of our research, learning and teaching, operations and governance.*

- Objective 2.1 Develop UC's global partnerships, particularly in the Asia-Pacific region, to support research and teaching excellence.
- Objective 2.2 Expand the University's educational services to students living offshore through a portfolio of Transnational Education (TNE) and online educational offerings.
- Objective 2.3 Expand the nationalities and cultures represented in our student body.
- Objective 2.4 Enhance the internationalisation of the curriculum and student experience.
- Objective 2.5 Promote understanding of Aotearoa New Zealand's place in the world and its cultural distinctiveness, including Māori as Tangata Whenua and our responsibilities to Pacific nations.

GOAL 3: EDUCATION | ACCESSIBLE, FLEXIBLE, FUTURE FOCUSED – *Adopt a curriculum and pedagogy principles to enhance our existing programmes to be meaningful and relevant for both staff and students. Building on existing strengths, UC will be recognised as the leading Aotearoa New Zealand university in research informed teaching and learning.*

- Objective 3.1 Stimulate and support academic development and innovation to become the best educators in Aotearoa.
- Objective 3.2 Deliver a curriculum that prepares our students to be enquiring and create and contribute knowledge for a better society.
- Objective 3.3 Ensure there are lifelong learning opportunities through flexible degree and delivery options to allow a UC education to respond to the current and future needs of work and society.
- Objective 3.4 Provide a learning environment that uses effective pedagogies, facilities, and learning technologies to support the needs of each generation of learners and employers.
- Objective 3.5 Continue to develop the UC Graduate Profile so that UC graduates are known for their bicultural competence and confidence, global understanding, community engagement, employability and innovative thinking.

GOAL 4: RESEARCH | IMPACT IN A CHANGING WORLD - *Maintain our proud, rich, deep, and broad portfolio of world-class research. We will continue to deliver global impact & relevance to the world's key problems. By 2030 UC will have increased research output, impact and relevance relative to size.*

- Objective 4.1 Develop and support transdisciplinary research to better impact local and global challenges.
- Objective 4.2 Improve the national and international research profile, reputation and ranking of the University.
- Objective 4.3 Increase and diversify funding sources for the University's research portfolio including for research institutes, centres and clusters.
- Objective 4.4 Improve strategic local, regional and international research collaborations to increase research impact.
- Objective 4.5 Provide, access and share state of the art research, equipment, facilities and e-infrastructure.

GOAL 5: PEOPLE | NURTURING STAFF - *We will provide a sustaining environment where the holistic wellbeing of students, staff and our community enables our people to be successful, engaged, empowered and making a difference. UC will be increasingly known for its constructive engaging culture which actively supports staff and student wellbeing.*

Objective 5.1 Foster the UC ethos of excellence, relevance, impact and kotahitanga, and a culture of high ethical standards, collaboration, and innovation.

Objective 5.2 Select, develop and reward talented staff including the next generation of outstanding Aotearoa New Zealand researchers and best educators.

Objective 5.3 Create a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations.

Objective 5.4 Adopt Te Pae Māhutonga framework as a part of the overarching approach to supporting wellbeing for staff

GOAL 6: PEOPLE | THRIVING STUDENTS - *We will provide a sustaining environment where the holistic wellbeing of students, staff and our community enables our people to be successful, engaged, empowered and making a difference. UC will be increasingly known for its constructive engaging culture which actively supports staff and student wellbeing.*

Objective 6.1 Develop and provide targeted interventions and a positive environment to support student success.

Objective 6.2 Adopt Te Pae Māhutonga framework as a part of the overarching approach to supporting wellbeing for staff

Objective 6.3 Create a diverse an inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations.

Note: Goals 5 and 6 above were combined in the initial presentation of the UC Strategic Vision as People | Nurturing Staff, Thriving Students. During detailed planning and implementation, these were separated into two, one focussed on staff and one focussed on students, with cross-over between the two in areas such as inclusiveness and wellbeing.

GOAL 7: ORGANISATIONAL EFFICACY - *Ensure our structures and systems empower those who work with them, are integrated and streamlined, promote a constructive culture, and have one focus - quality learning, teaching and research. UC will be of a sustainable scale by 2030.*

- Objective 7.1 Increase the economic impact of the University on the city and region.
- Objective 7.2 Grow and diversify revenue to become an economically sustainable university able to initiate new, high impact projects.
- Objective 7.3 Ensure that the University's costs and funding mechanisms are efficient, simple and transparent.
- Objective 7.4 Simplify, automate and reduce business processes with a humanistic approach.
- Objective 7.5 Use infrastructure in a responsible, ethical, effective and efficient way to enable and empower our people and communities.

GOAL 8: ENVIRONMENTALLY SUSTAINABLE - *We will become more sustainable and contribute to the world's sustainability. UC is aiming to be carbon net neutral by 2030.*

- Objective 8.1 Weave opportunities for students to learn and contribute to resolving the Sustainable Development Goals through UC teaching.
- Objective 8.2 Ensure that UC research contributes to resolving global sustainability challenges.
- Objective 8.3 Establish a carbon neutrality initiative to ensure that UC will be carbon net neutral by 2030.
- Objective 8.4 Measurably and substantially improve the environmental sustainability of UC.
- Objective 8.5 Grow and leverage our local, national and global sustainability networks to bring new thinking to our challenge and to share our practice

Appendix G: TES/TEC/UC Strategy Alignment

The below table illustrates the alignment between the Tertiary Education Strategy and the UC Strategic Vision 2020-2030. The UC vision is broken down into eight chapters, which are broken down into a total of 38 specific UC Objectives. These UC Objectives have been mapped to the TES Objectives, Priorities and Actions for Tertiary Education Organisations (TEOs). This is not an exhaustive list, but rather proves a high level of alignment between the two strategies:

TES Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	
TES - Actions for TEOs	Related UC Objectives
<p>Ensure that robust policies, plans and support are in place to address racism, bias and low expectations that impact learners/ākonga, staff and their whānau</p> <p>Review, expand and strengthen current mechanisms to hear and act on learner/ākonga voice, and understand the views of whānau and communities</p> <p>Provide for a safe and supportive learning environment that includes access to support for the basic needs of learners/ ākonga and for their physical and mental health [also a TEC Focus Area]</p> <p>Hear and act on the voices of learners/ākonga and their whānau and communities [a TEC Focus Area]</p>	<p>Objective 2.3 Expand the nationalities and cultures represented in our student body [which includes ‘Developing an Inclusive and Supportive Environment’]</p> <p>Objective 5.4/6.3 Create a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations.</p> <p>Objective 6.2 Adopt Te Pae Māhutonga wellbeing model to guide staff and student support and services [including alignment with the Codes of Pastoral Care]</p>
TES Priority 2 - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	
TES - Actions for TEOs	Related UC Objectives
<p>Develop a whole of organisation approach to understanding and meeting the needs and aspirations of all learners/ākonga [also a TEC Focus Area]</p> <p>Develop staff capabilities to support teaching and learning practices that value languages, cultures and identities</p> <p>Partner with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori [also a TEC Focus Area]</p>	<p>Objective 6.1 Develop and provide targeted interventions and a positive environment to support student success [including adopting an overarching Student Success Management System]</p> <p>Objective 3.4 Provide a learning environment that uses effective pedagogies, facilities, and learning technologies to support the needs of each generation of learners and employers.</p> <p>Objective 1.2 Partner with Ngāi Tūāhuriri and Ngāi Tahu to uphold the mana and aspirations of the mana whenua.</p> <p>Objective 2.5 Promote understanding of Aotearoa New Zealand’s place in the world and its cultural distinctiveness, including Māori as Tangata Whenua and our responsibilities to Pacific nations.</p>
TES Priority 3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	
TES - Actions for TEOs	Related UC Objectives
<p>Collaborate with schools, whānau, Pacific families, communities and industries to plan for successful transitions to enable all learners/ākonga to succeed in education and training</p> <p>Actively identify and reduce barriers for all learners/ākonga, and support them to access education and achieve successful education and employment outcomes [also a TEC Focus Area]</p> <p>Where possible, reduce non-fee costs and take advantage of policies to reduce financial dependence on family and whānau</p> <p>Ensure that robust policies, plans and support are in place to support disabled learners/ ākonga and neurodiverse learners/ākonga to succeed [also a TEC Focus Area]</p> <p>Support successful learner transitions through the education system and into work [also a TEC Focus Area]</p>	<p>Objective 1.1 Increase our presence and impact in Ōtautahi Christchurch and Waitaha Canterbury.</p> <p>Objective 3.4 Provide a learning environment that uses effective pedagogies, facilities, and learning technologies to support the needs of each generation of learners and employers.</p> <p>Objective 5.3 Adopt Te Pae Māhutonga wellbeing model to guide staff and student support and services.</p> <p>Objective 6.1 Develop and provide targeted interventions and a positive environment to support student success.</p>
TES Priority 4 - Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy	
TES - Actions for TEOs	Related UC Objectives
<p>Ensure adult learners/ākonga can access opportunities in their communities, workplaces or while studying at a TEO to develop their literacy and numeracy capabilities</p> <p>Support learners/ākonga to develop relevant digital literacy skills that enable them to study</p> <p>Provide opportunities for learners/ākonga to develop their literacy, numeracy and digital literacy skills capabilities [also a TEC Focus Area]</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities and qualities, including communication, problem solving, critical thinking and interpersonal skills</p>	<p>Objective 6.1 Develop and provide targeted interventions and a positive environment to support student success.</p> <p>Objective 3.5 Continue to develop the UC Graduate Profile so that UC graduates are known for their bicultural competence and confidence, global understanding, community engagement, employability and innovative thinking.</p>

Value the languages spoken by Pacific and Māori learners/ākonga, and provide opportunities to use and to build on them Provide opportunities to use and to build on languages spoken by Pacific and Māori learners/ākonga [also a TEC Focus Area]	Te Rautaki Māori Kaupapa 7: Develop, endorse and implement a framework for te reo Māori at UC, for the university to continue the enrichment of te reo Māori as one of the official languages of Aotearoa New Zealand.
TES Priority 5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	
TES - Actions for TEOs	Related UC Objectives
Partner with Māori to support rangatiratanga, and Māori educational success as Māori [also a TEC Focus Area] Ensure that strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti o Waitangi [also a TEC Focus Area] Embed tikanga Māori in values, practices and organisational culture based on engagement and advice from Māori	Objective 1.2 Partner with Ngāi Tūāhuriri and Ngāi Tahu to uphold the mana and aspirations of the mana whenua.
Provide learning and development opportunities for educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori Provide opportunities to use and to build on languages spoken by Pacific and Māori learners/ākonga [also a TEC Focus Area] Encourage leaders to undertake their own learning and development opportunities to become proficient users of te reo Māori, and use it increasingly at all levels of engagement	Objective 2.5 Promote understanding of Aotearoa New Zealand's place in the world and its cultural distinctiveness, including Māori as Tangata Whenua and our responsibilities to Pacific nations. Objective 5.4 Create a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations [Including developing staff and student bicultural confidence and competence] Te Rautaki Māori Kaupapa 7: Develop, endorse and implement a framework for te reo Māori at UC, for the university to continue the enrichment of te reo Māori as one of the official languages of Aotearoa New Zealand.
TES Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	
TES - Actions for TEOs	Related UC Objectives
Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support [also a TEC Focus Area] Value diversity in your workforce and hire staff with a range of backgrounds, identities, languages and cultures to grow a workforce representative of the diversity of your learners/ākonga and communities [linked to the TEC Focus Area of: Build and sustain a diverse education and research workforce]	Objective 3.1 Stimulate and support academic development and innovation to become the best educators in Aotearoa New Zealand. Objective 5.2 Select, develop and reward talented staff including the next generation of outstanding Aotearoa New Zealand researchers and best educators. Objective 2.1 Develop UC's global partnerships, particularly in the Asia-Pacific region, to support research and teaching excellence.
TES Priority 7 - Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	
TES - Actions for TEOs	Related UC Objectives
Ensure that teaching and learning meets learner/ākonga, employer and industry needs, and delivers skills relevant for the workplace [Linked to TEC Focus Area of: Ensure you're delivering skills and knowledge that NZ industries need, and supporting learners/ākonga into relevant employment outcomes] Offer more coherent vocational learning packages and pathways that support learners/ākonga into relevant employment outcomes Support successful learner transitions through the education system and into work [a TEC Focus Area]	Objective 3.2 Deliver a curriculum that prepares our students to be enquiring and enables them to create and contribute knowledge for a better society. Objective 3.5 Continue to develop the UC Graduate Profile so that UC graduates are known for their bicultural competence and confidence, global understanding, community engagement, employability and innovative thinking. Objective 1.6 Retain and grow the diversity of talent in Ōtautahi Christchurch and Waitaha Canterbury.
Provide for lifelong learning options that are flexible, adaptable and timely so that people can upskill and retrain throughout their lives [also a TEC Focus Area]	Objective 3.3 Ensure students are provided with lifelong learning opportunities through flexible degree and delivery options to allow a UC education to respond to the current and future needs of work and society. Objective 2.2 Expand the University's educational services to students living offshore through a portfolio of Transnational Education (TNE) and online educational offerings.
Support relevant skills for New Zealand's shift to a carbon-neutral economy [Linked to TEC Focus Area of: Ensure your education delivery supports relevant skills for New Zealand's shift to a carbon-neutral economy]	Objective 8.3 Weave opportunities for students to learn and contribute to resolving the Sustainable Development Goals through UC teaching.
TES Priority 8 - Enhance the contribution of research and mātauranga Māori in addressing local and global challenges	
TES - Actions for TEOs	Related UC Objectives
Build a diverse, sustainable research workforce and broaden the pool of talent and knowledge [linked to TEC Focus Area of: Build and sustain a diverse education and research workforce]	Objective 4.2 Improve the national and international research profile, reputation and ranking of the University [includes Increasing PhD numbers and enhancing the experience; as well as increasing the amount and impact of outputs by researchers].
Support excellent [collaborative] research and the contribution of innovative approaches to solving economic, social and environmental challenges [also a TEC Focus Area]	Objective 4.3 Increase and diversify funding sources for the University's research portfolio including for research institutes, centres and clusters. Objective 8.2 Ensure that UC research contributes to resolving global sustainability challenges.

	Objective 4.5 Provide, access and share “state of the art” research, equipment, facilities and e-infrastructure.
Collaborate and connect across disciplines and institutions to help solve local and global challenges	<p>Objective 1.5 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 here.</p> <p>Objective 2.1 Develop UC’s global partnerships, particularly in the Asia-Pacific region, to support research and teaching excellence.</p> <p>Objective 4.1 Develop and support transdisciplinary research to better impact local and global challenges.</p> <p>Objective 4.4 Improve strategic local, regional and international research collaborations to increase research impact [including with iwi].</p> <p>Objective 8.5 Grow and leverage our local, national and global sustainability networks to bring new thinking to our challenge and to share our practice.</p>