

2018

Statement of Service Performance |

Te Tauākī o ngā Whāinga me ngā Taeatanga



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The vision of the University is people prepared to make a difference — tangata tū, tangata ora. The mission of the University is to contribute to society through knowledge in chosen areas of endeavour by promoting a world-class learning environment known for attracting people with the greatest potential to make a difference. We seek to be known as a university where knowledge is created, critiqued, disseminated and protected and where research, teaching and learning take place in ways that are inspirational and innovative. The primary components of our strategy are Challenge, Concentrate and Connect.

The relationship between the University's activities and wider societal goals is shown in the table on page 21.

Through achieving the University's mission, we will contribute to the wider societal objectives of Economic Development, Social and Community Development, and Environmental Enhancement. It has been widely recognised that an educated community will enjoy a longer and more comfortable life than one that does not have access to education. An educated community is likely to have the opportunity to pursue interests and pastimes that add to the perceived quality of life.¹ University graduates bring critical thinking to bear on problems and issues. They will develop innovative solutions that contribute to the social and economic development of the wider community. Measurement of progress towards these broader societal goals and in particular the proportion that can be attributed to this institution is not an exact science. Accordingly, a variety of surrogate measures are used to reassure stakeholders that resources are deployed in a manner that supports the achievement of the University's vision and mission and, by implication, the wider societal goals.

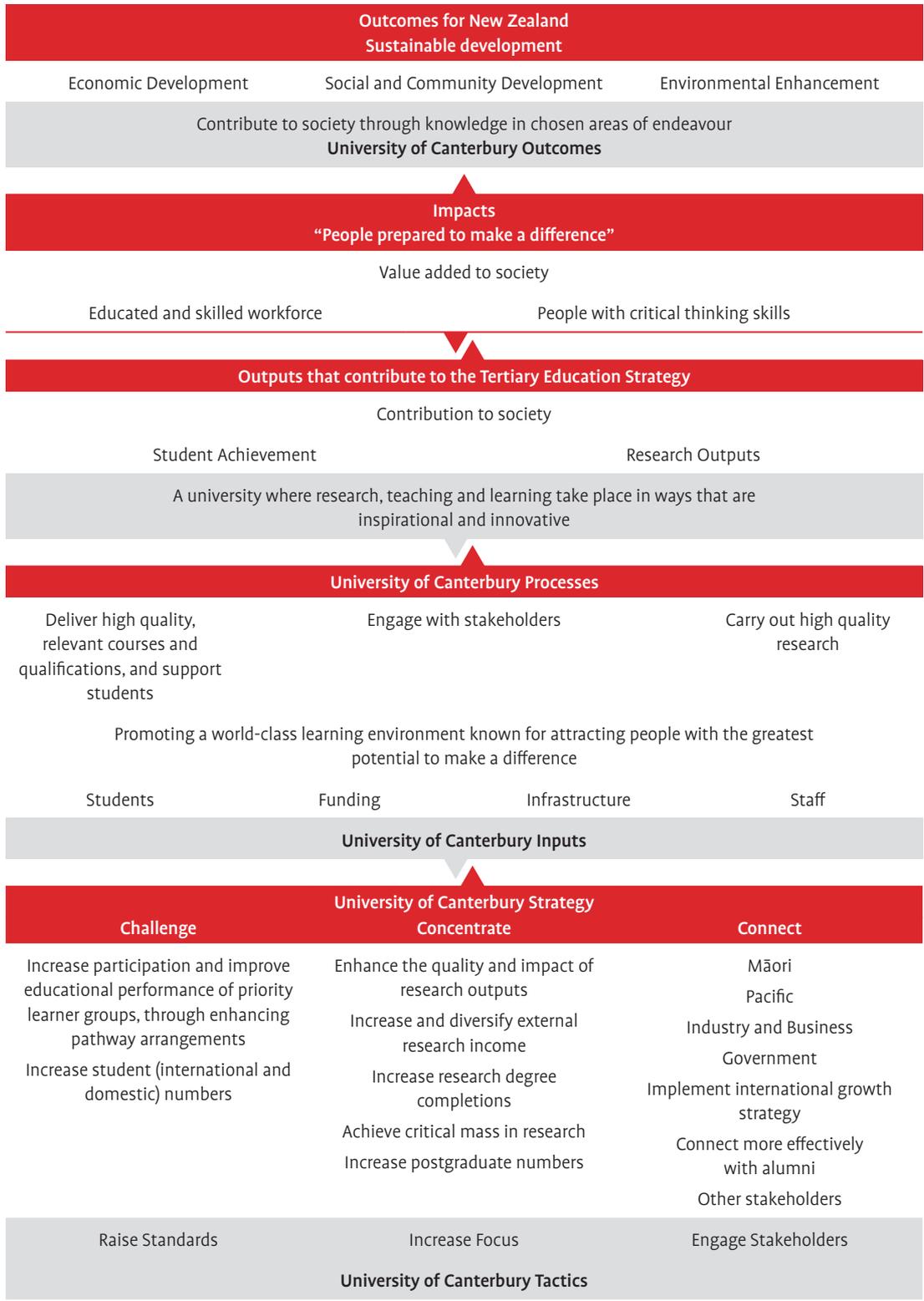
The recent environment in which the University of Canterbury | Te Whare Wānanga o Waitaha has existed has been dominated by the impact of the 2010 and 2011 earthquakes. The University has engaged in a building remediation programme that will continue until the end of this decade. Critical to the ongoing development of the campus has been the Crown commitment of \$260 million to the \$400 million development of the Rutherford Regional Science and Innovation Centre and redevelopment of the Engineering facilities, which are part of a \$1.2 billion 10-year capital programme. Another key factor was the successful resolution of the insurance claim for the disruption and damage resulting from the earthquakes. While the redevelopment of the physical infrastructure is an element of the recovery, the rebuilding of student numbers remains critical to the University returning to sustainable financial health. In 2018, there were 14,069 Equivalent Full-Time Students (EFTS) enrolled. This represented an increase of 7.5% on the prior year. The University of Canterbury recorded one of the largest percentage increases in student numbers of all the New Zealand universities. The Government's Fees Free initiative did not appear to be a significant factor in the increased enrolments because it was not implemented until late 2017 but is expected to contribute toward increased domestic student enrolments in subsequent years. The Government requirements for tertiary institutions are laid out in the Tertiary Education Strategy 2014–2019 (TES). The priorities relevant to universities are to:

- deliver skills for industry
- boost the achievement of Māori and Pasifika students
- strengthen research-based institutions
- grow international linkages.

The University has internalised these priorities as being to:

- Challenge — recover student numbers, boost student achievement (especially Māori and Pasifika) and deliver skills for industry
- Concentrate — strengthen research
- Connect — develop relationships internationally and domestically and deliver skills to industry.

¹ D D Ionescu, A M Ionescu, E Jaba, *The Investments in Education and Quality of Life* (www.scientificpapers.org/wp-content/files/12_Ionescu_Jaba-THE_INVESTMENTS_IN_EDUCATION_AND_QUALITY_OF_LIFE.pdf).



Priority Objective 1: Challenge

Improving the educational performance and participation of students

Student Enrolments (EFTS)		Actual 2015	Actual 2015	Actual 2016	Actual 2018	Target
Impact	Input commitments					
Increased student enrolment	Domestic	11,053	11,358	11,671	12,366	12,260
	Full Fee	878	1,134	1,418	1,704	1,614
	Total	11,931	12,492	13,089	14,069	13,874
	New to UC EFTS	3,418	3,861	4,006	4,584	3,116

The recruitment targets (set in 2015) were exceeded. The increase in New to UC EFTS in 2018 will underpin the ongoing recovery in student enrolment levels.

Priority Learner Group Participation		Actual 2015	Actual 2016	Actual 2017	Actual 2018 ²	Target
Impact	Input commitments					
Increased participation by priority learner groups	Māori enrolments as a % of total EFTS	7.3%	7.5%	7.7%	8.0%	8.4%
	Pacific enrolments as a % of total EFTS	3.1%	3.1%	3.0%	2.9%	3.0%
	Under-25 enrolments as a % of total EFTS	76.5%	77.2%	76.9%	77.3%	76.7%

Priority learner participation was close to expected levels. While the proportion of Māori enrolment level was greater than in prior years, it was less than forecast, reflecting the faster growth rate of other learner cohorts.

Māori and Pacific pathways		Actual 2015	Actual 2016	Actual 2017	Actual 2018 ³	Target
Impact	Input commitments					
Enhanced Māori and Pacific pathways into tertiary study	First-year Māori enrolments as a proportion of first-year enrolments.	8.0%	8.1%	7.8%	8.0%	10.1%
	First-year domestic Māori EFTS	274	314	313	367	315
	First-year Pacific enrolments as a proportion of first-year enrolments.	3.0%	3.1%	3.1%	3.0%	4.0%
	First-year domestic undergraduate Pasifika EFTS	91	111	121	123	125

The Māori recruitment targets have been exceeded and reflect the increased recruitment activity and support provided to priority learners. The population of Māori and Pacific students at UC is small so minor movements in enrolment have a disproportionate impact on the performance percentages.

² The 2018 Actuals are based on enrolments as at 31 December and may differ slightly from the SDR enrolments subsequently submitted.

³ The 2018 Actuals are based on enrolments as at 31 December and may differ slightly from the SDR enrolments subsequently submitted.

International (Full Fee) Participation		Actual 2015	Actual 2016	Actual 2017	Actual 2018 ⁴	Target
Impact	Input commitments					
Increased and more diversified international (Full Fee) participation	Full Fee enrolments (as a percentage of total enrolments.)	7.4%	9.1%	10.8%	12.1%	11.6%

Growing the number of international students is a key element of the recovery plan, which will result in a greater proportion of international students. Providing students with opportunities to engage and understand other cultures, be they indigenous or international, will enable them to succeed as global citizens of the 21st century.

Successful Course Completion ⁵		Actual 2015	Actual 2016	Actual ⁶ 2017	Forecast ⁷ 2018	Target
Impact	Output commitments					
Increased successful course completions by priority learner groups	Māori completion rates	81%	80%	81%	80%	85%
	Pacific completion rates	70%	69%	71%	71%	75%
	<25 completion rates	87%	87%	87%	85%	87%
	All SAC eligible students	87%	87%	87%	86%	87%
	<i>NZ university median</i>	86%	86%	87%		

Course completion rates are similar to previous years. The completion rate for students under 25 years old is subject to ongoing monitoring. Ongoing investment in support services is expected to positively impact this trend in the coming years. The numbers of Māori and Pasifika students are comparatively small and therefore small movements materially impact performance.

Qualification Completion ⁸		Actual 2015	Actual 2016	Actual 2017	Forecast 2018 ⁹	Target ¹⁰
Impact	Output commitments					
Increased qualification completions by priority learners	Māori completion rates	49%	60%	54%	58%	–
	Pacific completion rates	34%	47%	47%	48%	–
	<25 completion rates	62%	67%	67%	68%	–
	All SAC eligible students	60%	66%	65%	68%	–
	<i>NZ university median</i>	62%	65%	65%		

The revised metric was implemented by the Tertiary Education Commission (TEC) in 2018. Historical data has been recast using the updated methodology. The completion rate is the proportion of students who complete qualifications within a defined time period. The numbers of Māori and Pasifika students are comparatively small and therefore small movements materially impact performance.

⁴ The 2018 Actuals are based on enrolments as at 31 December and may differ slightly from the SDR enrolments subsequently submitted.

⁵ Where possible, confirmed TEC data has been referenced.

⁶ Updated since 2017 Annual report published.

⁷ Interim result to 23 January 2019.

⁸ Where possible confirmed TEC data has been referenced.

⁹ Interim result to 23 January 2019.

¹⁰ Targets were set under the historical methodology and are not comparable with the new measures.

Retention ¹¹		Actual 2015	Actual 2016	Actual 2017	Forecast ¹² 2018	Target ¹³
Impact	Output commitments					
Increased retention of priority learner groups	Māori retention rates	71%	71%	69%	70%	–
	Pacific retention rates	75%	78%	69%	65%	–
	<25 retention rates	77%	79%	78%	78%	–
	All SAC eligible students	76%	78%	77%	77%	–
	<i>New Zealand university median</i>	<i>76%</i>	<i>78%</i>	<i>78%</i>		

The revised metric was implemented by TEC in 2018. Historical data has been recast using the updated methodology. The retention rate gives the proportion of students who return for a second year of study. The retention rate of Pasifika students reflects small numbers and remains volatile.

Under the heading of Challenge, the University has set targets in conjunction with Government that support the TES goals. The primary objective is to recover the student numbers towards levels achieved prior to the earthquakes and to welcome them to an environment that supports students to achieve their potential.

Domestic students

The University has invested heavily in advertising and undergraduate scholarships to ensure that potential students are aware of the opportunities available at the University of Canterbury. The current offering known as UC7 identifies the five aspects of the graduate profile (discussed below) and also highlights the recreational opportunities (including over 150 student clubs and societies) and the support services that are available to support students through their programme of study.

Market research has provided valuable insights into the information required by prospective students and their parents. The presentations made to schools have been amended to include more targeted information. A 7.5% increase in total enrolments in 2018 was a positive endorsement of the actions taken and included a 14.4% increase in New to UC EFTS.

Competition for student enrolments is expected to intensify in the coming years. The University has responded to the challenge of increasing the number of student enrolments through a number of initiatives. National Certificate of Educational Achievement (NCEA) excellence and merit scholarships were continued for 2018 as research indicated financial support made a difference to a number of students making the decision to study in Christchurch. Targeted regional offerings have been made, such as the Go Canterbury initiative for Auckland and Wellington students, which generated significant interest.

Attracting additional students has put some pressure on the supply of accommodation. In 2018, the University opened the Hayashi complex. Hayashi comprises 16 two-storey townhouses and 10 studio apartments to accommodate individual students and couples. In response to a forecast shortage of on-campus accommodation for first-year students and international students, a proposal for development of additional on-campus accommodation was approved by the University Council in November 2018.

The University has recognised that the aspiration of some students cannot be realised on the basis of their academic results to date. This can be due to poor course selection, lack of base knowledge or inadequate academic results in required areas. TEC has previously indicated that universities should not be providing sub-degree tuition. The University of Canterbury has developed a programme in conjunction with Hagley Community College to allow students to undertake remedial study to prepare them for university. It is anticipated that this programme will see increased demand as a result of the first-year Fees Free policy.

Over recent years the University has worked with various industry representatives to develop a range of programmes that will meet the needs of business and also be attractive to students. The Bachelor of Product Design programme was launched in 2018. Product designers plan and develop items for use in homes, businesses and industry. From creating a new lightweight kayak or a phone app to formulating natural cosmetics or a virtual training world, studying product design will equip students for a wide range of occupations. The Product Design degree offers majors in:

¹¹ Where possible confirmed TEC data has been referenced.

¹² Interim result to 23 January 2019.

¹³ Targets were set under the historical methodology and are not comparable with the new measures.

Applied Immersive Game Design, Chemical, Natural and Healthcare Product Formulation, and Industrial Product Design. Graduates will be able to develop creative ideas based on their knowledge of related science and engineering disciplines, as well as gain the practical business skills needed to commercialise new product ideas. The new programme received three times the enrolments anticipated in the original business case.

Māori students

The South Island has a comparatively small Māori population (83,460 at 2013 census,¹⁴ representing 8.3% of the population) distributed across a number of national centres. The major concentration of Māori is in Canterbury (41,910 people living in the region). Taking a more targeted recruitment approach is expected to result in an increased number of Māori students enrolling at the University, which is evidenced by the 33.9% increase in first-year Māori enrolments in the period 2015–2018.

In 2012 Te Rautaki Whakawhanake Kaupapa Māori UC Strategy for Māori Development was launched in conjunction with and endorsed by Ngāi Tahu. A significant aim of the strategy is to increase the number of Māori students enrolling and successfully completing study at the University of Canterbury. In implementing Te Rautaki, the University has continued to engage with the community, schools and students. The support programmes continued in 2018, including community engagement activity, academic support and leadership development.

The University has proactively engaged with the wider community through the sponsorship of Māori student leadership events. In 2018, the University was a sponsor of He Pouwhenua, He Puapua, the National Secondary Schools Kapa Haka competition 2018. The competition finals were attended by around 6,000 people and live-streamed on Māori Television. There was strong interest from ākongā and whānau. As little was known about Christchurch or the University, the information presented was well received, particularly by whānau.

Ekea! was launched in 2016 and is a four-year programme of student engagement that begins in Year 10, targeting Māori students, and builds through to Year 13. Through a series of events over the student's secondary schooling, which builds their academic achievement and develops familiarity with the University and its environment, the student becomes well prepared to enrol in a programme of study of their choosing.

Ekea! Year 10 is an interactive programme providing a taster of the many and varied programmes at UC. This is often the student's first engagement with tertiary education. Research has shown that demystifying the institution removes a barrier to students taking on the challenge of tertiary study. There were 198 students from 14 schools registered for the programme in 2018.

Ekea! Year 11 is a Māori leadership programme developed to respond to research conducted by Te Tapuae o Rehua, which highlighted Year 11 as a critical year for taiohi (Māori youth) when deciding to commit to their education. Implemented in 2017, the two-day programme focused on Māori leadership and cultural identity with the theme "Nō hea koe? Ko wai koe? E haere ana koe ki hea?" (Where are you from? Who are you now? Where are you going?). The feedback from this cohort will inform future development of the programme. There were 32 students from six schools registered for the programme in 2018. A further seven schools have applied to join the programme in 2019.

Piloted in 2016 and expanded in 2017, Ekea? Āna is based on an NCEA Homework Programme initially developed by the UC Pacific Development Team. The initiative targets Year 12 and 13 ākongā from schools that have a high population of Māori students, who historically achieve NCEA Level 3 but not university entrance. The programme provides academic support through tutoring and workshops with a focus on NCEA exam preparation. The programme also includes content aimed at enhancing personal resilience and increasing a sense of belonging on campus. Unlike the other Ekea! programmes, this programme is independent from schools. Taiohi are responsible for registering and organising themselves in the programme; however, the University does offer transport for those who require it and encourages whānau to come along as well.

The implementation of the Māori Recruitment Strategy, to expand and enhance the recruitment activities targeting taiohi, has been supported by funding from the UC Foundation.

Significant resource has also been applied to providing information to Māori high school students. Activities have included scholarship question-and-answer sessions and information sessions provided by Māori university students for Māori high school students and their whānau. Where appropriate, specialised campus tours have also been provided. All Year 13 Māori students who apply to enrol are contacted and provided with personalised advice and assistance with their programmes. This cohort is provided with assistance to ensure that their workload and subject choices are balanced to optimise their academic outcomes.

¹⁴ The latest available data at the time of writing.

Once ākongā are enrolled, they are invited to Eke Panuku UC's Māori Orientation programme. This event provides an opportunity for ākongā to be welcomed to Te Whare Wānanga o Waitaha with a mihi whakatau, whakawhanaungatanga, introduction to all of the support services on campus through the Amazing Race and kai. Māori often refer to the adage "it takes a village to raise a child" and through this event we show our new ākongā what our village looks like and how we can work together to tautoko (support) their success in their chosen studies. Whānau are invited to participate and the increasing numbers of whānau who are attending have provided very positive feedback about their experience on campus.

Te Ratonga Ākongā Māori | Māori Development Team (MDT) provided a mentoring programme, with all tuākana (mentors) taking part in Ākongā Tū, Ākongā Ora, a version of Tangata Tū, Tangata Ora¹⁵ tailored to their role as mentors. There is also increased collaboration with other University mentoring programmes to ensure improved outcomes for students. MDT initiatives that focus on transition and success have contributed to the increase in Māori student retention, with 70% of Māori students retained in 2018 — a rate that continues to move toward the retention rate for all students at the University. As a result of the activities, 2018 saw a 17.3% increase in the number of first-year Māori EFTS enrolling.

Pasifika students

The South Island has a very small Pasifika population (21,132 at 2013 census,¹⁶ representing 2.1% of the population) distributed across a number of centres. The major concentration of Pasifika is in Canterbury (12,720 people living in the region). Taking a more targeted recruitment approach is expected to result in an increased number of Pasifika students enrolling at the University.

The UC Pasifika Strategy 2014–2018 was developed in consultation with the various Pasifika communities and launched in November 2014. This strategy outlines the aspirational goals of the University and the Pasifika community for Pasifika students based on the core themes of Connect, Confidence, Challenge, Concentrate and Contribute. Further highlights that reinforce UC's commitment to supporting and graduating the next generation of leaders of Pasifika descent and the vision of a culturally inclusive and responsive campus community are:

- The appointment of a Kaiārahi Pasifika role focusing on change strategies within the teaching and learning spaces.
- An all-day professional development training course designed, developed and facilitated by Pasifika staff, and available to all staff.
- The national launch of the Pasifika Success Indicators resource, part of a Pasifika toolkit that emerged from a collaborative research project led by the Pacific Development Team at UC, gathering the voices of Pasifika students who were studying at UC, Lincoln University and Ara Institute of Canterbury.
- The popular and successful 2018 Pacific Law and Culture Conference, which the UC Pasifika Law Students' Society organised and hosted only a year after the association formed.

In 2018 Pasifika enrolments were 408.0 EFTS, meeting the target enrolment level. Pasifika students now comprise 2.9% of the total student population.

The implementation of the Pasifika Strategy has seen existing initiatives aimed at attracting Pasifika students enhanced, including targeted scholarships and dedicated liaison staff working with university-ready students through targeted secondary schools to the UC Me XL outreach programme. The programme was initially developed in the post-earthquake environment, to assist high school students who did not have study space available at home. UC Me XL is a two-week holiday programme on campus designed to support students studying NCEA Levels 1–3. In 2018, there were over 60 students from schools in Christchurch participating in the programmes. Auckland is also a target market for the recruitment of additional Pasifika students.

UC Pacific Mentoring Programme (UCP) is a one-to-one, peer support programme for all Pacific students in their first year of study. By connecting with a mentor, first year students receive direction, encouragement, motivation and, most important of all, friendship. All mentors are senior students with a strong understanding of university life through their own personal experiences and knowledge. They are committed to providing students with the advice and support they need throughout the year in order to succeed at the University. To access the UCP, students must be enrolled as a Pacific student at UC and register with the programme. All first year UC Pacific students are assigned a mentor on registration.

Participants in the Pasifika Academic Solutions and Success (PASS) programme can access individual and group tutorials for specific first-year courses. Results indicate that the academic performance of PASS participants has been higher than would be expected when compared with the achievements of cohorts who were not supported in this manner.

¹⁵ Tangata Tū, Tangata Ora is a programme that seeks to develop the ability of participants to interact respectfully and effectively with people from a background that is different from their own. It goes beyond an awareness of/sensitivity to another culture, to include an ability to utilise that knowledge in cross-cultural situations and to develop and implement processes, procedures and practices that support the delivery of culturally competent and appropriate services.

¹⁶ The latest data available at the time of writing.

International students

While the proportion of full fee international students enrolled is important to the financial sustainability of the University, their presence also enables our domestic students to glean an understanding of other cultures through engagement with classmates from other countries and cultures.

The International Growth Strategy details how international students will be attracted to study in Christchurch. The strategy has seven components:

1. Developing programmes with international appeal. Strong demand has been identified for postgraduate education, particularly taught masters. Masters programmes in areas such as Bicultural Co-Governance of Natural Resources, Disaster, Risk and Resilience, Urban Resilience and Renewal, and Geospatial Science and Technology have been launched as a response to student and industry demands.
2. Ensuring students have a world-class experience at UC. UC was ranked 231st¹⁷ in the world, which is in the top 3%. A total of 15 of its subject areas are ranked in the QS top 200. The University was also the first New Zealand institution to achieve five stars in the QS STARS rating, which reflects the relative quality of universities.
3. Ensuring that our fees are competitive. UC international fees are benchmarked against those charged by similar institutions domestically and internationally.
4. Developing competitive packages for international students, including accommodation and fee packages in specified areas.
5. Optimising recruitment channels. The collaboration with Navitas (an international education provider working through 120 institutions in 24 countries) has enhanced the University's presence in target markets and is complemented by a group of Christchurch-based country managers. The University has appointed representatives based in key target markets.
6. Managing the pipeline and conversion of application. The systems and processes relating to student applications are subject to ongoing review and refinement to deliver an improved level of customer service.
7. Enhancing the UC brand. A strong brand will ensure that international students are aware of and continue to perceive the University of Canterbury as a provider of a world-class educational experience.

These strategies formed the main thrust of continuing international recruitment activity and will be evaluated in 2019.

In order to offer a better experience to international students, UC has developed a new tool to provide offshore students with a virtual reality (VR) experience of the campus before they come. A team developed 360-degree videos, which could be viewed using VR headsets. This may be the first time a New Zealand university has done this and it was seen as an attractive recruitment tool, making the best of the Ilam campus and the new buildings. The overall product is called UC on Wheels and was available for recruiters to use at no charge. Innovations such as this will underpin the forecast growth in international student numbers.

The outlook for 2019 is positive as applications to enrol exceed prior years with an increase of 13.6% in applications from new domestic students and 35.6% from new international students over the prior year at the same time (week 16 of the enrolment cycle).

Graduate profile

In order to be successful, the University must rebuild domestic student enrolments to at least the pre-earthquake levels. To differentiate the University of Canterbury graduate from those who study elsewhere, the University has implemented a graduate profile outlining a package of specific competences that all undergraduates will be able to participate in developing. Each of the attributes is championed by a Senior Management Team member.

Competence	Learning Objective
Critically competent in a core academic discipline of their degree	Students know and can critically evaluate and, where applicable, apply this knowledge to topics/issues within their majoring subject.
Employable, innovative and enterprising	Students will develop key skills and attributes sought by employers that can be used in a range of applications.
Biculturally competent and confident in a multicultural society	Students will be aware of, and understand the nature of biculturalism in Aotearoa New Zealand and its relevance to their area of study and/or their degree.
Engaged with the community	Students will have observed and understood a culture within a community by reflecting on their own performance and experiences within that community.
Globally aware	Students will comprehend the influence of global conditions on their discipline and will be competent in engaging with global and multicultural contexts.

This graduate profile has been developed in conjunction with employers, key stakeholders, academic staff (both internal and external) and student representatives.

¹⁷ QS World University Ranking 2018/2019.

Critically competent in a core academic discipline of their degree

In order to ensure that students are competent in their chosen academic discipline, it is essential that students receive quality teaching. Quality assurance of teaching is guided by the following principles (these apply to all quality assurance processes at the University of Canterbury):

- consistency
- accountability
- efficiency
- flexibility
- culture and understanding.

Teaching quality is one of the hardest aspects of university activity to measure. In 2018 the independent rankings agency QS ranked the University of Canterbury 220th in the world for academic reputation.¹⁸ This measure provides a “sense of consensus of opinion amongst the international academic community”.¹⁹

Quality assurance of teaching encompasses all aspects pertaining to the delivery of teaching and course material to students; this includes what is taught, how teaching is undertaken, who teaches and how well, where teaching occurs and how effective it is, and when teaching occurs. Much of this is conducted at a school or departmental level with an expectation of annual and formal quality assurance through the five-year qualification review cycle.

Quantitative measures used in the QA processes are conducted or coordinated by Academic Services and include:

- Student Evaluation of Teaching (SET) surveying — course, teaching and programme surveys
- Student Experience Surveying — UCount and UCPEQ surveys that focus on environmental issues, infrastructural and ancillary teaching support
- the Graduate Destination Survey, which is increasingly focusing on skill acquisition and development.

Overall results are provided to the Head of Department or School, the respective Pro Vice-Chancellors as executive and academic leaders of the colleges, and the Assistant Vice-Chancellor (Academic), who has the institutional responsibility for academic quality.

The University Council encourages high-quality teaching by awarding the University Teaching Medal. The criteria for the award are exacting and as such the award has only been made on 10 previous occasions. The 2018 recipient was Professor Jon Harding. A teacher and educator in the areas of freshwater biology, entomology and invasive species biosecurity, Professor Harding employs an engaging teaching style, which couples intriguing anecdotes with theoretical concepts, makes lectures exciting and provides key messages that are clear and easy to recall. Over his career of some 18 years, he has received numerous nominations and awards for teaching including an Ako Aotearoa National Tertiary Teaching Excellence Award.

All colleges and the majority of schools and departments have an external advisory board. These boards provide feedback from the community (employers, professional and other interested bodies). This feedback assists in ensuring that the academic programmes are relevant to the community beyond academia.

Employable, innovative and enterprising

Under this attribute, students are expected to develop skills that are transferable between workplaces. The core skills to meet this attribute are:

- working effectively and professionally with diverse communities
- communication
- analytical, critical thinking and problem solving in diverse contexts
- digital literacy
- innovation, enterprise and creativity.

These skills can be honed in a variety of ways and will be tailored to fit different academic programmes. Opportunities include internships, placements, field trips, experiments, real-world problem solving and project work. Importantly students must also be challenged to reflect on their experience and be allowed to articulate what they have learnt through feedback or assessments.

In order to ensure that students are more employable, a range of initiatives have been developed and implemented with significant input from employers from diverse industries. From 2015, initially as part of a pilot programme, first-year students have had the opportunity to have their non-academic experience and competencies independently validated and documented in a co-curricular record that can be shared with employers. A co-curricular record shows not-for-credit activities, such as leadership roles in clubs and societies that the student has been involved in. It could also include

¹⁸ QS 2018/2019 World University Ranking.

¹⁹ www.topuniversities.com/university-rankings-articles/world-university-rankings/qs-world-university-rankings-methodology.

volunteering experience and approved work experience. The initial pilot participants graduated in 2017. As part of the pilot, feedback from employers was sought in 2018. In the interim, a number of employers provided positive ad hoc feedback on the content and layout of the record. There is a general consensus that the linking of the activities to the graduate profile is very useful. The Co-curricular Record had 1,841 students registered at the end of 2018, with 55 validated activities that students can opt in to.

This attribute is supported by the UC Centre for Entrepreneurship (UCE). The centre facilitates the development of students' entrepreneurial ideas and links with industry through a variety of activities.

The UCE EY Summer Startup finals featured 12 students pitching their business ideas to a panel of judges drawn from industry and UC and an audience of over 200 guests. Attendees and judges commented on the high calibre of the presentations and the wide variety of ventures in this year's programme.

UCE had over 120 student signups for UCE Deloitte Business Case Competition Programme, workshops, and training. Deloitte consultants and associates joined us on campus to facilitate a range of workshops, including 'An Intro to Case Comp', 'Professional Presentations', 'Fast Financial Analysis' and 'Technology Risk and Opportunity'. The 2018 year included multiple 90-minute Case Competitions held at UCE, three 5-hour Student Development Society National Rounds in Dunedin, Auckland and Wellington, and the Global Innovation and Entrepreneurship Challenge (GIEC) — a week-long series of competitions that attracts multiple international teams. Supported by Deloitte with several dedicated trainings, the Canterbury team at GIEC achieved a third-place finish, the top result of any New Zealand team. Engaging in the UCE Deloitte Business Case Competition Programme was a highly rewarding experience. Students who took part built confidence, developed mastery in analytical thinking and became polished presenters. Case Competition experience highlights a point of difference to their future employers.

UCE also ran five student challenges, where students were presented with real-world problems and were challenged to find solutions. These challenges were drawn from the health sector in partnership with the Canterbury District Health Board, the not-for-profit sector in conjunction with the Christchurch City Mission and YMCA, the information technology sector in conjunction with MYOB, a UCE sustainability challenge and the Kathmandu Social Enterprise Challenge.

Entré is a not-for-profit University of Canterbury company, run by students for all tertiary students in the Canterbury region. Entré encourages the entrepreneurial spirit among students, and opens up hands-on opportunities and industry exposure for students at UC, Lincoln and Ara to gain experience and business mentorship. Through our competitions and networking opportunities, students are inspired to become more innovative and creative. The major Entré event is the \$85k Challenge. This year's winner was Komodo Monitr, who have produced an award-winning athlete monitoring platform to optimise performance and reduce injuries. Entré is supported by UCE and sponsored by the University.

Biculturally competent and confident in a multicultural society

An overarching goal is that all University of Canterbury programmes will have learning outcomes and linked assessments that support bicultural confidence and competence (BiCC) in graduates, thus providing a unique skill set valued by employers locally and globally. The University has a memorandum of understanding with Ngāi Tahu and is working cooperatively with the iwi to create many valuable outcomes for both parties. In 2012, Te Rautaki Whakawhanake Kaupapa Māori was developed in consultation with Ngāi Tahu and adopted by the University Council. One of the six areas of development is Hōtaka Kōunga Quality Programmes. The objective is to incorporate an indigenous perspective into all undergraduate programmes of study. In 2017, BiCC content was developed for 100-level courses for delivery in 2018. These courses represented the first touchpoint in the core of academic programmes. Course content, activities and experiences were developed in 2018 for delivery in 2019 with the focus on 200-level courses. For most programmes of study, this 2018 development will have been at the second touchpoint level — that is, more advanced than and building on the first touchpoint. It should be noted that the review process will be ongoing over the coming years and further evolution is expected.

Bicultural competence and confidence is the ability to interact confidently and appropriately with people from backgrounds that are different from one's own. It goes beyond an awareness of or sensitivity to another culture to include the ability to use that knowledge in cross-cultural situations. At an institutional level, it includes the developmental processes, procedures and practices that support culturally competent and appropriate services. The objective is to allow each student to have adequate opportunities to engage with content, activities and experiences to the extent that they develop bicultural competence and confidence and understand how it is relevant to their chosen discipline or career by the time that they graduate.

Engaged with the community

The community engagement attribute is led by the UC Community Engagement Hub based in the College of Education, Health and Human Development. In the aftermath of the 2011 earthquake, University of Canterbury students played a significant role in meeting the needs of the community through the Student Volunteer Army (SVA). Subsequently, the staff and students collectively determined that the SVA ethos should become a formal part of the University's future direction and it was incorporated into the graduate profile. Community engagement is embedded in the curriculum through service learning courses and internships where academic content, relevant service and critical reflection are implemented. Professional placements in programmes such as Education and Engineering can also meet the objectives of community engagement.

Community engagement has taken a number of forms in 2018. The year started with the SVA Big Give event. Early in the academic year, the Big Give served as an introduction to volunteering. Several hundred students worked for a day on Godley Head. Activities included restoring historical World War Two buildings, painting, planting, track laying, fencing and more. At the end of September, the Student Volunteer Army continued its good work, this time on the West Coast where a camp was held in Hokitika and participants carried out volunteer projects for local communities.

In one of the most innovative community outreach initiatives undertaken in Christchurch, the University of Canterbury and Lincoln University are bringing the Children's University to New Zealand. In partnership with the University of Adelaide, they will become the first New Zealand providers of the award-winning educational programme. The universities are collaborating with local stakeholders and iwi to establish a New Zealand Children's University, which offers learning opportunities outside of the classroom to school students. Children's University, which originated in the United Kingdom, was first adopted in Australasia by the University of Adelaide in 2013 and other Australian universities soon followed. The model uses local educational and learning activity providers and emphasises experience as a significant learning tool. It aims to produce meaningful learning experiences for school children — experiences that will hopefully lead to them taking up tertiary study in the future. Uniquely, activities align with skill development that supports tertiary-level study. One of the principles underlying Children's University is that children need to know what exists to know what they can aspire to achieve. It is anticipated that at least some of the participants will subsequently enrol in tertiary education in Christchurch.

Globally aware

The globally aware attribute is approached from a bicultural standpoint — globally aware and locally rooted. Consequently it has a similarity with the biculturally competent and confident attribute. In this way the many cultural influences on an individual can be acknowledged (for example, culture of country, culture of discipline, culture of institution). Students are expected to develop:

- an understanding of the global nature of their discipline
- the ability to engage critically and effectively in global and multicultural contexts.

In order to demonstrate the successful fulfilment of this attribute, learning outcomes are intended to link to these themes and be associated with relevant assessment. Fulfilling this attribute is not something that will be accomplished in one course. It will take time to develop and will require multiple opportunities for students to broaden and deepen their knowledge and skills.

The University exchange programmes provide additional opportunities for students to have an international experience of what they choose to study. The programme provides opportunities for students to do a semester's study abroad to gain experience of working and living in different cultures. The network of more than 60 exchange partnerships is already in place with overseas universities. There is a growing trend to include short-term international study tours as field trips during recess or summer breaks. Depending on the courses taken, students have the opportunity to travel to Asia, Europe, North America, Australia and Antarctica.

Each year, additional opportunities are created for UC students to have an international experience. Reciprocal study tours where UC students visit another institution and then host a cohort from the other institution are increasingly popular. Visits have included destinations as diverse as Chile and China. The partner institutions host the students and facilitate visits to their industry partners, such as Alibaba Group, China's largest e-commerce company. Student feedback continues to be very positive and supportive of these initiatives.

The year 2018 also saw the implementation of a significant teaching initiative between the University of Helsinki and UC. Students from New Zealand and Finland are working together on assignments and lectures delivered via Facebook and a chat app. The international digital classroom expands students' horizons, while building bridges in an educationally meaningful way. The methodology has been shared across the academic community and further initiatives are under consideration.

Internationalisation and global awareness are so much more than drawing full-fee paying students to UC. Opportunities that create learning opportunities with academic frameworks for learning and leveraging our partnerships are important parts of delivering this attribute of the graduate profile.

Priority Objective 2: Concentrate

Enhancing the quality and impact of research outputs

Research Outputs		Actual 2015	Actual 2016 ²⁰	Actual 2017 ²¹	Actual 2018	Target
Impact	Output commitments					
Increased research degree completions and external research income	Number of research degree completions	425	436	431	432	440
	External research income excluding Performance Based Research Funding	\$27.4m	\$30.9	\$34.4m	\$40.7m	\$27.7m

The number of research degree completions is similar to the prior year and marginally less than the forecast that was developed in 2016. The additional external research funding received reflects the successful implementation of the research collaboration strategy described below.

Postgraduate Enrolments		Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target
Impact	Input commitments					
Increased postgraduate enrolment EFTS	Postgraduate taught EFTS	1,481	1,636	1,752	1,944	1,004
	Postgraduate research EFTS	1,173	1,141	1,174	1,161	1,133
	Total postgraduate EFTS	2,654	2,777	2,926	3,105	2,137

The number of taught postgraduate enrolments has been primarily driven by interest in taught masters programmes.

Māori and Pacific Research Students		Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target
Impact	Input commitments					
Increased postgraduate enrolments on the part of key priority learner groups	Māori postgraduate research students as a proportion of total Māori EFTS	4.3%	4.8%	5.9%	6.2%	4.6%
	Pacific postgraduate research students as a proportion of total Pacific EFTS	4.2%	3.8%	4.3%	4.9%	3.6%

The population of Māori and Pacific students is small so minor movements in enrolment have a disproportionate impact on the performance metrics.

Research outputs

The number of research degree completions was consistent with the highest ever reported in 2016. The research revenue excluding Performance Based Research Funding continues to grow: the total earned in 2018 was 18.3% greater than the previous year.

Postgraduate students

Despite the growth in the total number of students enrolling, the number and proportion of postgraduate students increased at a faster rate over the past three years. During 2018 there were over 1,000 doctoral candidates studying at the University. The increase in doctoral enrolments is driven in part by the University's involvement in the National Science Challenges and Centres of Research Excellence.

In addition to increasing the number of research degree enrolments, the University has continued to develop and promote new professional masters qualifications. In 2018 a further six professional masters degrees were offered for the first time. The subject areas included Bicultural Co-Governance of Natural Resources; Risk and Resilience; Spatial Analysis

²⁰ Updated since 2016 Annual report published.

²¹ Interim result to 23 January 2018.

for Public Health; and Geospatial Science and Technology. These qualifications have attracted significant interest from international students and increasingly from domestic students, which has seen the overall number of postgraduate enrolments (EFTS) increase by 6.1% from the previous year.

The proportion of postgraduate students from priority groups is also increasing beyond expectations. The number of doctoral candidates identifying as Māori or Pasifika increased, which was reflected in the increased proportion of priority learners involved in postgraduate research.

Research developments

UC has been pursuing a collaborative research strategy since 2012. The University has become known as a great collaborator and has come to understand the need and opportunity afforded by a more collaborative model of engagement. The origins of this strategy lie in the response to the 2011 Canterbury earthquake.

The reputation of the University's research staff as valued collaborators and contributors is evidenced by the record levels of research funding received in 2018, financial participation in nine of the eleven National Science Challenges in roles from the directorate level to research support, and leadership or partnership in all ten Centres of Research Excellence.

The Child Well-being Research Institute was launched in 2018. Led by co-directors Professors Gail Gillon and Angus Macfarlane, the aim of the institute is to advance high-quality, multidisciplinary research to enhance the learning success and healthy well-being of children and young people. The focus is holistic, including research related to infants, children and adolescents within the context of their whānau, family and community. In marking this milestone for UC, Chancellor Dr John Wood and the Hon Ruth Dyson spoke to the importance of the establishment of the Institute, and the potential it holds to enhance the lives of children and their whānau, and contribute widely to the well-being of communities across Aotearoa New Zealand. Underpinned by the premises of Vision Mātauranga, the institute will be a leader in developing and using culturally responsive research practices to develop a strengths-based discourse around child development, health and well-being.

Recognition of research leaders

The University Council continues to encourage and recognise leading researchers through the awarding of an Innovation Medal for “the active transformation of academic knowledge and ideas leading to their adoption by the wider community” and the Research Medal for “excellence in research”. The criteria for the award of the medals set a very high bar.

The Innovation Medal was awarded to Professor Phil Butler in 2018. Renowned as a predominant driver in the excellence of innovation and development of medical technology, Professor Butler is a world leader in the development and commercialisation of medical imaging and laser-based treatment. His work on the MARS spectral x-ray scanner, developed in collaboration with his son, Professor Anthony Butler, is of particular note. Producing images with significantly improved diagnostic information, measuring the x-ray spectrum to produce colour images instead of black-and-white, and showing different components of body parts such as fat, water, calcium, and disease markers, the MARS scanner is widely considered to be a breakthrough in x-ray imaging. The scanner has the potential to revolutionise medical imaging, particularly in the diagnosis and treatment of diseases such as cancer and heart disease, because it provides far greater detail of the body's chemical components.

The Research Medal recipient was Professor Rick Millane. He is an international leader in the development of methods for macromolecular imaging for structural biology. Over the past three decades he has been instrumental in developing new theory and computational algorithms for imaging the structures of biological macromolecules using x-ray diffraction. His work has had particular impact in the application of new x-ray free-electron lasers to study the structures of biological molecules. His methods are used by structural biologists to help understand disease processes and for drug design. Professor Millane's recent work contributes towards our understanding of the structures of amyloids, mis-folded protein aggregates that are implicated in neurodegenerative diseases such as Alzheimer's and Parkinson's. In addition to his work in biomolecular imaging, he has applied his skills in image reconstruction and diffraction theory to medical imaging (optical diffusion imaging and magnetic resonance imaging), diffraction by disordered and geometrically frustrated materials, image analysis problems in biology, vision science, geology and atmospheric science, and aspects of visual perception. Professor Millane was awarded the Royal Society of New Zealand TK Sidey Medal in 2016 for his “wide ranging and fundamental work in x-ray diffraction imaging, diffraction theory, and optical diffusion imaging, and their application in biology and medicine”. The TK Sidey Medal is awarded once every three years, its first recipient being Nobel Prize-winner Ernest Rutherford, UC's most distinguished alumnus.

Priority Objective 3: Connect

Maintaining strong, collaborative and mutually beneficial relationships with stakeholders

Relationship with Alumni and Supporters		Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target
Impact	Input commitments					
Strengthened relationships with alumni and supporters	Income through UC Foundation to UC	\$4.1m	\$3.2m	\$9.6m	\$8.8m	\$3.8m
	Proportion of alumni with current addresses (electronic or physical)	53%	61%	65%	69%	68%

Increasing emphasis on philanthropic donations has resulted in the UC Foundation being able to support an increased number of activities across the University. The strategy to engage with alumni has resulted in a significant increase in the proportion of contact details held.

International Engagement		Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target
Impact	Input commitments					
Enhanced international connection	Visiting Fellowships awarded	72	87	81	86	75
	Take-up of outgoing awards	20	29	24	25	25

A number of awards made in 2015 were deferred until 2016, resulting in record numbers of exchanges.

Industry Engagement		Actual 2015	Actual 2016	Actual 2017	Actual 2018	Target
Impact	Input commitments					
Increased revenue from providing services to industry	Revenue derived from consulting activity	\$3.6m	\$4.1m	\$4.3m	\$5.4m	\$4.2m

Māori

The University of Canterbury is committed to responding to its obligations under Te Tiriti o Waitangi and its role in contemporary Aotearoa. The University has a unique commitment to graduating students who demonstrate bicultural competence and confidence and who will be successful in a bicultural Aotearoa (Māori and non-Māori) and a multicultural society and world. The University continues to cement the relationship with Ngāi Tahu through the implementation of Te Rautaki Whakawhanake Kaupapa Māori UC Strategy for Māori Development. This is partnered with the adoption of an agreement with Ngāi Tūāhuriri, the mana whenua, that will underpin the relationship between mana whenua and UC. This was seen as an important step on the University's bicultural journey.

The Bicultural Competence and Confidence Framework was developed in 2015 and supports the University to develop curricula, activities and experiences that relate to the graduate profile attribute of bicultural competence and confidence. The implementation of this framework commenced in 2016 with mapping of curricula and facilitating the development of content, pedagogy, activities and experiences in curricula in programmes of study. In 2017, integration of the work commenced in developing these curricula. The overall aim is that the community is confident that our graduates cross the stage having fulfilled the aspirations outlined in our graduate profile, and with particular reference to this attribute, having had ample opportunity to develop bicultural competence and confidence as it relates to their chosen discipline and recognise how this will contribute to their future careers, whether in the setting of a bicultural Aotearoa New Zealand or an international context. This is tied to inclusiveness, to enabling multiple perspectives of society and to acknowledging the role of graduates among these communities. The knowledge and skills instilled through this attribute will ensure that UC graduates are able to engage effectively in our multicultural society and have a distinctive and unique perspective for employment locally, nationally and internationally.

The Kia Ngaringari project, an initiative to recruit additional Māori staff, has been implemented. The long-term objective is to ensure that the proportion of Māori staff members is at least comparable with that of Māori in the wider community. Use of te reo Māori at the University continues to increase. The Senior Management Team has taken the lead in championing the use of te reo Māori by using part of their regular meeting as an opportunity to practise use of mihi and appropriate pronunciation.

Pasifika

The UC Pasifika Strategy 2019–2023 was developed in conjunction with the Pacific communities based on the foundation of the previous strategy. Through the process of consultation, the University response to the aspirations of the communities was formalised. To ensure that the relationship and progress on the implementation of the strategy continue, the Pacific Peoples' Advisory Committee and the Pasifika Strategy Advisory Group were formed. These groups continue to meet regularly and provide a forum where the community and senior University managers are able to address concerns and provide feedback.

The major community outreach initiative was the UC stand at the Christchurch SPACPAC Polyfest where staff were able to meet with potential students and their families to answer questions and provide information about the educational opportunities available at UC. Members of the Pacific Development Team also served as judges for the BizNinja competition, a business competition for secondary school Pasifika students. The importance of the community connection cannot be overestimated.

Canterbury

The UC Futures programme has provided a broad platform for engagement with a wide range of stakeholders. The relationship with industry has strengthened appreciably as the University has sought to define its role in the Christchurch recovery. The University of Canterbury's role in the recovery of the region is multifaceted as:

- a provider of skilled labour
- a source of solutions to problems through research expertise
- a generator of economic activity.

The University has had and will continue to have a close connection to the city of Christchurch. The University will contribute up to \$15 billion to the local economy in the period 2014–2024 and is a major source of economic activity in the city. The University returned to remediated space in the Arts Centre. The Classics and Music departments have occupied the Chemistry Building on the former University of Canterbury site. Music students hold regular lunchtime concerts, which offer public entertainment as well as experience for the students with performing in front of a live audience.

The University has also enhanced its presence in the city through participation in the Health Precinct where clinical teaching has been co-located with the clinical services of the Canterbury District Health Board. The University also has a role in the SIGNAL ICT Graduate School located in the Innovation Precinct.

The University attracts thousands of students, staff and visitors to Christchurch every year. As a result, its contribution to the economic activity of the city is in excess of \$1.5 billion per annum. This figure does not include the hundreds of millions of dollars that will be spent in capital development and remediation, funded by Government and the University. For 2018, the average capital expenditure was almost \$2.7 million per week.

The University also supports economic development by encouraging start-up enterprises. The UC Centre for Entrepreneurship has received \$60,000 from Callaghan Innovation to support XStart, the Centre's incubator programme for the coming year. XStart, which currently hosts 13 start-ups, is a joint initiative between UCE and ChristchurchNZ, which provides administrative and in-kind support for XStart.

Industry

The University is also one of the largest employers in the city. University of Canterbury knowledge has always fuelled Canterbury's economic engine.

UC is a partner in the newly announced Christchurch Mobility Laboratory (CMLab), which will use part of the 'Red Zone' and wider Christchurch city as a test-bed for the development of new and emerging transport technologies, with a particular focus around 'connected and autonomous vehicles (CAVs)'. This will be a national facility for New Zealand and international companies to test autonomous land and aerial vehicles in real environments, including Bexley as a simulated urban setting. UC, as a partner in CMLab, will bring significant benefit, building on the existing links with the Christchurch airport autonomous vehicle trial, engagement with Zephyr Aeroworks around autonomous aerial taxis, and the emerging relationship with New Zealand-built HMI electric vehicles. Other partners in CMLab include the Christchurch City Council,

Environment Canterbury, the New Zealand Transport Agency, Land Information New Zealand, Regenerate Christchurch, the Ministry of Transport, the Ministry of Business, Innovation and Employment, Christchurch City Holdings Ltd, ChristchurchNZ and the Civil Aviation Authority.

The University has been involved in the recovery since the earthquakes, helping provide an intelligent and innovative response. The earthquake-related work is ongoing and has expanded as the University hosts the government-funded centre of research excellence – QuakeCORE.

The opportunity for further engagement with the ICT industry had arisen as the University has a lead role in developing the SIGNAL ICT Graduate School with a range of industry and educational partners (including Ara Institute of Canterbury, Otago Polytechnic, and Lincoln and Otago universities). Enrolments continue to increase as the quality of the SIGNAL programme becomes known. Students from a variety of academic backgrounds have the opportunity to study a programme providing a practical learning experience that will prepare them for employment in the ICT industry. The school is overseen by an independent Board (with the majority of its members from industry) led by Dr David Band, a professional director with a background in both international business and academia.

The University has a multifaceted relationship with industry based primarily around the research activity and the graduates produced. In 2018, the University of Canterbury was ranked third in New Zealand for employer reputation and 269th in the world.²² This ranking shows that University of Canterbury graduates are readily accepted by employers. The staff of the University also offer consultancy services through the University. The value of the services provided continues to steadily increase as the University strengthens its relationship with industry.

International

The University currently maintains active relationships with over 100 partner universities representing all continents. These relationships can include a wide range of activities and can include research, intellectual property licences, teaching, and student and staff exchanges. Through the generous bequest of alumnus John (Jack) Erskine, a trust fund was established. Income from the trust fund was initially to be used to pay the fares and reasonable overseas travelling expenses of members of the teaching staff, of the then Canterbury University College, as a way of enabling them to increase their knowledge in any subject taught in the Science, Engineering or Commerce colleges and to teach those subjects better, as well as bringing international teachers to the University. In later years, the programme was widened to include all disciplines taught at the University of Canterbury.

The University of Canterbury is a member of the global AC21 consortium. The consortium members are committed to innovation in education, research and academic governance through collaborative action. The AC21 members are also committed to undertaking projects involving collaboration between industry, academia and government. Drawing on the wider pool of international expertise of the members is expected to provide more effective results than could be achieved through the efforts of individual members.

Alumni

The alumni are an increasingly valuable resource to the University. Support from the alumni has ranged from letters of endorsement for the UC Futures project to contributions for scholarship funds and the funding of the homework academies. The University has a current relationship with 65% of its living alumni. With the use of social media and an ongoing recruitment programme, it is expected that this number will increase over time. Regular contact is made with as many alumni as possible through face-to-face networking events in New Zealand and overseas, regular email and social media outreach, and the traditional printed publications. The University of Canterbury Foundation and its sister foundations in North America and the United Kingdom contributed \$8.8 million to the University in 2018.

The University of Canterbury Students Association (UCSA), in conjunction with the University, is running an appeal to the alumni to assist in rebuilding the UCSA building, Haere-roa. The building was deemed not fit for purpose after the earthquakes and had been unoccupied since February 2011. Demolition was completed in December 2016. Construction of a new fit-for-purpose building will be completed in 2019. It recognises the building as a space that hosts and welcomes people. The name has been gifted to the UCSA by mana whenua, Ngāi Tūāhuriri, and is linked to the Ōtākaro Avon River, which flows past the UCSA building site. The appeal had raised more than \$2.7 million by the close of 2018.

²² QS World University Ranking 2018/2019.