
EMBARGOED UNTIL 4pm WEDNESDAY 25 MAY 2016

Agenda

Date **Wednesday 25 May 2016**

Time 4.00pm

Venue Council Chamber, Matariki

Refer to
Page No.

1. APOLOGIES: Jeff Field, Dr John Wood (for potential late arrival)
2. CONFLICTS OF INTEREST
Every Member has an obligation to declare any material interests relevant to any University of Canterbury activities and to ensure that any conflict arising from the material interests is noted and managed appropriately
3. MINUTES (27 April 2016) 1-9
4. MATTERS ARISING
5. FROM THE CHANCELLOR
 - 5.1 Chancellor's Meetings 11
 - 5.2 2016 Council Work Plan 13
 - 5.3 Correspondence from Minister Joyce 15
 - 5.4 PVC presentation – Professor Gail Gillon, College of Education, Health and Human Development
6. FROM THE VICE-CHANCELLOR
 - 6.1 Monthly Report 17-48
7. FACULTY/COLLEGE MERGER
 - 7.1 Management Recommendation on Faculty/College Merger Proposal 49-54
 - 7.2 Report from Professor Burrows and Dr Mann 55-56
 - 7.3 Presentation from Faculty Deans (in attendance)
 - 7.4 Advice from Academic Board 57-60
8. FROM THE FINANCE PLANNING AND RESOURCES COMMITTEE 61
 - 8.1 UCTF Quarterly Report to 31 March 2016 63-81
 - 8.2 CAPEX Report to 31 March 2016 83-91

9. FROM THE AUDIT AND RISK COMMITTEE 93
 9.1 Appeals, Discipline and Grievances Report, 2015 95-102
 9.2 Health and Safety 103-108
10. FROM THE ACADEMIC BOARD
 10.1 Academic Board Report 109-113
 10.2 Academic Implications of the Space Allocation Policy 115-137
11. PUBLIC EXCLUDED MEETING
 Motion by the Chancellor for Resolution to Exclude the Public Pursuant to s48 of the Local Government Official Information and Meetings Act 1987:

I move that the public be excluded from the following parts of the proceedings of this meeting, namely:

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
7.1	Risk Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i) 7(d)
8.1	UC Futures	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	UCSA Redevelopment Design and Project Costs FAM	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	Online Experience Phase 3	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	Financial Forecast Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.1	Draft minutes Audit and Risk 17 May	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.2	UC Futures Key Risks	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i) 7(d)
9.3	Audit New Zealand Management Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

I also move that UC Directors, Secretary of Academic Board and the University Council Co-ordinator be permitted to remain at this meeting because of their knowledge of the various matters being discussed. This knowledge will be of assistance in relation to the matters discussed, and is relevant because of their involvement in the development of the reports to Council on these matters.

12. REPORT FROM THE PUBLIC EXCLUDED SESSION
13. GENERAL BUSINESS
14. NEXT MEETING –Wednesday 29 June 2016

Minutes

Date	Wednesday 27 April 2016
Time	4.10 pm
Venue	Council Chamber, Level 6 Matariki
Present	Dr John Wood (Chancellor), Ms Sue McCormack (Pro-Chancellor), Dr Rod Carr (Vice-Chancellor), Mr James Addington, Mr Peter Ballantyne, Ms Catherine Drayton, Mr Bruce Gemmell, Mr Tony Hall, Professor Roger Nokes, Mr Warren Poh, Mr Malcolm Peterson Scott, Mr Shayne Te Aika.
Apologies	None
In Attendance	Mr Jeff Field, Registrar and AVC Dr Andrew Bainbridge-Smith, Head of Academic Services Ms Alex Hanlon, Director, Learning Resources Mr Keith Longden, Chief Financial Officer Ms Robyn Nuthall, Programme Director - UC Futures Ms Raewyn Crowther, University Council Co-ordinator Ms Joanne Noble-Nesbitt, Erskine Manager
CONFLICTS OF INTEREST	Professor Nokes' conflict as a result of being an academic member of UC staff, in respect of the item on Faculty/College merger, was noted.
MINUTES	The minutes of the meeting held on 30 March 2016 were approved.
MATTERS ARISING	Health and Safety Site Visit: CETF Mr Warren Poh gave a report on the Health and Safety visit to the CETF site by a number of Council members. The group had been joined by the Hawkins Project Director, the Project Manager and UC's Health and Safety officer. They had been able to see evidence of appropriate behaviours, clear communication and effective health and safety procedures in place. The UC Health and Safety officer was engaged actively with the client in systems and reporting. Mr Poh was impressed that a ban on stepladders had been enforced. The visit had sent a signal that Council was taking its responsibilities in this area seriously.

**FROM THE
CHANCELLOR**

The Chancellor noted that the Annual Report and a booklet on the Co-Curricular Record had been provided to members.

Chancellor's Meetings

The schedule of meetings was noted.

Council Work Plan 2016

Members were reminded that the work plan was a dynamic document and the style of updating of information in the plan was noted. Mr Gemmell asked if a workshop prior to consideration of the RSIC Stage 2 Business Case could be accommodated.

Executive Committee Minutes

The Chancellor reported on a meeting of the Executive Committee held after the FPRC meeting on 18 April at which two matters were considered:

- The University Council had been informed previously of the need for a second electricity supply cable to ensure a stable, secure and constant supply of electricity to the campus. The route, from Ilam Road across the Science car park to the Erskine building, required an easement to be granted to Orion, which the Executive Committee approved.
- The Finance Planning and Resources Committee had considered a paper on the relocation of the UCSA Early Learning Centre from the Ilam to the Dovedale campus. While the full paper and recommendations were referred to the University Council for approval, pending that approval the Executive Committee was asked to delegate authority to the Vice-Chancellor to approve any early and enabling works.

The Executive Committee minutes would be circulated to Council members.

PVC Presentation – Engineering

Professor Jan Evans-Freeman, PVC Engineering, was welcomed to the meeting and provided Council with an overview of the College's recent successes and the challenges it was currently facing.

There had been significant growth in student numbers in Civil and Mechanical Engineering while enrolments in Software Engineering were double that expected and would soon outweigh enrolments in Computer Science. Forestry and Electrical Engineering numbers were low, reflecting a national trend.

To meet demand in Civil Engineering double streaming might be introduced which would cut class sizes from 220 to 120. Lectures and laboratory classes would be offered over more hours each day. This would result in better utilisation of space and would require extra resources across the board. A business case was currently being prepared.

Taught Masters courses were being developed in response to

international demand and new undergraduate degree content was being researched.

The College was coping with the delays in the CETF project and looking ahead to 2017 when all facilities would be open. 2017 would be the 130th anniversary of Engineering at the university which would be marked with a week of celebration.

In questioning, Professor Evans-Freeman noted:

- The decline in Electrical Engineering was part of a global downturn and partially resulted from competition from Electronic Engineering which is offered widely at other universities.
- Departments other than Civil and Mechanical Engineering would be unlikely to experience the same rate of growth or require double streaming in the future.
- Only a small number of PhD students had been affected by the unavailability of facilities and they had been provided extensions and subsistence funding in support.

Professor Evans-Freeman was thanked for her report.

FROM THE VICE- CHANCELLOR

Monthly Report

Dr Carr took his report as read and provided an update:

- The Co-Curricular Record had been launched on 20 April following 18 months of development. Much of the workflow around this was on-line and a part-time FTE was providing support to the scheme. The University was committed to its continuation as part of the Graduate Profile.
- The Geospatial Research Institute had been launched the previous day by the Minister for Land Information, the Honourable Louise Upston.
- A speech presented by Murray Sherwin of the Productivity Commission at UC on 6 April was available on the Council Sharepoint site.
- The NEB fit out business case was unlikely to be ready for the May meeting cycle and the programme delivery date would therefore likely be missed.
- There was a pleasing 70 EFTS increase in Maori enrolments, testament to the work of the AVC Maori and Maori Development Team.
- The Government budget announcement on 26 May would include the SAC funding figure and would flag any possible increase in fees.
- Professor Ian Wright had been appointed DVC (Research and Innovation), commencing late August. Professor Steve Weaver would chair the 2016 promotions round to its fruition and Dr Cochrane had agreed to chair the Academic Board to the end of the year.
- The Universities New Zealand submission on the Tertiary Education Review was nearing finalisation. The Executive Summary would be circulated to Council members and the

full submission would be available on the Council's Sharepoint website. Members were reminded that all submissions would be publicly available on the Productivity Commission's website. The Vice-Chancellor suggested that UC would not make a submission on the issues document, preferring to comment instead on the Commission's draft report due out in September.

In discussion it was noted that:

- Discussions were continuing with Lincoln University which was undergoing a strategic review. There was a possibility of collaboration and shared services and the close relationship between the two institutions was confirmed. UC was offering assistance to LU in the areas of insurance and government relations.
- Academic skills assistance had been better promoted and had had good take up. Reporting did not provide an accurate breakdown of who was accessing the services.

Moved

That: *The Vice Chancellor's Report be noted.*

Carried

Faculty/College Merger Proposal

The Chancellor prefaced the discussion by noting that Council had sought advice on this proposal from the Academic Board which had referred the proposal back to Faculties for further consideration. In light of this he believed that Council had no option but to defer its decision for a further month. The Vice-Chancellor's agreement to this course of action was noted.

The PVCs of Education, Science, Arts, Engineering, Business and Law were welcomed to the table and invited to share their views.

The proposal for the merger of Colleges and Faculties had evolved since being proposed by the PVCs and considered by the Academic Board and wider University community. The proposal in this agenda item was supported by SMT which had brought the proposal to Council for consideration. Earlier versions of the proposal along with faculty feedback were provided at agenda item 8.2 from the Academic Board.

The initial proposal had been developed by the PVCs in consultation with Deans and was a reflection of the difficulties inherent with the current system whereby the decisions on programmes were made by faculties while the PVCs had strategic and financial responsibilities. The proposal allowed for those programme discussions to be held in a College meeting that would involve academic staff in strategic and financial decisions as well, thereby strengthening their voice.

Support for the merger proposal was strongly expressed by each of the PVCs who advised that all Deans, with the exception of the

Dean of Law, were also in support.

The Law Faculty had expressed reservations due to the need to comply with various legislative requirements and it was agreed that this matter could be accommodated to ensure that the university remained compliant.

In discussion it was noted that:

- There would always be boundary issues between Colleges, but degree matters would be handled within the awarding College and subject issues dealt with within departments.
- The proposal would provide greater flexibility for students to engage in interdisciplinary studies.
- The alignment of resources was a key element of the proposal with decisions being made where the resources lay.
- Council's role as the ultimate decision-maker on programmes of study was confirmed, with delegations to the Academic Board.
- Those currently holding Deans positions needed to be included in strategic decision-making.
- A cultural shift would be required and it was believed that once the changes were embedded it would be realised that nothing had been lost.
- College meetings would report to the Academic Board and PVCs could still bring matters to SMT.
- The proposal would also strengthen the student voice through their involvement in College meetings.

Moved

THAT: Council defer its decision on the merger of Colleges and Faculties for one month in the expectation that advice would be received from the Academic Board by that time.

Carried

**FROM THE FINANCE,
PLANNING AND
RESOURCES
COMMITTEE**

Financial Report to 31 March 2016

The Chair of the Finance, Planning and Resources Committee, Ms Drayton took the paper as read and there were no questions.

Moved

THAT: Council note the Financial Report to March 2016.

Carried

**FROM THE ACADEMIC
BOARD**

Academic Board Report

Dr Andrew Bainbridge-Smith presented the Academic Board report on behalf of the Chair. It was noted that two new degrees in Applied Data Science were being proposed yet the new subject proposed was Data Science. The Vice-Chancellor clarified that the degrees would contain more than just Data Science, hence the term "Applied". Dr Bainbridge-Smith confirmed that there were no financial or human resource implications in the proposals going to CUAP.

Moved

That: Council approve the proposals (as below) and

requests they be forwarded to CUAP for approval or noting:

From the Faculty of Arts

1. *To introduce a Master of Māori and Indigenous Leadership, a Postgraduate Certificate in Māori and Indigenous Leadership and to discontinue the Master of Māori and Indigenous Studies and the Postgraduate Diploma in Māori and Indigenous Studies*
2. *To introduce a Master of Policy and Governance*
3. *To introduce a Master of International Relations and Diplomacy*
4. *To signal the discontinuation of the Master of International Law and Politics*
5. *To signal the discontinuation of Diplomacy and International Relations as a subject in the BA(Hons)*
6. *To change the name of Political Science to Political Science and International Relations*
7. *To restructure the (renamed) BA(Hons) in Political Science and International Relations*

From the Faculty of Education

8. *To restructure the Graduate Diploma in Teaching and Learning (Secondary)*
9. *To simplify and clarify regulations for the Graduate Certificate of Sport Coaching (GradCertSpC).*
10. *To allow students who have completed a PGCertEd an exemption from PGDipEd or MEd coursework*
11. *To allow students who have completed a PGCertHealSc an exemption from PGDipHealSc or MHealSc coursework. To clarify that this arrangement also applies to the MHealScProfPr.*
12. *To discontinue and remove the following qualifications from the NZQF:*
 - a) *CE1001 Diploma in Educational Management*
 - b) *CE1038 Certificate in Autism and Severe Communication Disorders*
 - c) *CE1039 Certificate in Community Services (Disabilities)*
 - d) *CE1044 Bachelor of Business Management*
 - e) *CE1051 Diploma in Accounting*
 - f) *CE1053 Diploma in Information Systems*
 - g) *CE1054 Diploma in Marketing*
 - h) *CE1057 Graduate Diploma in Human Resource Management*
 - i) *NC5121 New Zealand Diploma in Business*

From the Faculty of Engineering and Forestry

13. *To introduce an endorsement in Renewable Energy to the Master of Engineering Studies*
14. *To amend the schedules of the Bachelor of Forestry Science, Postgraduate Diploma in Forestry Science and Master of Forestry Science.*

From the Faculty of Law

15. To restructure the Master of Laws (International Law and Politics)

16. To introduce a Certificate in Criminal Justice

From the Faculty of Science

17. To introduce a Master of Applied Data Science, a Postgraduate Diploma in Applied Data Science and a subject called Data Science.

Carried

Faculty/College Merger

There was no further discussion on this matter.

**PUBLIC EXCLUDED
MEETING**

Moved

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
6.1	Emeritus Professor nomination	To protect the privacy of natural persons, including that of deceased natural persons	7(a)
6.2	Canterbury Distinguished Professor nomination	To protect the privacy of natural persons, including that of deceased natural persons	7(a)
7.1	Risk Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i) 7(d)
7.2	GOG Quarterly Scorecard	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.1	UC Futures Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	Dovedale ELC Lease to UCSA	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).	7(h) 7(i)
8.3	2017 International Fees	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	2017 Scholarship Budget	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.5	Space Utilisation Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.6	Erskine Review	To maintain legal professional privilege	7(g)
8.7	Student Accommodation Update – Sonoda and CLV Stage 2	To enable the University to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).	7(i)
8.8	Student Enrolment Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.9	Financial Forecast Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

and that the UC Directors and the University Council Co-ordinator be permitted to remain at this meeting because of their knowledge of the various matters being discussed. This knowledge would be of assistance in relation to the matters discussed, and was relevant because of their involvement in the development of the reports to Council on these matters.

Carried

RETURN TO PUBLIC MEETING

Members returned to public meeting at 6.26pm and confirmed items 9.8.3 and 9.8.4:

2017 International Fees

Moved

That: Council approve:

i) International Fees:

- a. a two per cent (2%) across the board increase in tuition fees for all Fee Bands, with exceptions in i)b and ii)a1-5 below.**
- b. a 2.8% UG and 3.4% PG increase in tuition fees for Fee Band 5 Engineering.**

ii) Special Programmes and Taught Masters

- a. a two per cent (2%) across the board increase in Special Programme fees and Taught Masters fees, apart from the following exceptions:**
 - 1. a 6.4% increase for Master of Engineering Studies Programmes.**
 - 2. a 0.8% increase in Master of Engineering in Management (MEM)**
 - 3. a 3.4% increase in the Master of Human Interface Technology (MHIT).**
 - 4. a zero (0%) increase in Postgraduate Diploma in Science (Psychology, Geography and Mathematics), Professional Masters in Engineering Geology and Master of Disaster Risk and Resilience.**
 - 5. a zero (0%) increase in Study Abroad fees.**

Carried

2017 Scholarship Budget

Moved

- i) That: Council approve the 2017 Scholarship Budget.**

Carried

GENERAL BUSINESS There were no items of general business.

The meeting closed at 6.27pm.

NEXT MEETING The next meeting is scheduled for 4.00pm on Wednesday 25 May 2016.

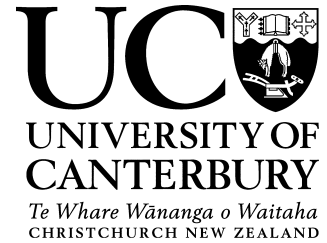
SIGNED AS A CORRECT RECORD: _____

DATE: _____

Memorandum

Vice-Chancellor's Office

Email: chancellor@canterbury.ac.nz



To:	Council Members
From:	Dr John Wood, Chancellor
Date:	18 May 2016
Subject:	CHANCELLOR'S MEETINGS

I outline for you the key events I have attended on behalf of UC since the last Council meeting:

- Hosted the Council farewell function for Professor Steve Weaver
- Headed the Universities New Zealand Chancellors delegation to visit Murray Sherwin and the members of the Productivity Commission
- UC Foundation Board Meeting and AGM
- Addressed the launch of the new website: Voices Against War
- Visited and addressed the postgraduate student group at the Kaikoura Field Station
- FPRC Committee
- Attended the opening of the new building for Environment Canterbury, with the Prime Minister present
- Delivered a lecture to POLS 308
- Attended a GOG meeting
- Lincoln University Council meeting
- Participated in the Florida Southern College MBA students' visit to UC

A handwritten signature in black ink that reads 'L.J. Wood'. The signature is written in a cursive, flowing style.

Dr John Wood
Chancellor

COUNCIL WORKPLAN 2016

As at 18 May 2016

	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Audit and Risk Standing items: PwC Audit Reports Health and Safety Reports UC Futures Key Risks	17 May: - Audit New Zealand Management Report - Discipline Report - Quarterly CAPEX Report - Use and Storage of Hazardous Chemicals - Holidays Act Compliance			15 Aug: - Six Month Financial Statement - Quarterly CAPEX report - Campus Transport Plan and Parking fees.		17 Oct: - Strategic Risk Register Review and Update		
FPRC Standing items: UC Futures Update Monthly Financial Report Financial Forecast Report	17 May: - NEB Stage 2 Business Case (To June) - Faculty/College Merger - Academic Board – Space Utilisation advice - Online Experience Phase 3 BC	20 June: - NEB Stage 2 Business Case - NEB stage 2 Implementation Business Case (IBC) and tender. - Response to Ministerial request for updated forecasts. - Role of Faculties. - Role of Academic Board. - Biological Sciences Building Business Case (from Q3) to Q3 - Old Rutherford – preliminary decision - Peoplesoft Upgrade Business Case - St Nicholas lease BC - College House postgraduate / academic visitor apartment development lease.	18 July: - Country Plan IQA - Quality of Teaching - SMS	15 Aug: - UC TEC Investment Plan - New Teaching Spaces BC - Modern Learning Environments BC - CRM1 BC	19 Sept: - Recreation Centre Business Case - UCSA Building Business Case (from Q3)	17 Oct: - RSIC Stage 2 IBC	21 Nov: - 2017 Budget - Te Ao Marama BC	12 Dec:
Council Workshop	25 May: Capital Priorities	29 June: Lincoln University Visit to Council by LU Council and VC 29 June		31 Aug: CMP - Landscaping Strategy (Proposed to defer and replace with RSIC Stage 2)	- Logie	26 Oct: 2017 Budget	30 Nov: Emeritus Professors Function with Council 30 Nov	12 Dec:
Council Meeting Standing items: Chancellor's Meetings 2016 Workplan VC Monthly Report Academic Board Report VC Risk Report UC Futures Update	25 May: - NEB Stage 2 Business Case (To June) - Academic Board - Space Utilisation advice - Discipline Report - Use and Storage of Hazardous Chemicals - Faculty/College Merger - Advice from Academic Board - Advice from Prof Burrows and Dr Mann - Quarterly CAPEX Report summary - Online Experience Phase 3 BC PVC Report: Education	29 June: - NEB Stage 2 Business Case - NEB stage 2 Implementation Business Case (IBC) and tender. - Response to Ministerial request for updated forecasts. - Role of Faculties. - Role of Academic Board. - College House postgraduate / academic visitor apartment development lease. - Biological Sciences Building Business Case (from Q3) - Old Rutherford – preliminary decision - Peoplesoft Upgrade Business Case - St Nicholas lease BC/Kirkwood Hall PVC Report: Arts	27 July: - Country Plan IQA - Quality of Teaching - SMS	31 Aug: - UC TEC Investment Plan	28 Sept: - Campus Transport Plan and Parking fees. - Recreation Centre Business Case - UCSA Building Business Case (from Q3)	30 Oct: - Submissions to TEC assessment of SAC support for 2017 and 2018 - RSIC Stage 2 IBC	30 Nov: - 2017 Budget - Te Ao Marama BC	12 Dec:
Other Council Decisions	Q2:		Q3: Biological Science building – Business Case – targeting (Q3 2016) (Reinstated in Q3) CRM Business Case Health Precinct Location Business Case Remediation Programme (SBS Building?) UCSA Building Business Case (Moved to Q3 at the request of UCSA) Space Utilisation Proposal			Q4: EQC residential claim (\$0.75m) – Jeff Field. Waiting on EQC High Country Lands. (Q4 2016). SMS/MyUC contracting for implementation business partner (Q4 2016) Homestead Lane Hall Business Case RSIC Stage 2 IBC Recreation Centre IBC		
H&S Visits		20 June: BAU - College of Science			19 Sept: Construction - RSIC (moved from August)		21 Nov: BAU - College of Engineering	

NOTE: Subject to regular review - new items added are shown in bold font, which will subsequently revert to plain text. Deleted items are shown with strikethrough and will subsequently be deleted.



Office of Hon Steven Joyce

Minister for Economic Development
Minister for Regulatory Reform
Minister of Science and Innovation
Minister for Tertiary Education, Skills and Employment

Minister Responsible for Novopay
Associate Minister of Finance

11 MAY 2016

Dr John Wood
Chancellor
University of Canterbury
Private Bag 4800
CHRISTCHURCH 8140

Dear Dr Wood

Thank you for your letter enclosing a copy of University of Canterbury's (UC's) 2015 Annual Report. I was pleased to read about UC's many achievements during 2015.

I congratulate UC on the considerable rebuild progress made during 2015. I also congratulate you on the continual improvement in UC's financial performance.

In the context of the Government's focus on Māori, Pasifika, and under-25 year old students as priority groups for tertiary education, I note the introduction of the mentoring programme for Māori students, and the focus on Pasifika students through the UC Pasifika strategy. I encourage UC to consider other ways in which achievement can be lifted for all priority learners.

You will also be aware that the Tertiary Education Strategy (TES) for the period 2014–2019 includes six priorities for tertiary education. To this end, I was pleased to read of the opening of the Rose Centre for Stroke Recovery and Research, and the awarding of funding for the Quake Centre of Research Excellence. I also acknowledge UC's commitment to the provision of science and engineering qualifications. I strongly encourage UC to consider ways in which it can improve performance across all priority areas.

Finally, I wish to congratulate UC on a productive year and on the solid results it has delivered in a number of areas. I look forward to seeing the staff and students of UC build on these achievements in 2016.

Yours sincerely

Steven Joyce
Minister for Tertiary Education, Skills and Employment

cc: Dr Rod Carr, Vice-Chancellor

Dr Rod Carr
 Vice-Chancellor
 Tel: +64 3 364 2495
 Email: vice-chancellor@canterbury.ac.nz

**VICE-CHANCELLOR'S REPORT TO
 UNIVERSITY OF CANTERBURY COUNCIL MAY 2016**

1.	INTRODUCTION	3
2.	STRATEGIC MATTERS	3
2.1	UC Futures	3
2.2	Rutherford Science and Innovation Centre (RSIC)	3
2.3	Canterbury Engineering the Future	4
2.4	College of Education, Health and Human Development relocation and integration ...	4
2.5	International Growth	4
2.6	Graduate Profile	5
3.	CHALLENGE	7
3.1	Productivity Commission	7
3.2	International.....	9
3.3	International Recruitment (including in-country international students)	10
3.4	Marketing	10
3.5	Scholarships.....	12
3.6	Accommodation	12
3.7	Student Success	12
4.	CONCENTRATE	14
4.1	Office of the Assistant Vice-Chancellor Māori	14
4.2	Māori Development Team	15
4.3	Māori Research	15
4.4	DVC Research	16
4.5	DVC Academic.....	17
5.	CONNECT	18
6.	ENABLERS.....	20
6.1	Staff Matters.....	20
6.2	Infrastructure.....	20
6.3	ICT Graduate School	20
7.	Financial Outcomes: (management accounts to 30 April 2016).....	21
7.1	Cash Flow	21
7.2	Working Capital	22

7.3	Arts Centre.....	22
7.4	Craigieburn	22
8.	COLLEGE SUMMARIES.....	22
8.1	College of Arts (Te Rāngai Toi Tangata)	22
8.2	College of Business and Law (Te Rāngai Umanga me te Ture)	23
8.3	College of Engineering (Te Rāngai Pūkaha).....	23
8.4	College of Education, Health and Human Development (Te Rāngai Ako me te Hauora).....	23
8.5	College of Science (Te Rāngai Pūtaiao)	24
9.	CONCLUSION	24
9.1	Appendix 1: Building Update	24
9.2	Appendix 2: Upcoming Events	29
9.3	Appendix 3: VC’s Activities.....	30

1. INTRODUCTION

The UC Futures Programme continues apace with a combination of real progress of our major construction projects coupled with frustration that some parts of the programme are experiencing delays. The delays are probably unsurprising given the extent and complexity of the projects.

Highly visible from Matariki, and hopefully all other parts of the campus, is the buzz of activity created by the significantly increased numbers of students who are now more than halfway through their first semester. This is what the University is all about!

I would like to acknowledge the hard work of all staff as we pass the halfway mark in semester one, but particularly the teaching staff who are on the sharp end of the delivery of our academic programmes to our students. Unfortunately there is nothing but hard work ahead as we strive to meet our enrolment targets for the next five years and as we proceed through the process of recovery to growth and transformation of the University.

A measure of research success is the value of research contracts signed off by Research and Innovation. The much steeper trajectory of contracts signed during the first four months of 2016 is a direct result of the participation by UC researchers in the newly funded National Science Challenges and Centres of Research Excellence. UC is playing a significant role in these national programmes.

2. STRATEGIC MATTERS

2.1 UC Futures

The UC Futures Programme will be marking the second major milestone in the University rebuild this month, with the start of the re-occupation of the rebuilt Electrical and Computer Engineering laboratories. The first was the opening of the Structural Engineering Laboratory on Engineering Road last month. Both are parts of the complex Canterbury Engineering the Future (CETF) project to rebuild all four laboratory wings in the Engineering Precinct along with the creation of a central collaborative space, known as the Core. Overall the CETF project will bring the Engineering Precinct from a pre-earthquake total of 41,024 sqm to 43,819 sqm of gross floor area (after two demolitions and the rebuild). The College is growing strongly and is currently larger than it was before the earthquakes by nearly 200 EFTS. This growth is forecast to continue into next year. The College is considering double streaming in Civil Engineering to accommodate this growth.

2.2 Rutherford Science and Innovation Centre (RSIC)

UC is in the process of reviewing the space requirements for the College of Science and the second stage of the RSIC project to ensure that our original plans remain appropriate. The RSIC stage two building planned to replace the 50 year old and earthquake damaged Von Haast building is in design at present. On review, the plans for the building have been scaled down slightly (by 400sqm or 7% of planned space) on the basis of this review and to fit within the budget.

This new building is designed to link the older parts of Biological Sciences, the new SBS building and the new RSIC stage one building so that the Science Precinct is a coherent, functional space. Although a simple structure designed to accommodate academic staff, senior research students and College staff, the building is integral to the way the Precinct will function. For example, glass washing facilities in the East of the complex will serve all the buildings in the complex, with the RSIC stage two building linking them all. Many academic staff will have their office space in RSIC stage two building and carry out their research in the new RSIC stage one laboratories.

Of particular interest, RSIC stage two will be constructed using a UC-developed technology, a laminated timber structure, which will be manufactured off-site and installed piece-by-piece onsite. The laminated timber beams will be visible from inside and outside the building.

The University Council will consider the business case for investment in RSIC stage two in October. The case requires approval by Ministers prior to Christmas if commissioning in line with Funding Agreement milestones are to be achieved.

2.3 Canterbury Engineering the Future

The CETF project is what is commonly referred to as a ‘brown fields’ development. Not only is it being built on the land that was previously occupied by the Engineering Precinct, but the buildings are being rebuilt with the same steel structures and on the same foundations. This type of development carries many risks to time, budget and scope. The project has suffered from delays on the expected programme of work with marked delays in the opening of the first two wings. The scope of work has remained stable and there have been no reductions in scope once developed design was complete.

Using this experience, UC is working with the contractor, Hawkins South Island Limited, to look closely at the schedule and plans to construct the second two wings, Civil and Natural Resources Engineering, and Mechanical Engineering. Although the areas for construction were handed to the contractor earlier than planned, the main contractor has had an issue with the liquidation of the demolition sub-contractor and there have been delays to the building consents for these wings. When the review of the schedules for these two wings, originally planned for opening in early 2017 is complete, the College and other key stakeholders will be informed of any changes to the projected opening dates. Some milestones in the Funding agreement may not be able to be met and the Council and Governance oversight Group will need to approve the changes.

2.4 College of Education, Health and Human Development relocation and integration

Ilam Campus staff will see the crane on the building currently known as the NEB (formerly the Commerce building) has been working to get reinforcing and other steel in place as part of the strengthening it. This month the main contractor for this building, Hawkins, indicated that there has been a delay in the manufacture and delivery of the steel for strengthening the building. The UC project team is working with the contractor to see if this time can be made up. In the meantime the contractor and the UC-contracted procurement officer are working together to gather tenders for the building fit-out. All going well with the tender processes, a business case for the fit-out is now scheduled to go to Council in June. Council is being kept informed as evidence emerges that the original estimate of cost of fit-out will be exceeded.

2.5 International Growth

UC continues to partner with off shore institutions for research, exchange and recruitment. Two new Study Abroad agreements with **Ithaca College** and **Florida Atlantic University** are to be established as a result of a recent visit to the US. UC also attended the Forum on Education Abroad in Atlanta, a key industry event providing the opportunity to connect with Study Abroad advisors from across the US.

The College of Arts is working on a new programme with **Peking University** in Beijing, China involving up to 10 students on a three-week course in November 2016, followed by an internship on return to Christchurch. Peking University is widely recognised as one of the top two universities in China, as well as being in the top 50 globally. It is currently 41st in the QS world university rankings and 42nd in the Times Higher Education world university rankings.

A memorandum of understanding between Peking University and the eight New Zealand universities was signed on April 18 during the Prime Minister's visit to China.

UC set its international fees at the April Council meeting on the basis of recommendations from the Colleges, the International Relations Office (IRO) and Senior Management Team International (SMTi).

All Colleges and Faculties have now developed a range of taught masters which have strong appeal for both domestic and international student markets. The IRO printed a specific brochure to highlight the suite of taught masters for use offshore last year and will be updating that this year with those new Masters' degrees approved last year. Notable is the popular Master of Business Information Systems, approved by CUAP in 2015.

2.6 Graduate Profile

2.6.1 Graduate Attributes

Attribute 1: Critically competent in a core academic discipline of their degree

Learning Objective: Students know and can critically evaluate and, where applicable, apply this knowledge to topics/issues within their majoring subject.

Regular cycle of programme reviews continues.

Attribute 2: Employable, innovative and enterprising

Learning Objective: Students will develop key skills and attributes sought by employers that can be used in a range of applications.

The Careers, Internships and Employment (CIE) team is increasingly engaging with academic staff and students to integrate their services into the curriculum. Examples include:

1. Increased career education as part of curriculum and within other University programmes and activities

Over the past two years CIE have delivered Career Education into a wide number of academic programmes and to various events and groups in the university community (see appendix 1.) Already in the first quarter many have been delivered to again.

In the second quarter, discussions will continue and strategies developed to among other things:

- Include the Careers Online Career Development modules as a Co-Curricular Record (CCR) activity.
- Approach the 87 undergraduate courses (or groupings of courses) identified in the 2015 Community Work Integrated Learning Review (CWILR) stocktake to offer/identify appropriate and relevant career education support.

2. Increased Career Education initiatives for international students

CIE delivered two successful Career Education workshops as part of International Orientation. Key messages in these workshops centred on 'employability', and making the most of the UC Experience from an employability perspective. Other initiatives focused on International students have included:

- Active lobbying of employers of student and graduates for employment opportunities for international students
- Discussions on the development of mentoring and placement programmes, and 'migrating kitchen' concept
- Questioning of International students career development needs on a 1-1 basis
- 'Easter Event' for first year International students.

The first quarter has seen a significant number of international students engaging with CIE services.

Attribute 3: Biculturally competent and confident

Learning Objective: 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.

Fiona Johnson-Bell, Portfolio Manager – Māori and Education System, Universities NZ visited UC recently and was hosted by the Office of the AVC Māori for two days in which she met with a number of UC staff. Fiona was very interested in the UC Graduate Profile and particularly the bicultural pillar and what that means for this University. She is in the process of visiting all Aotearoa New Zealand universities and will be reporting to Universities New Zealand and Te Kahui Amokura on these visits. She was impressed by the development of the biculturally competent and confident attribute and what this means in terms of curriculum, student experience, learning outcomes and employment outcomes for our ākonga.

Colleagues have commented very positively on the bilingual headings now frequently used in Academic Board papers and are impressed with the example of the Academic Services Group.

All Colleges are well into their mapping process and we welcome ongoing interaction on this process before the next BICC hui with PVCs and Deans. New rubrics have been approved by faculty in Commerce which include bicultural competence and confidence.

Liz Brown is now the Kaiārahi for the College of Arts while Lynne-Harata Te Aika is on secondment with Te Rūnanga o Ngāi Tahu.

Te Ohu Reo online request form is being used by colleagues for a range of requests and is located at <http://www.canterbury.ac.nz/vco/forms/tereo-request.shtml>

The UC Health Centre requested a professional development te reo Māori workshop, which was delivered by Office of AVC Māori colleagues. This workshop focused on building te reo speaking skills including the development of personal mihi.

Attribute 4: Engaged with the community

Learning Objective: Students will have observed and understood a culture within a community by reflecting on their own performance and experiences within that community.

Recent activity by the Student Volunteer Army and the University's association with Serve for NZ, has gained widespread media coverage. These activities raise the profile of this attribute in ways that are likely to increase engagement.

Attribute 5: Globally aware

Learning Objective: Students will comprehend the influence of global conditions on their discipline and will be competent in engaging with global and multicultural contexts.

The College of Arts continues to develop the Global Hub in conjunction with other parts of UC to support the Global awareness attribute. The Global Hub Advisory Board had a successful meeting for the first time on 5 May, with representation from across UC. The new PACE internship courses are proving popular with potential Study Abroad students from the US. This is a form of study and a title that this group of students is familiar with and it is expected that this will support Study Abroad growth in the College and in UC as a whole.

3. CHALLENGE

Promote an inspirational and innovative learning and teaching environment, recruiting and retaining students, raising standards and enhancing student success.

3.1 Productivity Commission

Universities New Zealand has made a submission to the Productivity Commission on behalf of New Zealand's universities. The UNZ submission may be found at <http://www.productivity.govt.nz/view/submissions/2683>

The Executive Summary is provided below:

Executive Summary

The Terms of Reference for the Productivity Commission Inquiry is focussed on how current international trends in tertiary education may impact on the New Zealand tertiary education system.

In this submission, we focus on the university sector in New Zealand. The submission reflects the shared views of the Vice-Chancellors of New Zealand's eight universities. It answers 68 of the 78 questions posed by the Productivity Commission. Rather than answering each question in turn, we address questions (or groups of questions) through a higher-level analysis.

This submission is in four sections:

1. The university sector business model
2. Key challenges in the government policy and operating space
3. The other main issues identified by the Commission
4. The future

Key findings [and the sections to refer to in the body of this submission] include:

1. **Contribution to national productivity.** The Productivity Commission notes the OECD's analysis indicating that the net present value of both private and public benefits of higher education are among the lowest in the OECD. We note that this analysis includes both Type A (degree level) and Type B (sub-degree level) tertiary education. We draw the Commission's attention to the 2013 Treasury analysis¹ that highlights the methodological problem with these data and shows that the returns from sub-degree qualifications drag down the national average. When considered on their own, the completion rates, employments rates, and earnings outcomes that result from a New Zealand university education are among the best in the world and unemployment rates and under-employment rates are among the lowest. [Sections 3c & 3d]
2. **University Sector Productivity and Innovation.** To the outside world, universities often seem caught up in tradition – carrying out teaching and research in buildings that externally appear much as they did 20 or 100 years ago. In reality, every aspect of university life has seen extensive innovation and change over the past decade. [Section 1b, 1e, 1f, 2a, 3a, and Appendix 1]
3. **System quality and effectiveness.** The New Zealand university system is unique internationally with all eight universities world-ranked and with excellent graduate outcomes and strong research performance. This outcome is due, in part, to a strong commitment to high-quality research-informed teaching and strong quality systems (via The Committee for University Academic Programmes (CUAP) and the Academic Quality Agency (AQA)). [Sections 1f, 3a, & 3b]

However, the New Zealand university system is also a system that is at risk.

- There is considerable funding pressure that is limiting the capacity of the system to enhance (or even maintain) quality. [Sections 1b, 1c, & 1f]
- The undifferentiated nature of the Tertiary Education Strategy (i.e., one strategy for the entire sector) does not reflect the ambitious nature of the universities and the fragmentation of policy objectives across different government agencies steals time and hinders progress. [Sections 2b, 2c, 2e, & 2f]
- There is insufficient funding to advance important government policy objectives in areas such as lifting Māori and Pasifika participation and achievement, increasing numbers of Science, Technology, Engineering and Mathematics (STEM) graduates and improving graduate work-readiness. [Sections 1c & 2a]

Overall, Universities New Zealand (Universities NZ) believes that the New Zealand university sector is highly prepared for future trends in university education. We believe:

1. Teaching will continue to be significantly more effective and satisfying for students when delivered in a campus-based environment. We also know that technology will continue to expand into every aspect of the teaching and learning experience. Although we do not see technology-enabled distance learning replacing campus-based learning any time soon (particularly for the youngest or most disadvantaged students who need the most support), we believe demand for reskilling and upskilling in the workforce will grow significantly. Universities with particular expertise with students of this kind are already responding to this need [Section 3a]
2. International competition for staff and students will continue to intensify, making it even more important that New Zealand university teaching and research are of the highest quality. [Section 1f, 3f, & 4a]

A university qualification will become an even more important way for New Zealanders to future-proof themselves against the impact of technology in the workplace. [Sections 3d, & 4b].

International evidence has shown repeatedly that a highly educated society is more likely to be democratic, tolerant, open-minded, adaptive, productive and stable. [Section 3d].

¹ Zuccollo J, Maani S, Kaye-Blake B, Zeng L, Private Returns to Tertiary Education, How Does New Zealand Compare to the OECD, Treasury Working Paper 13/10, July 2013.

3.2 International

3.2.1 International growth strategy (IGS)

Following the endorsement of the revised IGS by SMTi, work is now under way to update the country plans for China, India, USA and Malaysia. These will be subject to IQA by KPMG in June. Further development work is in train to support our Study Abroad strategy and to enhance NZ-based recruitment of full fee students. The framework for International student experience will be further developed and presented to SMTi by the end of June.

3.2.2 International partnerships

The Thailand internships programme is generating good publicity. The students who participated in the programme in January/February 2016 did internships which had been arranged by Mahidol University, an elite institution in Thailand and a key partner to UC. One of the students who participated in the programme is part of the UCME campaign (<http://www.canterbury.ac.nz/ucme/JulieQiu.html>).

Also, a group of the students who interned at a foundation caring for disadvantaged children in Bangkok are fundraising for the organisation by running in the Christchurch half-marathon in June.

The Partnerships team has also been focusing on working with the College of Arts on a programme with Peking University in Beijing, China. They are looking at sending up to 10 students there on a three week course in November 2016. This will be followed by an internship once the students return to Christchurch.

3.2.3 Study Abroad UCXchange

April has seen a focus on in-country development in the US, with visits and promotional activities undertaken at several prospective and existing US partner institutions. Two new Study Abroad agreements with Ithaca College and Florida Atlantic University are to be established as a result. UC also attended the Forum on Education Abroad in Atlanta, a key industry event providing the opportunity to connect with Study Abroad advisors from across the US.

The team has also been fully immersed in the semester two application period processing inbound Study Abroad and Exchange applications and assisting students for the July intake. Preparations are under way for promotional activities on campus in early May, including the annual outbound exchange fair.

Promotion of outbound exchange opportunities for semester one 2017 is well under way, with the team running weekly seminars throughout the first term and preparing for the annual UC exchange fair on campus in early May.

3.3 International Recruitment (including in-country international students)

3.3.1 Malaysia, Singapore, Indonesia, South Asia and China

Work on Singapore pathways for IDP is currently under way with an Education New Zealand funded advertising campaign set to run next month. Also, work with Uni KL for Engineering will continue for Malaysia.

3.3.2 India

A visit by PVC Professor Sonia Mazey to India has supported our commitment to key agents. Professor Mazey spent a number of days with both IDP and Edwise while in India, meeting students and councillors.

3.3.3 China

Training continued for UC's IRO's in-country representative. Also, applications were sought for the new China support role at UC. This appointment should be made by the end of May.

3.3.4 Domestic Recruitment

The month was spent developing a joint UC/UCIC school visits plan to ensure coverage of key areas of New Zealand, and allow for efficiencies to be gained by both partners working more collaboratively to cover all schools in New Zealand.

An orientation was also held by IRO for Christchurch College of English Language (CCEL) – English for Academic purposes (EAP) students during the month. A two-day, nine agent visit to Auckland was held with UCIC where UC launched the new International Student Guide. This was very positively received.

3.3.5 Pre-admission

With the July intake coming up fast, Pre-Assessment is handling both new applications and results returns from applicants with conditional offers. The mailbox filtering turn-around is holding at 0.5 working days; though initial application processing is still slower than we would like.

Key initiatives at the moment include a review of forms and communication templates, and improved recording of agent performance regarding application quality. A proposal to extend our engagement with third party applications processor Hobsons is being evaluated at present.

3.4 Marketing

An international sales guide has been printed – positive feedback has been received from international agents. The undergraduate prospectus and seven college publications have gone to print for dispersal to schools and for use in market. The Christchurch Expo was held on May 12-14. As in past years Liaison, Careers and College representatives were at our stand to talk to secondary school students and their parents. Social media activity continues to be high with an increased emphasis on Twitter and Instagram (over, 1000 followers).

Work is under way on a series of campaigns that will roll out from May 2016. The UCME brand campaign utilises online, outdoor, online and radio. The UC GO Canterbury campaign takes our Auckland specific offer to market has been launched through adshells outside schools. The UC Merit campaign focusing on our undergraduate scholarship offer utilises outdoor, press, radio and online channels. A semester two campaign will be launched into the local market in May – it will utilise press, online and radio.

3.4.1 Liaison

The first Year 12 Discovery Day was held on 12 April on campus with 1,013 registrations from 32 of our Canterbury schools. The aim of this day was to provide Year12 students with an opportunity to experience being a university student. The event contributes to strengthening the local market pipeline.

First round school visits are nearing completion and preparation is in full swing for the upcoming information evenings.

There were 57 liaison appointments in April of which 27 were adults and 17 were high school students.

April also saw the commencement of our partnership activities with the Mainland Tactix. Year 10 and 13 students from Papanui High school were hosted at a recent game.

Photos of the UC SVA Community Leadership programme have been sent back to school principals for use in their newsletters, websites, and social media.

The Engagement team continues to assist the College Marketing and Outreach staff with information and feedback on their engagement activities, including their presentations for regional information evenings.

More than 70 Year 13 students participated in the three day College of Arts UC Possibilities programme which is coordinated by Engagement Coordinator (Arts) during the secondary school holidays.

The Year 13 PILOT (Pacific Island Leaders of Tomorrow) was held on 13-14 April in Auckland, with well over 200 Year 13 Pasifika students in attendance over the two day workshops.

3.4.2 Admissions

A total of 590 admission *ad eundem statum* (AES) applications were recorded as received this month. This compares with 334 and 456 AES applications received in April in 2014 and 2015 respectively. So far in 2016, admission AES applications received are 62% and 38% higher than at the same stage in 2014 and 2015 respectively. Like last month, a significant proportion of the applications received (32%) are incomplete and cannot be processed yet. Part of the reason for this is departmental-specific application forms. This issue has been raised at SMTi and will be followed up promptly.

AES Admission decisions: Number and type made from 1 to 29 April 2016:

	Total	Undergraduate	COP	Postgraduate	PhD/EdD*
Full offer	155	41	65	49	21
Conditional offer	118	20	1	58	18
Declined	123	38	0	83	2
Total	396	99	66	190	41

**Includes 9 non-AES PhD/EdD applications.*

3.4.3 Enrolment

An estimated 1,915 students and visitors were welcomed by Student Services during April 2016. Of these 1,104 have been assisted by our Information Desk and a further 242 have been assisted by the Enrolments Team.

A total of 95 PhD students have been fully enrolled during April 2016 (49 International) – a 4% increase on April 2015. A further 40 students have enrolled so far for May 2016 (22 International). Enrolment reminders are being sent out to 52 continuing PhD students for June 2016.

Within the Contact Centre, a total of 3,469 calls were answered and 1,183 emails responded to. The Contact Centre directly answered 706 emails.

3.5 Scholarships

During April the Scholarships Team has continued training with processing of scholarship applications in CommunityForce. Additionally two students were awarded William Georgetti Scholarships: Matthew Hutchinson to study at Princeton University and Jeremy Watson to undertake a PhD at the University of Cambridge.

Expected highlights for May include:

- the closure of applications for the mid-year rounds of the UC's Doctoral and Master's Scholarships
- selection interviews will take place for some of the UG scholarships, which closed on 31 March
- a mail-out to schools of the 2016 First Year Scholarships brochure for school students will take place
- preparations for paying the 2016 UC Undergraduate Entrance Scholarship to eligible recipients in early June.

3.6 Accommodation

Health and Safety reviews have been carried out for the independent halls to assess alignment with the new legislation. Although a few minor issues were found, all halls achieved the high levels of compliance and monitoring required. The Accommodation PCG signed off the preliminary design for the 146-bed Postgraduate development on the Dovedale Campus.

The Accommodation team is encouraging students in the halls of residence to engage with the [Co-curricular Record](#).

CLV has 100% occupancy and the independent halls have occupancy levels of 95%. Accommodation is working with colleagues in SSAC to predict accommodation needs for semester two and 2017.

The team is working with Emergency Operations Centre to provide the halls with additional support in the event of an emergency, including alternative solutions for housing students in the event of widespread damage to buildings and infrastructure.

3.7 Student Success

3.7.1 Academic Skills Careers, internships and employment

No updates to report this month

3.7.2 Careers

A Career Development/Employability programme will soon become a CCR-approved activity. This activity will be accessible to all UC students and aims to encourage the development of career management competencies. Planning is under way for delivery of a career development initiative to the 'Go Canterbury' students. This will involve three interactive sessions throughout the year, exploring ways these students can make the most of UC from a careers perspective.

Positive feedback on the UC Careers Facebook page has been received from students and staff alike, and the new location, signage, and facilities continue to attract very favourable comments.

The Engineering and Science Careers Fair took place on 11 May. This event attracts exhibitors from all over New Zealand and some from Australia; all offering great opportunities for graduates, with some also offering summer work opportunities.

3.7.3 Disability Services

No updates to report this month

3.7.4 Student Development

Our Early Intervention Pilot Programme is entering the delivery phase. Invitations for participation have been sent to 40 Biology students identified as 'at risk of attrition' and delivery is scheduled to begin on Thursday 5 May. The Psychology Department has also signed up to this pilot and 700 students in PSYC105 have been invited to participate. Participants are selected based on demographic and behavioural data.

Student Development delivered the second 'Secrets to Success' workshop to NZ Scholarship (formerly known as NZ Aid) students on 11 May. This is one of four planned sessions (one per term) that highlight concepts to help students be more successful. The workshops are part of the new Connections Programme.

3.7.5 Pacific Development

Student Engagement

The focus for our student advisors in April has been student call-outs, particularly to first-year, distance and at-risk students. Office drop-ins and enquiries were reasonably quiet during the April term break. The team has continued to deliver regular engagement activities such as sessions at both the Year 12 Discovery Day and UC Possibilities, respond to College engagement requests and participate in other service activities and professional development programmes. The Discovery Day session was a particular success, with a great turnout of 40 Year 12 Pasifika students.

Community Engagement

April was a great month of positive media attention for PDT and UC Pasifika students. In late April MBA student and Pacific Advisor Riki Welsh attended a high profile Le Va run conference, 'Growing Pasifika Solutions' in Auckland, along with a small group of Pacific Students, two of whom worked with Riki to help organise the conference, which was focused on positive futures for Pasifika young people. As a keynote speaker and event organiser, Riki was interviewed by TVNZ show Tagata Pasifika, including a live TV interview on Saturday 23 April.

April graduation also led to positive media coverage, with two of our three Masters of Teaching and Learning graduates featuring in a front page Press story highlighting their graduation, and the wider issue of Pasifika males in teaching.

PDT has partnered with the UC Centre for Entrepreneurship to encourage third year and postgraduate students to enter the 21 Day Challenge which is this year based in Niue. Because of the Pacific focus in this year's event, we are also working with the event organisers to provide some Pasifika community mentors for the teams involved in the challenge.

The first UC Pasifika Strategy Advisory Group (PaSAG) meeting of the year was held on 26 April.

3.7.6 UC RecCentre

April has seen another busy month, with attendance up by 4,094 visits, as compared to April 2015. We are about 7,500 visitor counts ahead of the same period last year. We currently have around 7,000 members, of which about 6,500 are students.

We held a staff open week, as part of the Staff Wellness Month co-ordinated by Human Resources, which saw a small number of staff take advantage of the special offer. We have three new Gym Hosts starting in term two, as part of the [Co-Curricular Record](#). Our gym hosts volunteer for two hours per week, for the first five weeks of the term. During their shifts they receive training, and provide assistance to members under the supervision of our fitness consultants. They help keep the gym neat and tidy, assist members with technique/spotting, and learn how to approach and chat to members providing information about services and facilities available with their membership.

3.7.7 UC Sport

Many of our premier sports clubs have had a great start to the season sitting high on the leader boards, including Rugby Division One Men and UC basketball (Mens and Womens). A total of 367 athletes from eight New Zealand universities entered the National University Rowing Champs, considered the most fiercely contested regatta in the university rowing calendar. Unfortunately UC had to bow to the dominant Otago and Waikato squads this time around.

The Canterbury Dragons football team competed in the ASB Premiership National league. Canterbury made it to the semi-finals for the first time in three seasons, eventually losing 2-1 to Auckland.

We continue to support the Canterbury Rams basketball team, currently sitting second place halfway through the National Basketball League. UC Sport will be part of the effort to deliver support to selected Christchurch high schools with the Crusaders and Tactix franchises, supporting UC's recruitment efforts.

We currently have 13 students completing internships/placements with UC Sport ranging from sport science, performance analysis and strength and conditioning. We are also developing relationships with regional/national sport organisations to provide further pathways for students to develop their skills and applied learning, to further enhance their graduate attributes.

4. CONCENTRATE

Enhance research and creative work in chosen areas of endeavour; increasing efficiency, especially in the use of time in teaching and related activities per EFT; raising quality in teaching effectiveness and research outputs; and increasing focus and concentration of effort.

4.1 Office of the Assistant Vice-Chancellor Māori

Office of AVC Māori colleagues participated in the April Graduation ceremonies. Liz Brown was kaikaranga for all of the graduation ceremonies.

Fiona Johnson-Bell, Portfolio Manager – Māori and Education System, Universities NZ, was hosted by Office of AVC Māori recently. She engaged with Māori and Pasifika colleagues on a variety of topics relating to student development and support, course content and learning outcomes. Fiona was impressed with the mahi being done across the university to develop and support the bicultural pillar of the Graduate Profile.

Our Māori recruitment and outreach one-year project is being supported by the UC Foundation and a fixed term appointment has been made to deliver this project. Our new colleague started work this week and is working on developing the details and processes for this mahi.

The Tangata Tū, Tangata Ora staff professional development programme is continuing in 2016 with good participation by academic and general staff. The 2016 UCSA Executive requested a tailored session, so a Tangata Tū professional development session was provided last month. Very positive feedback was received about this training.

Office of AVC Māori colleagues are collaborating with Learning Resources on the wayfinding and signage project, which has recently begun.

4.2 Māori Development Team

April 2016 saw a successful and enjoyable Hui Whakahōnore held to celebrate our Māori graduates. This was a smaller event as many graduates are now choosing to participate in the December graduations and Hui Whakahōnore, as this often makes it easier for whānau to travel to Christchurch to participate. This year all Colleges were represented by Pro Vice-Chancellors or Deans and many heads of schools also attended. It was marvellous for our ākonga to have this support as well as that of whānau. This is always a moving ceremony, as both graduates and whānau have the opportunity to reflect on their journey in tertiary education, a journey which is also a journey for whānau and one which often leads family members to consider and begin tertiary study.

This year, Emma Maurice, Tumuaki of Te Akatoki Māori Students Association suggested a change to the conclusion of the Celebration and we agreed to sharing costs to provide a more formal lunch. As a result, kai was provided at the UCSA Event Centre, which was a wonderful opportunity for informal kōrero as well as speeches. There has been a lot of feedback on how enjoyable the entire celebration was and how much people appreciated the manaaki provided.

Tuākana have been trained and are working with their tēina to make the transition to university enjoyable and productive. This year, 48 tuākana are supporting 100 tēina to adjust to the first semester.

Te Pūkenga workshops for postgraduate students have been well attended in the first term and are about to restart for the second term.

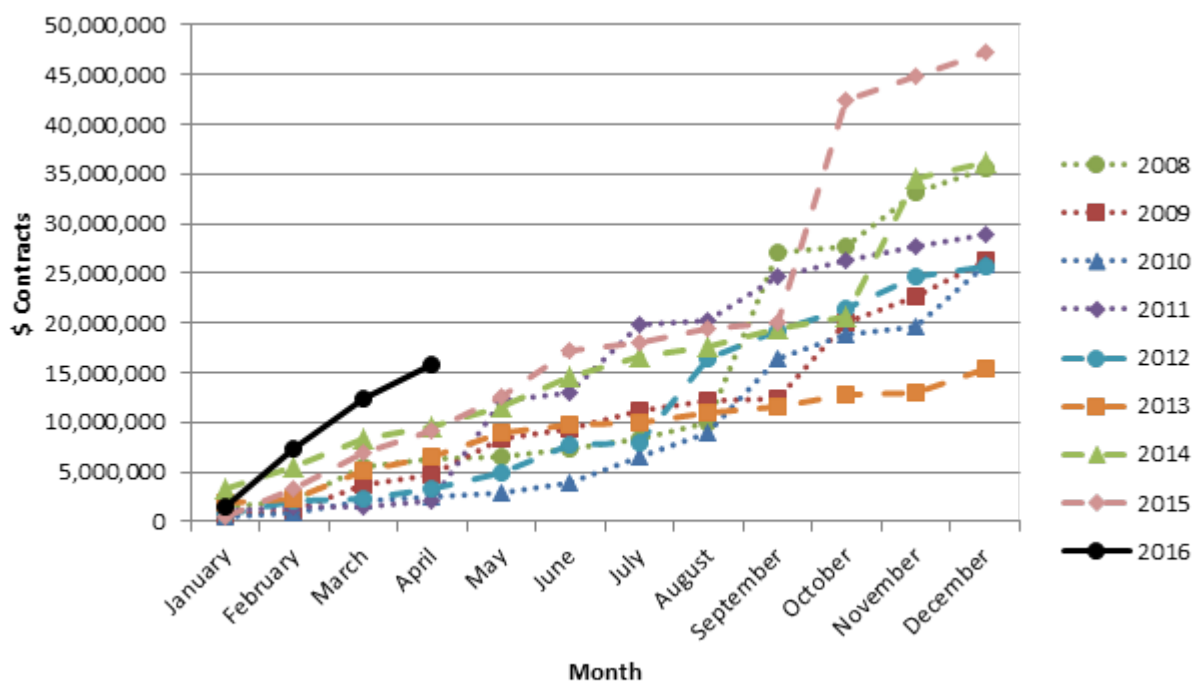
4.3 Māori Research

The workshop on community connections with the university, using the kaupapa of Te Rautaki Whakawhanake Kaupapa Māori - Strategy for Māori Development was held on 15 April, with a focus on environmental science. The specific kaupapa considered opportunities for collaboration and mutual benefit, using the location of Te Kōhaka o Tūhaitara Coastal Park as an exemplar for environmental restoration and support of threatened species. Several members of Te Kōhaka o Tūhaitara Trust participated in this research hui and demonstrated examples of collaboration with mana whenua to support community-focussed research outcomes of education and environmental restoration.

4.4 DVC Research

MBIE has announced that three proposals to establish new Regional Research Institutes have been shortlisted for consideration by Cabinet. One of these, the ‘Centre for Space Science Technology, Central Otago’ led by Bodeker Scientific, involves UC participation.

Presented below is a graph depicting the value of research contracts signed off by UC through Research & Innovation. Of interest is the steep trajectory for the first four months of 2016 as a result of new funding from UC participation in the National Science Challenges and the Centres of Research Excellence.



- Research contracting in 2016 has been more active than usual, due to Centre of Research Excellence and National Science Challenge subcontracting.
- The large increase in October 2015 is due to executing the QuakeCoRE contract, worth \$20.8m.
- The large increase in November 2014 is due to executing the MBIE MARS contract, worth \$12.2m.
- The 2013 result represents the low point of research activity post-earthquakes.
- The large step in 2008 represents good performance in the MSI Public Good Science Fund (\$7.3m) and Marsden (\$6.5m) rounds.

The 2015 UC Research Report has gone to the printers and will be available shortly. The theme is “Building Research Capability”.

PBRF portfolio stocktakes are again under way in the five colleges. At the end of April 72% of portfolios had been submitted. I urge staff to complete this task as a matter of priority. Research & Innovation has appointed two new PBRF advisors, Dr Joanne Cobley and Dr Justine Cottam, to manage the feedback process.

4.5 DVC Academic

The annual report on the summer programme has recently been compiled. Points of interest include:

EFTS in 2015/2016 summer courses increased by 15% compared to the previous summer period, even though fewer courses were offered (100 courses in 2015/2016 and 107 courses the previous summer).

The majority of students enrolled in 100- and 200-level courses.

There was a large increase in EFTS in courses offered by the College of Arts and they remain the College with the largest portion of EFTS during summer.

The course with the most enrolments was EMTH119 (131 enrolments), followed by ANTA101 (71 enrolments).

A series of other reports from Academic Services Group will also be making their way to the Learning and Teaching Committee in the near future. These reports look at topics such as performance, retention and recruitment of various student cohorts: including international, Māori and Pasifika; and grade inflation.

The Graduate Destinations Survey is now running annually. The survey includes a range of items that will target graduates' views pertinent to the new generic graduate attributes and related to the strengths and weaknesses of their programme of study. This information will be drawn on when gathering material for qualification reviews.

The deadline for Teaching Award and Teaching Innovation Award nominations has now passed. Twelve nominations have been received from across every College, and portfolios are being assessed by the judging panel. A maximum of five awards will be confirmed at the beginning of June.

Teaching Week will be held on 7-10 June 2016. Events include a South Island Ako Aotearoa Teaching Academy Spotlight event, a Blue Skies Technology workshop, a session on the graduate attribute of employability, a Teaching Innovation Engineering competition and a session on inclusiveness.

Academic developments for new, modified or deleted qualifications for round one are now with CUAP for consideration. In return a number of people will be involved in reviewing more than 80 proposals from the other universities. Many thanks to those involved for the hard work already committed and that yet to be put in.

Timetabling for the 2017 academic year will soon be kicking off with the annual data collection process. The timetabling committee has recommended that summer school requirements be included in this process.

The SMS Programme has identified aspects of the Future Process Model necessary to be resolved before beginning the procurement stage. Recruitment for the SMS Programme Director, who will take the programme forward from the middle of this year, is well advanced.

5. CONNECT

Enhanced engagement with business, CRIs, international partner institutions and the local community to increase the relevance of research and teaching, and create experiential learning opportunities

Blogs – general: The team are actively encouraging/inviting more staff and students to blog personally and this is beginning to result in increased participation levels.

Intercom: Average opening rate for April: 41.48%. This is 20% more than the international benchmark for opening an Electronic Direct Mail (EDM) for the Education and Tertiary sector (MailChimp – 21.8%).

Insider's Guide: Average opening rate for April: 48.99% of all recipients opened the EDM – a highly engaged audience.

Photographs: Work to mitigate risks around better searchability, privacy and consent continues through the improved use and storage of consent forms and entering data into the Filepro system.

Newsletters and Electronic Direct Mails: Work on the UC In Touch newsletter is under way.

Publications: The Research Report has been sent to print, and the first Chronicle for 2016 is progressing.

Co-curricular Record: A communications plan is being implemented.

Twitter: @UCNZ continues its high ranking, once again coming in again this month as among the top Twitter account out of all New Zealand Universities.

5.1.1 Project Communications

The Geospatial Research Institute launch held on 26 April was supported with displays and activities.

The tour of the Ngāi Tahu Tower Trail, *Te Ara Pourewa o Ngāi Tahu* was held on 22 April, attended by about 40 staff. A brochure about the trail has also been produced and is being distributed more widely.

A review of Capital Projects web pages started in April. A new structure has been agreed with the Director of Learning Resources and the Capital Projects Operations Manager.

Information about construction work on Dovedale was published on staff and student blogs in April. A building is being extended and refurbished to accommodate the Ilam Early Learning Centre, which is moving to Dovedale mid-2016.

Feedback on the communications strategy for the UCSA building project has been received, as well as recommendations from the research company following audience testing. The strategy is being finalised.

Content for the new NEB hoarding skin has been produced and sent to building tenants for review and approval.

A media statement about the donation David and Leigh Teece recently made to support the Arts Centre building project was released in April. The museum holding James Logie Collection will be officially named the Teece Museum of Classical Antiquities at the University of Canterbury.

5.1.2 Media

April media coverage of UC-related topics was overwhelmingly positive. Over the 30 days, there were more than 21 news stories released or pitched, 64 media queries handled, and no negative media coverage. Graduation featured on the front page of The Press, with two Pasifika Teaching and Learning Masters graduates interviewed, as a direct result of a media pitch.

Topics in the news included the Structural Engineering Lab being officially opened and QuakeCoRE launched by Tertiary Minister Steven Joyce, the Student Volunteer Army's launch of the Serve for NZ campaign on Anzac Day and Gallipoli Pine planting.

UC academics were quoted widely with Sociology Professors Greg Newbold and Jarrod Gilbert again prominent, alongside a range of others from every College. An analysis of broadcast, internet and print coverage in April found 411 items. This coverage reached a cumulative audience of 8,491,289 and had an advertising space rate of \$2,049,214.

5.1.3 Stakeholder Relations

UC Connect public lectures included UC Adjunct Fellow Sam Johnson on "Volun-tourism", Dr Murray Sherwin from the Productivity Commission on the current tertiary review and a film-maker and author discussed their work on the Teina Pora case to a capacity audience.

5.1.4 Alumni and Development

Development

Philanthropic Income:

April	YTD April
\$935,045	\$2,134,977

Distributions:

April	YTD April
\$288,263	\$866,032

The Foundation Audit was finalised for the AGM, compliant with the new reporting standards.

With College of Business and Law: Securing 18 Mentors and two judges for the 21 Day Pacific Challenge as well as supporting the request for funding from the Pacific Islands Trade and Investment group for the next 10 years. It will require \$10,000 per year plus inflation to provide funding for the student project.

With Communications and Marketing: The Annual Appeal – Make a Difference in 2016 was mailed in April. This is a fully integrated campaign including direct mail, web, social media and email signatures, with some outbound calling. So far, 65 donations have been made totalling \$14,000. Further information is available at: www.canterbury.ac.nz/alumni/appeal

An application has been made for \$50,000 funding for Music panels in the Arts Centre, supporting the College of Arts. This also involved the Arts Centre endorsing the project.

With the assistance of other teams from across the University, Alumni and Development arranged for the planting of the Gallipoli pine, a gift from SCION, on the Okeover lawn as part of ANZAC Day services.

5.1.5 Stewardship

With College of Science: Organisation and funding for the signing event of the agreement with Pells Sullivan Maynick to fund a lectureship in Engineering Geology. This was well attended and well received and was supported by the VC, UCF Chair and Deputy Chair.

The first Scholars' Tea, where Emerging Leader Scholars meet Trustees was well received by the students and the Trustees who are particularly keen to see the impact of the funds disbursed by the UC Foundation. It highlighted that scholars do not necessarily understand that donations support their scholarships.

5.1.6 Alumni

Two Mt John trips were organised, with over 100 alumni and friends. An International Graduation Breakfast was held in Ilam Homestead supported by the VC, Chancellor and Registrar. With the UC Club (formerly the staff club), the team hosted new graduate drinks at Ilam Homestead on 19 and 21 April.

The Wellington Alumni Chapter had an event in April. Preparations for New York and London Alumni/Fundraising events as well as Malaysia events later in the year were a priority in April.

Alumni and Development hosted a table at the Tactix match on Monday 25 April. Six young alumni won their tickets in an overnight internet draw.

We are working on a joint project with EDP, Careers, Centre of Entrepreneurship, Research and Innovation (R&I), Procurement and Final Year Projects to deliver a directory for businesses on how they can engage with UC.

Fundraisers in Alumni and Development and Business Development staff in Research and Innovation met in April to continue our work on reaching out to businesses for the offerings we both have.

6. ENABLERS

Efficient, effective and sustainable use of the human, physical and financial resources available to the University

6.1 Staff Matters

A review of the Holidays Act was undertaken. Three minor updates were required.

6.2 Infrastructure

Details of building status are contained in the appendix.

UC arranged a geotech report on the area surrounding the Kaikoura Research field station. The draft findings led the University to restrict access to the research building while further matters are addressed and a peer review of the work completed. A copy of the draft report was made available to the relevant local authorities.

6.3 ICT Graduate School

A verbal update will be provided to Council.

7. Financial Outcomes: (management accounts to 30 April 2016)

April 2016	Actual Year to Date \$000	Budget Year to Date \$000	Budget Variance Year to Date \$000 Fav/(Unfav)*	Budget Full Year \$000	Forecast Full Year \$000	Full Year Forecast to Budget Variance \$000 Fav/(Unfav)*
Total Operating Income	106,830	105,533	1,297	323,214	331,863	8,649
Total Operating Expenditure	100,524	111,169	10,645	336,871	337,047	(176)
Net Surplus/(Deficit)	6,306	(5,636)	11,942	(13,657)	(5,184)	8,473
Net Surplus/(Deficit) as a % of Total Operating Income	5.9%	(5.3%)		(4.2%)	(1.6%)	
Capital Expenditure	48,882	98,302	49,420	274,635	208,875	65,760
Cash/ Short Term Investments/ Short Term Government Stock	269,138	138,927	130,211	42,081	239,497	197,416
Working Capital	185,311	103,102	82,209	8,296	210,712	202,416

* A variance enclosed in brackets indicates an UNFAVOURABLE financial variance e.g. income is less than budgeted income OR expenditure is greater than budgeted expenditure.

Actual Total Operating Income is favourable to budget as at April 2016. A positive variance in tuition fees and interest income has been partially offset by a negative variance in research external income and sundry income, resulting in this overall favourable position. Actual Total Operating Expenditure is favourable to budget. The favourable variance relates to operating expenses, total personnel expenses and depreciation.

We had been budgeting for an operating **deficit** as at the end of April 2016 of \$5.636 million, but have returned an operating **surplus** of \$6.306 million. The difference is thought to be mostly due to poor budget phasing, with the expectation that actual results will begin to match budget as the year progresses. Further analysis is being performed.

Capital expenditure is currently \$49.420 million below budget. \$42.760 million of the expenditure incurred to date is UC Futures related (CETF, RSIC, and NEB) against a year to date budget of \$76.506 million. At this stage of the year the remaining capital spend (excluding UC Futures), against budget, is favourable by \$15.674 million.

7.1 Cash Flow

The April 2016 cash position of \$269.138 million is higher than budget by \$130.211 million due largely to higher than expected balances at 31 December 2015 and failure to meet budgeted capital expenditure expectations. We are holding adequate short term cash reserves to meet expected capital costs for the CETF and RSIC projects.

Forecast cash flows including the Government's financial support now show no immediate requirement to borrow in the next three years. However, careful husbandry of balances will be required in 2018 and 2019, with capital and operating expenditure needing to be closely managed.

TEC, which must approve all borrowing under the Education Act 1989, have provided a borrowing consent, of which a key condition is that once UC is required to borrow more than \$65 million an independent advisor will be appointed who will advise on the financial risk to the Crown and assist the UC Council in managing financial risk.

There are no specific additional MOE covenants, but the Funding Agreement with the Government sets out certain financial targets to be reported to the Governance Oversight Group (GOG) appointed under the Funding Agreement. As at the end of April 2016, it is too early to identify whether the University is tracking to meet its targets. The University's achievement for 2015 was within the ranges set.

7.2 Working Capital

Working capital¹ of \$185.311 million at 30 April 2016 is \$82.209 million more than budget, mostly due to the additional cash balances as a result of the lower capital expenditure (see above).

7.3 Arts Centre.

The final design for the fit-out has been agreed and approved by the Arts Centre. Agreement is now being sought from Christchurch City Council's heritage officers prior to lodging the resource and building consents. A redesign of the public spaces was required to provide adequate climate control for the Logie Collection. The requirement for redesign has created a two month programme delay and code of compliance is now expected late in 2016.

7.4 Craigieburn

The University's Trust Funds have received a substantial payment representing rental arrears and a contribution to legal costs in respect of the outcome of the arbitration on the rental for the University's high country property, Craigieburn.

8. COLLEGE SUMMARIES

8.1 College of Arts (Te Rāngai Toi Tangata)

For over a decade the College of Arts has presented a Platform Festival, alternating with the biennial Christchurch Arts Festival. From this year we are moving to a different format in which our cultural outreach events throughout the year are advertised under the Platform brand, along with one or more, shorter, more concentrated periods of activity each year to mark specific events. One of these will be around the opening of the Arts Centre, now likely in early 2017.

An Arts working group continues to look at space options in the College, which includes making allowance for the move of Classics and Music to the Arts Centre. Current plans include relocating the College Office to the ground floor of Locke, and also making this a student-focussed and public-facing 'front door' for the College.

The CEISMIC project is now located within a broader facility supporting the Digital Arts, Social Sciences and Humanities (DASSH). This facility has now settled on the title of 'UC Arts Digital Lab'. Additional projects to date have included supporting staff in creating research-related databases, websites and online journals, such as the new journal *Continental Thought and Theory*, (<http://ctt.canterbury.ac.nz/>), with its first issue devoted to the topic of intellectual freedom.

¹ assets due to become cash or be consumed within 12 months less liabilities due to be paid in cash within 12 months

This month the College is formally acknowledging the retirement of Emeritus Professor Patrick Evans. Patrick, who continues as an Adjunct in the English department, has been at Canterbury for more than 40 years, making a profound contribution to the Humanities, and will be much missed as a full-time member of our Arts community.

8.2 College of Business and Law (Te Rāngai Umanga me te Ture)

No update received.

8.3 College of Engineering (Te Rāngai Pūkaha)

We are currently recruiting several new academics as replacements for departures or new positions because of increased EFTS in 2016. We will make or have made several offers and are waiting for the usual immigration processes to take place so that our new staff can commence working with us in the Civil, Mechanical and Electrical Engineering departments, and Computer Science and Software Engineering. We are also working on staffing requirements for 2017 because the likelihood is that at least one department will move to double streaming to accommodate a much bigger first Professional Year, which will require more resources.

We have commissioned ResearchFirst to look at the attractiveness of the brand new BProdDes concept, and will make a go/no-go decision based upon their findings in a month or so. Early indications are however that, done carefully and with appropriate titles for the Majors, there could be an appetite in New Zealand for such a programme. We have also asked the IRO to test the concept overseas.

We have a number of new programmes currently going through the CUAP process, a number of them specifically designed to attract full fee Masters students.

Finally, we are very close to re-occupying the first of the new Engineering wings, ECE. Coupled with the opening of the SEL recently by the Minister, we are clearly more than halfway through our disruptions since 2011, and soon there will be much to celebrate.

8.4 College of Education, Health and Human Development (Te Rāngai Ako me te Hauora)

We were fortunate to be the first College in the University to run the Organisational Culture Inventory; a Human Synergistics tool to provide us with the information and way forward to discuss and address organisational culture in the College. We collected data via surveys in April, and managers, Heads of Schools and senior academics in the College participated in a two day Culture Leadership Workshop in early May. The workshop provided a framework for learning about organisational culture and also served as an important leadership development opportunity for College leaders. While we are just beginning our journey to discuss and shift culture, we feel we've made a very positive beginning.

Our teams in Early Childhood and Primary Teaching were congratulated for the glowing reports from the programme external monitors on the Bachelor of Teaching and Learning (Early Childhood and Primary). Although we are waiting for the written reports, Dr Mackey (Dean of Education) reported that the excellent verbal reports she received were testimony to the strong leadership and outstanding commitment, expertise and energy of all staff involved in the degree programme.

The external monitor's report for the Bachelor of Education (Physical Education) was also complimentary and acknowledged that the transition arrangements due the suspension of the programme are being well managed.

We currently have a world leading expert in teacher education visiting our College for a 6 week period through the Canterbury Visiting fellowship scheme. Professor Sharon Feiman-Nemser, from the USA, is working with our academics and leaders in the School of Teacher Education as well as our educators in Education Plus. Professor Feiman Nemser has written extensively on student mentoring in teacher education, supporting new teachers in their school communities, learning how to teach, and ongoing teacher professional development.

8.5 College of Science (Te Rāngai Pūtaiao)

No update received.

9. CONCLUSION

As we move into the second term, the focus of many staff is on enhanced teaching, learning and support for our students. Our upcoming Teaching Week 7-10 June will enable the community to share best practice more widely.

Further steady progress is continuing on our UC Futures strategies, both in terms of physical infrastructure and the graduate profile and on research initiatives, building on the new revenue streams of the first quarter.

Overall our university is in good heart, anticipating further growth in student numbers for semester two and beyond.

9.1 Appendix 1: Building Update

Overall

RSIC has reached a significant milestone as in accordance with its Master Program with the first façade panels being attached to the building. Steel erection continues and will now need to maintain a pace that enables the smooth continuance for the next few months whilst both wings begin to be fully enclosed. The SEL project is complete with only minor close out works required post Practical Completion following a successful opening of the building. The completion of ECE wing in the CETF Project is imminent but the remainder of the project continues to suffer from ongoing program delays by Hawkins in spite of the ongoing efforts of the UC project team to mitigate issues that may impact on program where practically possible. The NEB project still continues with low levels of activity on site with 75% of the shop drawings for structural steel now completed and issued to the contractors whilst UC and the project team focus on preparation of the stage two business case.

Campus Construction Safety Group

Traffic management tensions on campus particularly in Engineering Road have now abated with the SEL approaching final completion and the introduction of new Traffic Management Plans by Hawkins and Fletchers who generate the most industry traffic on that particular road. UC continues to liaise with the Christchurch City Council on other campus zones in the development of TMP's such as the 'wellness precinct' in anticipation of demolition of the UCSA building that will generate a considerable number of truck visits removing debris from the project site.

The monthly contractor 'round table' meeting continues to be an extremely useful forum in UC raising the expectations of Health and Safety related activities on each site and subsequent implications on campus.

Projects in Planning Stage this Month

The Capital Works team has finalised the review of 2016 projects and a program of scheduled business cases to be provided for the necessary approval processes has now been established.

The team will also begin to prepare for an industry briefing to inform the market of timings for new projects.

Current Building Status

Key Progress this month:

Major work

Regional Science and Innovation Centre (RSIC)

The main structural steelwork for both buildings is progressing well ahead of façade installation, completion of the main structure will occur in the next four to five weeks and are in advance of the critical path activities for façade installation.

The façade installation is progressing with some delays. In addition some rework is required to the south-east elevation to ensure correct levels are obtained. This work will be carried out in parallel with the remaining phases to keep works on programme.

Considerable activity continues with the installation of mechanical and electrical services to all occupied levels of both the west and east wings of the building. Internal walls and partitions are progressing on the west wing.

The installation of the roof membrane has started on the west wing of the building; these works are critical in terms of the ability to install finishes and are currently running to programme.

Rescheduling of activities has ensured the programme is maintained with no reported change to the completion date of 10 April 2017.

Developed design for stage two von Haast replacement will be completed in early May where a revised cost plan will be produced for acceptance by PCG in June, noting the current cost plan (end of preliminary design) shows an over budget of \$480k. A report concerning the shortlist of options for the von Haast replacement was accepted at the April PCG, with the need for a few amendments and additional pricing information. This will now be supplemented by work from within UC Futures and form part of the options report to Council in May/June.

Canterbury Engineering the Future (CETF)

The main challenges for the project team at present continue to be the delivery of tranche one buildings (CAPE, Core, and ECE) and gaining alignment with Hawkins over a number of contract administration issues, of which agreement of scope change is the most significant. ECE has been completed to handover state but CPU issue has been delayed due to product availability for a small part of the cladding and an error in manufacturing of the stair handrails. Hawkins and UC are working together to ensure that recanting of the building occurs in accordance with the agreed program.

There are a series of ongoing discussions with Hawkins as to the delivery difficulties being experienced, largely as a result of sub-trades management issues and strategies to address challenges are being agreed with UC.

Particularly challenging is the development of a delivery programme that is realistic and protects the College of Engineering's ability to cope with a large relocation, while concurrently delivering teaching and research which remains the key focus.

In addition to this a Project Health Check workshop was held in the first week of March with the aim of reviewing contract intent, re-focusing the team, reflecting on the learnings experienced thus far and ensuring issues from tranche one are not carried over into tranche two. This 'Health Check' workshop initiative will be repeated again in May, July, September and November 2016, then again in early February 2017 to ensure close monitoring of commitments and outputs.

The project architects Warren and Mahoney (W&M) have instigated an action plan to resolve the design co-ordination issues that arose following the internal restructure of their Australian partner late in 2015. The extent of the impact is still being tested by the UC project team, although there is confidence that the W&M response plan has largely resolved most problems. This is being monitored as a risk item for the project with particular attention on identification of any emerging trends that would indicate any reoccurrence of the issue.

The decanting program has been successfully managed to date considering the size and complexity of the programme, due in no small part to the College technician team and decanting teams working extremely well together. The decant team are working closely with both the CAPE and ECE departments to determine the effect of the revised handover dates for each building and rescheduling the decant programme. The SEL programme is complete with CCC issued and snagging under way.

Electrical Link

The fit-out of this building is now completed with phased occupation planned at different times during the twelve months between May 2016 and April 2017. A fully-costed review of external recladding options resulting from the extensive damage to the external timber structure was approved by the March FPRC and Council meetings.

Relocation of the College of Education Health and Human Development – New Education Building (ex-Commerce)

Completion of the stage two business case is subject to final details of the Hawkins stage two fit-out tender due 20 May. Concurrent with the tender process, the project team and Hawkins have been negotiating the contract, the construction programme and the UC security package. Deloitte are preparing an independent QA report in parallel with the implementation business case.

The PCG has approved the rescheduling of the business case submission from 2 May to 7 June to conclude the project team contract and program negotiations and to provide greater cost certainty before submission to UC Council on 29 June.

The interim results from the stage two fit-out tender indicate the estimated project budget of \$68.8m is likely to be exceeded by circa \$10m. This figure includes \$4.4m of contingencies and a mechanical services tender result exceeding pretender estimates of \$2.7m which is currently being interrogated by the procurement officer (RLB).

Hawkins has advised a potential delay in the project program. This revised programme has not been approved by the project team and is currently under review to identify options for completion by the target date of 30 June 2017. A delay is expected but the size of the delay is to be confirmed.

This delay is partially related to a current 12 week delay with the strengthening works proceeding under the Letter of Intent.

The project team in conjunction with Hawkins are investigating all options for rescheduling the works to recover this time. The shop drawing process for the structural works is proceeding with 90% of the drawings now issued to the contractor. On site, Hawkins continues with site preparation works by removing the required areas of the basement topping slab to enable forming and construction of the mega columns. On upper levels, the hollow core topping slabs are being broken out around larger cracking to enable new reinforcement to be installed.

RHS secondary steel for hollow core slabs is now being installed and the scaffolding has been erected on the north elevation of the north wing in preparation for the façade works.

The design team are working with CoEHHD, Maori and Pasifika groups to finalise the cultural influences on the building fit-out (these have no material impact on the product choices included in the tender documents).

Other Buildings/ Projects

UCSA

Preparation for the relocation of the Ilam Early Learning Centre to Dovedale continues. It is anticipated that the new facility at Dovedale will be operational from 1 August. There is no prolonged closure of the Ilam Early Learning Centre as the final move is happening over a weekend. This relocation occurs prior to demolition of the existing UCSA building. The demolition and asbestos removal tender documents are being compiled for issue with demolition planned to take place after exams with an anticipated start on site of 1 August.

The team is currently finalising the early works package to the existing infrastructure to ensure services to the rest of the precinct remain operational during demolition and to minimise disruptions to BAU. These minor early works are planned to start early June and are to be all completed before the site is handed over to the demolition contractor.

Additional design workshops, with focused user input, to ensure the brief for UCSA fully meets their requirements are now completed. Developed design is programmed to be completed by end May 2016 (subject to approval of the preliminary design and cost estimate at the early May PCG meeting) and detailed design completed by early September 2016. The PCG has agreed to delay the opening of the building until June 2018 to ensure that the design addresses the future functionality requirements of the mix of spaces within the building.

Arts Centre

RFIs for resource consent have been raised which are currently being addressed by the architects. While responses are being compiled the consent process pauses, however, it is noted that once restarted there are only four days left on the clock before consent should be granted. Revised pricing from the contractor has come back significantly higher than the November price despite there being only a few changes to the design, notably the acoustic panels in the recital room, changes to HVAC and moisture mitigation solution required to protect the Logie Memorial Collection. This price is being reviewed currently by the project QS and the updated total budget costs should be available later in May. Due to program pressure to complete the works no later than January 2017 approval to instruct first fix works packages is being sought from UC in the absence of a full budget review by the PCG and approval by UC.

Residential (Student) Accommodation

The PCG providing oversight of the student accommodation projects for UC has established a number of work streams. These are:

- Demand and supply of beds
- Postgraduate apartments
- Undergraduate halls of residence
- St Nicholas Hall and flats
- Head leases and standalone houses
- Existing UC temporary sites
- New temporary beds

1. Demand and supply of beds

Final enrolment numbers for 2016 have been supplied to the consultant to update the demand forecast which is expected in May. The expectation is that this update will support the requirements for a postgraduate development in 2018, but show a delayed commencement to the undergraduate hall is appropriate. The commencement of this second development will be monitored against the impact on supply of beds resulting from Campus Living Villages (CLV) renovation plans which are yet to be advised and agreed.

2. Postgraduate apartments at Dovedale (Sonoda extension)

Agreement has been reached with CLV to allow design to continue in parallel with the negotiations, with UC appointing professional advisors and planning to novate these agreements to CLV once an agreement is reached. Preliminary design has reached completion and is currently being reviewed against budget before approval to proceed to developed design is given.

3. Undergraduate Hall of Residence

The PCG meeting in May will reconsider the timing of progressing design of the Homestead Lane development in light of the updated demand forecast.

4. St Nicholas Hall (Kirkwood Avenue Halls)

Considerable effort is being made by UC to prepare the necessary information to inform a business case for presentation to Council in June 2016. This includes the Student Accommodation Office providing the first draft of a brief for an undergraduate self-catering hall in this accommodation. Initial indications are that the original estimated budget for the redevelopment is too low and that the total project cost, including the cost incurred to gain resource consent, will exceed \$1.5m.

The PCG will however review the proposed scope of works, program and budget for the refurbishment before a business case is formalised.

5. Head leases and standalone houses

No change has been implemented to the work stream in the past month.

6. Existing UC Temporary Sites

In recognition of the site clearance date requirements and lease expiry dates for Waimairi Village and Waitakiri Village respectively, planning for packing down the villages remains at its initiation stage.

9.2 Appendix 2: Upcoming Events

Weds 25 May	9am - 12pm	Undercroft 101	SVA In-schools Volunteer programme Year 10. Day 1
Weds 25 May	6pm - 8pm	Quality Hotel Plymouth International, New Plymouth	UC Info Evening (Taranaki)
Thurs 26 May	6pm - 8pm	Westpac Stadium - Function Centre	UC Info Evening (Wellington)
Sat 28 May	7.35pm	Eden Park, Auckland	Blues v Crusaders
Mon 30 May	5pm - 8pm	John Britten Building	21 Day Challenge Finals
Tues 31 May	11.30am - 1pm	Cashmere High	In-Schools training sessions with the Tactix
Tues 31 May	6.30pm - 8.30pm	Ilam campus, UC	UC Info Evening (CHCH)
Weds 1 June	9am - 1pm	TBC	SVA In-schools Volunteer programme. Day 2
Weds 1 June	6pm - 8pm	ILT Stadium Southland, IVC	UC Info Evening (Southland)
Sun 5 June	4pm	Horncastle Arena, CHCH	Tactix v Southern Steel (Activation at game)
Tues 7 June	6pm - 8pm	Rutherford Hotel, Nelson	UC Info Evening (Nelson)
Weds 8 June	6pm - 8pm	MTG Hawkes Bay	UC Info Evening (Hawkes Bay)
12, 13 June	10am - 3pm. 9am - 3pm	Claudelands Event Centre	Careers Expo (Hamilton)
Mon 13 June	6pm - 7pm	Undercroft 101	Community Meeting
Mon 13 June	7.30pm	Hamilton	WOP Magic v Tactix
Weds 15 June	12pm - 1.30pm	Villa Maria	In-Schools training sessions with the Tactix
Weds 15 June	6pm - 8pm	Wakatipu High School	UC Info Evening (Central Otago)
17, 18 June	10am - 3pm. 10am - 3pm	TSB Arena, Queens Wharf	Careers Expo (Wellington)
Mon 20 June	7pm	Horncastle Arena, CHCH	Tactix v Central Pulse
23 & 24 June	10.30am Thurs - 4pm Friday	Council Chamber / Undercroft 101 / City Centre	UC Update Day
Tues 28 June	5.30pm - 7pm	John Britten Building	Donor Thank You

9.3 Appendix 3: VC's Activities

Past	
28 April 2016	<ul style="list-style-type: none"> • Travelled to New York and the UK for Alumni and recruitment events
29 April 2016	<ul style="list-style-type: none"> • Visited Singularity University in San Francisco • Met with David Teece
05 May 2016	<ul style="list-style-type: none"> • Met with Craig Neville-Manning from Sidewalk Labs • Attended lunch with Guy Horrocks CEO and Founder of Carnival • Met with Ultimate Philanthropy • Attended a UC Alumni Event Hosted by Ronnie Peters and Susan Sakin of 360 Design
06 May 2016	<ul style="list-style-type: none"> • Met with Jonny Lindroos of Lafayette • Met with Ronnie Peters • Attended the UC Foundation in America Inc Board Meeting • Attended a UC Donor event hosted by Craig and Kirsten Nevill-Manning
09 May 2016	<ul style="list-style-type: none"> • Met with Andrew Roy the foreign editor at BBC World News • Attended lunch with Stuart Harray, Bruce Griffin, Kirsten Hutton, Mark Livingstone, Andrew Barkle, Wendy Miles, Alene Wilton, Olly Buxton and Matt Dillon • Met with Dr Julia Maxton Executive Director of the Royal Society of London • Met with Lady Christine Brownlie
10 May 2016	<ul style="list-style-type: none"> • Attended lunch with Martyn Percy the Dean of Christ Church • Met with professor Sally Mapstone, Pro Vice-Chancellor for education and Mr Loren Griffith Director of International Strategy • Attended an Alumni and Friends event at Oxford University • Signed an MOU between UC and Oxford Universities
11 May 2016	<ul style="list-style-type: none"> • Met with Professor Sir Leszek Borysiewicz Vice-Chancellor of the University of Cambridge • Attended an Alumni and friends event at the University of Cambridge
12 May 2016	<ul style="list-style-type: none"> • Attended lunch with Michael Spiro • Attended a London Alumni Event
18 May 2016	<ul style="list-style-type: none"> • Spoke at the Entre Grand Formal Launch • Attended the Canterbury Recovery Learning and Legacy Sponsors group
23 May 2016	<ul style="list-style-type: none"> • Attended the second Governance Oversight Group Meeting for 2016 • Hosted a Vice-Chancellor's Forum • Attended the South Island Prime Ministers Scholarship Evening
24 May 2016	<ul style="list-style-type: none"> • Hosted a Vice-Chancellor's Forum • Attended a dinner with Mark Nicholls from Trimble Navigation
25 May 2016	<ul style="list-style-type: none"> • Met with the Principal of St Andrews College regarding engagement and recruitment • Hosted a forum alongside the UCSA

Upcoming Events	
26 May 2016	<ul style="list-style-type: none"> • Meeting with the Principal of Christ's College regarding engagement and recruitment • Attending a MFAT Luncheon with international ambassadors • Attending the IBA teleconference • Hosting a community dinner alongside John Wood and Darryn Russell
27 May 2016	<ul style="list-style-type: none"> • Speaking at the retirement function for Professor Weaver
30 May 2016	<ul style="list-style-type: none"> • Meeting with the Principal of Riccarton High School regarding engagement and recruitment • Meeting with the Principal of St Thomas's regarding engagement and recruitment • Attending the closing of the 21 Day Challenge
31 May 2016	<ul style="list-style-type: none"> • Attending the UC Information evening
01 June 2016	<ul style="list-style-type: none"> • Meeting with the Principal of Christchurch Boy's High School regarding engagement and recruitment • Meeting with the Principal of Christchurch Girl's High School regarding engagement and recruitment • Hosting a dinner for the Assistants in the Halls of residence
02 June 2016	<ul style="list-style-type: none"> • Meeting with the Principal of Cashmere High School regarding engagement and recruitment • Meeting with the Principal of Marian College regarding engagement and recruitment • Speaking at the Hubei exhibition on behalf of the University of Canterbury • Attending the Entre 85k Qualifiers evening
03 June 2016	<ul style="list-style-type: none"> • Hosting Joe Letteri of Weta Digital on Campus
07 June 2016	<ul style="list-style-type: none"> • Attending the Teaching Awards Ceremony • Welcoming attendees to the DASSH 2016 • Hosting a community dinner alongside John Wood
08 June 2016	<ul style="list-style-type: none"> • Attending the Canterbury Development Corporation Economic Update • Meeting with the Advisory Board to the Assistant Vice-Chancellor Māori and Ngāi Tahu Research Centre
09 June 2016	<ul style="list-style-type: none"> • Welcoming people to the NCEA Japanese Workshop • Attending the Education Caucus informal working lunch hosted by National MP Paul Foster-Bell in Wellington • Attending a dinner hosted by the NZVCC in Wellington
10 June 2016	<ul style="list-style-type: none"> • Attending the NZVCC meeting in Wellington
13 June 2016	<ul style="list-style-type: none"> • Attending a Community Meeting
16 June 2016	<ul style="list-style-type: none"> • Attending a Donor thank you event in Wellington
17 June 2016	<ul style="list-style-type: none"> • Attending an SMT development day
22 June 2016	<ul style="list-style-type: none"> • Attending the Quake CoRE Board Meeting in Auckland
23 June 2016	<ul style="list-style-type: none"> • Hosting SMT for a mid-winter Christmas dinner
24 June 2016	<ul style="list-style-type: none"> • Welcoming students to the UC Update Day
27 June 2016	<ul style="list-style-type: none"> • Hosting a Community Dinner alongside John Wood and Lynn McClelland
28 June 2016	<ul style="list-style-type: none"> • Attending the Teece Townsend Telescope Restoration • Attending the UC Foundation Donor Thank you event for Individual

Memorandum



Vice-Chancellor's Office

Extension: 8812

Email: rod.carr@canterbury.ac.nz

To:	UC Council
From:	Dr Rod Carr
Date:	18 May 2016
Subject:	Faculties and Colleges

Recommendation:

That Council adopt the proposal to unite Colleges and Faculties.

Additional Notes

- In line with the proposal attached, the powers and responsibilities of Faculties, however arising, whether by regulation, assumed under delegation or arising from practice or in any other way, are transferred to Pro-Vice-Chancellor's and Colleges no later than 30 September 2016.
- The Vice-Chancellor will prepare an implementation plan to give effect to the proposal in consultation with DVC Academic, PVC's and Deans.
- All necessary measures will be taken to ensure the institutional arrangements affecting the School of Law enables the School and its programmes of study to be compliant with relevant legislation.
- Where documents authored by the University refer to Faculties the term shall be interpreted in light of the attached proposal in the way best suited to giving effect to the proposal in the simplest, least costly and most expeditious way.
- Where documents not authored by the University, such as wills, trusts and contracts refer to "Faculties", to the fullest extent possible they will be given effect to as intended at the time they were created having regard to the institutional arrangements proposed which will see Colleges assume the responsibilities previously held by Faculties.
- In the case of any ambiguity or dispute as to the meaning and effect of the proposal and this decision, in the first instance the matter will be determined by the Registrar after consultation with the Vice-Chancellor.

Kind regards

Dr Rod Carr
Vice-Chancellor Tumu Whakarae

Memorandum

Senior Management Team



To:	Academic Board and Council
From:	SMT
Date:	April 14 , 2016
Subject:	Proposal to unite Colleges and Faculties

The following proposal to unite Colleges and Faculties has been developed by the PVCs in consultation with the Deans, and revised in the light of feedback from Faculties, Academic Board, SMT, and individual submissions over approximately a six month period. The Dean of Law has asked for Law's opposition to the proposal to be noted.

We are recommending this proposal to Council, and invite Academic Board to provide advice to Council on it.

A. RATIONALE

Although proposals to unite Colleges and Faculties have been explored previously, implementation has been delayed for various reasons, amongst them the disruption caused by the earthquakes. Reasons for completing this project are outlined below.

1. Clarity

The separation of Faculties who oversee qualifications, and Colleges who oversee academic units (Departments and Schools) and related strategic/management issues, is unusual and not replicated in other New Zealand universities. Our current structure is not well understood externally or, in many cases, internally. This uncertainty or confusion extends to positions, with the role of Dean often being an executive one in other institutions, but not at UC. PVCs are currently charged with all aspects of leadership of a College, including academic leadership, and this theoretically overlaps with the role of a Dean. Although the Dean is appointed on the recommendation of a PVC, and reports to a PVC, the Dean's role currently extends beyond that PVC's College wherever qualifications are taught across Colleges. This creates confusion around lines of reporting and responsibility.

The current proposal clarifies the reporting line between Dean and PVC, introduces more consistent and less ambiguous terminology, and brings UC's structure into line with familiar models in NZ and internationally.

2. Strategic and Academic Decision-making

In the current model each Faculty is supposedly concerned only with the “stewardships of awards” within their Faculty (e.g. maintaining academic quality assurance, managing degree regulations, course content etc.), and Colleges with strategic and management issues (finance and resourcing, staffing, Department or School structures, strategic planning, recruitment, operational management etc.). In practice these things often are or should be connected – decisions regarding the academic development of new programmes and their financial viability/resourcing being an obvious example. This risks duplication (e.g. a need for both Faculty and College meetings), potentially slower processes, and confusion and unproductive discussions about where lines of responsibility sit or

what constitutes ‘due process’ in areas of overlap. At worst, it runs the risk of an oppositional culture developing between Faculties and Colleges.

The proposed unification of Colleges and Faculties avoids these risks by unifying strategic, management and academic responsibilities, processes and decisions.

3. Formalising Structures & Academic Voice

Currently Faculties are seen as the principal medium for academic staff views to be expressed and for control of academic programmes to be exercised. Although valuable, having Faculties as the principal mechanism for the academic voice to be heard confines this, in principle at least, to purely academic matters, and excludes it from broader strategic ones, including such fundamental matters as research when not immediately connected with qualifications. It also risks overconcentration at meetings on routine regulatory academic processes (e.g. course change or regulation approvals), crowding out discussion of strategic issues and discouraging attendance at meetings.

The current proposal formalizes and clarifies the role of a meeting for staff, extends it to broader strategic as well as academic issues, and embeds it in University structures and processes.

4. Cross-College Qualifications

There are complications involved in several different academic units (Departments, Colleges etc.) teaching into a single degree, and no system will remove these completely. This proposal is not primarily intended to resolve these complications, but it does have the following advantages: (i) at present, cross-College representation on Faculties is uncoordinated, and depends on the willingness or otherwise of individual academics to attend Faculty meetings outside of the Faculty aligned with their College. In the proposed model, there will be a designated representative on a relevant Standing Committee/Board of Study, as well as the opportunity for representatives of other Colleges to join meetings where matters relevant to their area are being discussed; (ii) there will be a clearer and more unified responsibility for and leadership of specific qualifications.

Concerns were raised in feedback regarding how the voice of “non-home Colleges” will be maintained. In this version of the proposal, provision is made for academics from outside Colleges who teach into the degrees of Colleges to attend those parts of College meetings that are not reserved business. This means that there will be no loss of cross-College representation.

5. Current Strategic Considerations

Although the above rationale for unifying Colleges and Faculties is appropriate at any time, there are specific reasons why it is timely to address this issue now:

(i) According to the recent Cycle 5 Academic Audit, "Universities should have clear delegations for decision-making related to teaching and learning quality and research supervision, and for accountability for quality assurance of programmes and courses". The ambiguity noted above, of PVCs charged with academic leadership of Colleges along with responsibility for financial and academic matters, and academic Deans and Faculties having oversight of the academic integrity and quality of qualifications, leaves responsibility for teaching quality unclear.

(ii) In introducing the new graduate attributes (graduate profile) the University has embarked on an ambitious and aspirational project, requiring clear academic leadership as well as resourcing, staff professional development, innovative thinking and a cultural shift in our teaching pedagogies in some areas. These issues cut across academic and strategic/management issues and will be best addressed in a unified model. This is suggested by the Cycle 5 audit, where "The Panel recommends that in order to achieve institution-wide integration of the new Graduate Profile in all

programmes, and to enable future students to achieve the graduate attributes, the University considers the areas where the Panel has expressed concern [*academic leadership, resourcing*] and urgently gives attention to the planning, resourcing and high-level oversight for the project."

(iii) There is increased need for academic efficiency and stronger financial performance. The University's current financial situation and obligations to the UC Futures programme necessitates a high level of accountability for efficiency in our academic processes as well as ensuring the financial viability of qualifications we offer at UC, reinforcing the need to bring together academic and financial planning.

(iv) Our current academic matrix of Colleges and Faculties is confusing to most people external to our University and has been raised as such in various panel reviews such as professional accreditation reports (e.g. the Commerce panel review). As we develop our programme of community engagement and internationalization within UC Futures, ensuring clarity for external stakeholders, students and community is increasingly important.

(v) With increased competition for students nationally and internationally there is a need for academic processes to be responsive to changing markets. A unified model has the potential to be more responsive to change.

B. PRINCIPLES

The following principles were identified as priorities in developing the proposal:

1. Within the constraints of being fit for purpose, the structure should be clear, simple, efficient, and in step with other Universities in New Zealand and elsewhere.
2. Lines of leadership and responsibility should be explicit and unambiguous.
3. Academic voice (i.e. the capacity for academics, along with other staff members of the University, to influence decisions) should be maintained and, if possible, strengthened.
4. Student voice and other external input should be preserved in discussion of academic matters

C. PROPOSAL

We propose the following for consideration by Academic Board and for approval by the University Council:

1. Faculties and Colleges are united into academic units called Colleges. In the Colleges, the current association with Faculties is maintained, as follows:
 - a. The Faculty of Arts and College of Arts become The College of Arts, Te Rāngai Toi Tangata
 - b. The Faculty of Education and the College of Education, Health and Human Development become the College of Education, Health and Human Development, Te Rāngai ako me te Hauora.
 - c. The Faculty of Science and the College of Science become the College of Science, Te Rāngai Pūtaiao

- d. The Faculty of Commerce and College of Business and Law become the College of Business and Law, Te Rāngai Umanga me te Ture
- e. The Faculty and School of Law remains the Faculty and School of Law within the College of Business and Law. (The Dean of Law's current position and reporting line would remain as per current arrangements, reporting to PVC College of Business and Law).
- f. The Faculty of Engineering and Forestry and College of Engineering becomes the College of Engineering, Te Rāngai Pūkaha

2. Academic membership of Colleges remains according to academics' current membership of Colleges and comprises staff in units (e.g. Schools/Departments) within the Colleges, not necessarily staff teaching into the degrees of the College.

3. The PVC continues to be the senior line manager in the College, including overall responsibility for academic matters as per the PVCs' current role descriptions.

4. The position of 'Dean' will relate to other significant positions in the College management structure as delegated by the PVC and identified appropriately: e.g. Dean (Academic); Dean (Research and Postgraduate); Dean (International) etc.

5. It is expected in the new model that the PVC will generally delegate day to day oversight of academic matters to a Dean (Academic), and these positions will replace the roles of the current Deans or Associate Deans. A Dean (Academic) is likely to be Chair of one or more Boards of Studies and be delegated to represent the College on Academic Administration Committee.

6. Each College will retain the current administrative structure of its current corresponding College (e.g. its School/Departmental Structure). In addition it will include the following elements in its operations:

(i) There will be a monthly College meeting (similar to current Faculty meetings) for all continuing members of the College, including academic and general (professional) staff, UCSA student representatives and others (e.g. fixed-term staff, library representatives) by invitation. For those parts of the meeting that relate to cross-College qualifications, continuing academic staff from other Colleges who teach into those qualifications will be eligible to attend the meeting with full participatory rights. Overall, the membership is intended to be inclusive to preserve and strengthen opportunities for staff (both academic and general/ professional) and student (UCSA) representatives to participate in discussion of College matters.

(ii) The meeting will be minuted and will follow regular committee standing orders. The meeting will consider significant issues related to the strategic and academic direction and operations of the College.

(iii) In response to feedback, it is also recommended that College meetings are structured to maximise efficiency of people's time through agenda management (e.g. demarcated operational or strategic matters, academic matters, CUAP proposals etc). Within standing orders, a Chair may wish to reserve parts of meetings for certain groups of staff only, and if voting on a particular matter confine voting to relevant staff members (e.g. discussion of programme development, degree regulations etc. may be confined to continuing academic staff in a College and/or teaching into a qualification of the College).

(iv) The College meeting will send a formal report, including any motions/resolutions, to be received by Academic Board, and the PVC and/or delegate will speak to the report at Academic

Board as appropriate (e.g. a PVC may speak to strategic matters and a Dean (Academic) may speak to academic regulation matters or CUAP proposals). College meetings will be advisory to Academic Board as well as to the PVC, and will assist Academic Board in providing advice to Council on academic matters. Individual academics may influence academic advice by presenting motions to the College meeting which would be included in College reports to Academic Board, and it is assumed that, as at present, there will continue to be broader College representation at Academic Board over and above that of PVC and Dean.

(v) The Chair of the College meeting will be the PVC. However, it is envisaged that the PVC will nominate another member of the College (e.g. a Dean) to act as Chair which replicates current Academic Board Chairing arrangements.

(vi) Oversight of degrees will remain with the Colleges through their current affiliation with Faculties (e.g. the BSc will be within the College of Science, the BA within the College of Arts, etc.). Each qualification will be overseen by a College Board of Studies (or Standing Committee) which will review major changes to courses, programmes and regulations, including all significant Calendar changes, relevant to all the degrees/qualifications of the College. A Board of Studies/Standing Committee may have oversight of more than one qualification of the College.

(vii) The Chair and members of Faculty Boards/Committees in a unified College will be appointed in the same way that they are currently appointed in the relevant Faculty. Proposals approved by the Board/Committee will be reported to the relevant College meeting on Section B of the meeting agenda, but may on request of a member be brought into Section A and be the subject of discussion and motions. Boards of Study should include at least one academic representative from another College teaching into a qualification overseen by that Board, recommended by that College's PVC, and representatives of other Colleges will be invited to join a Board where matters relating to that College are discussed (e.g. regulations relating to a major offered across two or more degrees/Colleges). This model is already in place for Joint Boards of Studies and it is envisaged that similar terms of reference for these or existing Faculty Standing Committees will be appropriate for any new Boards/Committees that need to be created. Where necessary, a working group may be formed to help develop terms of reference for any new or existing Boards of Studies.

(viii) It is recommended that the agenda for each College meeting is distributed to PVCs of other Colleges, who may from time to time suggest that a member of their College be invited to attend a particular item for discussion at a College meeting.

(ix) Current positions will generally be transferred to new positions without any additional formal process, i.e. PVCs will remain as PVC, Deans or Associate Deans will automatically become Deans (Academic), (Research and Postgraduate), (International) etc., existing Faculty Standing Committee members will become members of any relevant Board of Study/Standing Committees, and so on.

7. In the case of any other issues that might arise from the proposed changes, the principle will be to maintain the status quo ante and/or to ensure that no party is disadvantaged as a result of these changes. This includes the current distribution of Erskine Fellowships and similar awards.

E. RECOMMENDATION TO COUNCIL

That Council approve the above proposal.

Memorandum:

To: Dr L J Wood, Chancellor, University of Canterbury

From: Dr Robin Mann and Emeritus Professor John Burrows

Proposal to Unite Colleges and Faculties

The proposal to merge Faculties and Colleges involves a significant academic component, and is thus one on which Council is statutorily obliged to seek and consider the advice of the Academic Board. We have been asked to advise Council on whether the consultative process followed satisfies that obligation. We have read all versions of the proposal, and the relevant faculty, Academic Board and Council papers from November 2015 to April 2016. We have also interviewed Professor Steve Weaver the Deputy Vice-Chancellor Research, and Dr Hamish Cochrane the Deputy Vice-Chancellor Academic.

The original document explaining the proposal, dated 25 October 2015, was brief, and left a number of questions open. Given the importance of the proposal, time was needed for faculties and the Academic Board to understand the proposal and its implications, and to seek further information. Any shortcomings in this regard were mitigated by a number of actions.

- In a memorandum dated 1 March 2016 the Pro-Vice-Chancellors explained elements in the proposal about which questions had been raised.
- Faculties, and the Academic Board, at their meetings in November March and April discussed and commented on the then current version of the proposal.
- In response to faculty concerns, amended versions of the proposal document were issued in March and April, including such changes as that the terminology of “dean” would be retained and that there would be

student representation on the colleges.

- At its April meeting Council agreed to a recommendation from Academic Board that consideration of the proposal be deferred for a month to allow faculties to consider the most recent amendments.

By the time of the May Council meeting the matter will have been before the faculties and Academic Board four times. We consider that this will have given those bodies sufficient opportunity to consider and formulate advice to Council. We thus believe that there has been adequate consultation..

However we would make one recommendation. At the April meeting of Council the Pro-Vice-Chancellors were invited to the table to share their views. We are of the opinion that since the Deans of the faculties also have a substantial interest in the outcome, they should be given a like opportunity at the May meeting of Council to attend and speak if they wish. That way Council will be appraised of a wider range of perspectives from people with an intimate knowledge of the academic activities of the faculties.. We therefore recommend that the Deans, (and in the case of Arts and Education the Associate Deans) be invited to the May meeting.

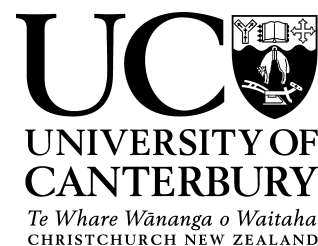
Dr Robin Mann and Emeritus Professor John Burrows.

10 May 2016

Memorandum

Dr Andrew Bainbridge-Smith, Head of Academic Services Group

Telephone: 364 2950
Extension: 6950
Email: andrew.bainbridge-smith@canterbury.ac.nz



To:	Council
Date:	18 May 2016
Subject:	Discussion of the Academic Board on the proposal to Unite the Colleges and Faculties

Summary:

Below is an extract from my report to Council from Academic Board on the discussion of the proposal to unite the Colleges and Faculties. The report and this extract are my notes of the meeting and will form the basis of the minutes of the meeting.

Extract:

3. PROPOSAL TO UNITE COLLEGES AND FACULTIES

The Chair began the discussion by indicating that three motions had been tabled, that they would be discussed in order and that he would be exercising standing orders in order to keep the discussion moving. The tabled motions were:

Motion 1:

Academic Board supports in principle the proposal to unite Colleges and Faculties.

Motion 2:

Should the proposal be approved by Council, Academic Board requests that the implementation plan be drawn up by a group that includes the Academic Administration Committee members (AAC).

Motion 3:

Academic Board notes the opposition of the Faculty of Law to the proposal, but should the proposal proceed, supports in principle the variant to the proposal requested by the School of Law.

The Chair then invited the PVC(Arts) to open the debate on the first Motion.

The PVC(Arts) on behalf of the Senior Management Team spoke in support of Motion 1. He reiterated that the desire was for greater clarity and noted the difficulties in separating strategic, financial and resourcing discussions from those of academic and curricula. He pointed out that College Fora would preserve the freedom of discussion by academics and expanded that freedom to include other members of staff and to ensure student participation.

Each of the Deans (or Associate Dean) briefly spoke to their Faculty submissions. Later in the debate the Chair asked the Deans to substantiate the degree of support or otherwise for the proposal from each Faculty. These are summarised as:

- Faculty of Arts: Against the proposal on the basis of substantive governance concerns as reflected in the vagueness of the language used. Voting: 2 for, 22 against, 3 abstained.
- Faculty of Commerce: Supported the proposal subject to consultation on the schedule for implementation. Voting: unanimous on the motion tabled to Board.
- Faculty of Education: Supported the proposal with a suggested minor amendment. Two votes held in different meetings relating to the slightly different versions of the proposal. Initial vote: for 10, against 7; second vote: for 22.
- Faculty of Engineering and Forestry: Supported the proposal. Voice vote taken with only 1 against.
- Faculty of Law: Against the proposal (unanimous) with significant feedback both tabled and as noted below.
- Faculty of Science: Against the proposal with report to Board on concerns. Vote: for 9, against 11.

The Dean of Law thanked the Council on the process being followed and then spoke against the proposal.

- Reiterated that currently the Deans and Faculties have autonomy that would be removed and become discretionary to the PVCs. At no stage has the proposal addressed this significant change or explained why it is a good idea.
- The University has continued to operate in spite of the alleged confusion with the current structure.
- Questions why Faculties (other than Law) have low attendance and why no investigation of this has been made.
- Concerned that the proposed College Fora would become larger both in membership and items on the agenda and the meetings long and complex; which would drive down attendance.
- Law foreshadowed two motions from the floor should the vote on the proposal be successful.

A number of members against the proposal reiterated the concerns raised by Law. Other points raised included:

- The concern about the degree of support by Faculties for the proposal.
- That this would be a large change in the administrative structure and governance of the University and the case for it had not been substantiated.
- The proposal was vague in language and there was concern about the real implementation.
- Concern that curricula development would be driven by Management and not by the teaching staff who deliver it; that in some educational settings this may be appropriate but not at a University.
- The proposal is misleading in that the language is not about uniting the Colleges and Faculties, but simply the Faculties being subsumed.

The President of the UCSA spoke in favour of the proposal stating that students find the current structure confusing and they also want clarity for the student voice in both strategic and academic matters.

The PVC(Science) spoke in favour of the proposal based on her experience as a lecturing staff member, HOD, Dean and now PVC. She spoke of the risks associated with the separation of curriculum development and resource allocation. Currently these items only really come together with the HOD/S. The proposal will have no substantial impact in practice for most academics.

The Vice-Chancellor spoke in favour of the proposal. He felt the fundamental issues, the conversation and the concerns raised by all parties had not changed in his time since becoming VC. He spoke of the desire for devolution of decision making, and the need for transparent streamlined processes. He noted that other universities have structures similar to that proposed and this had preserved academic freedom and voice. He reminded Board that Council determines programmes of studies and who it wishes to delegate too. He noted Law's concerns and reassured Board that Council would do whatever was necessary to ensure compliance with statutory obligations.

Motion 1:

Academic Board supports in principle the proposal to unite Colleges and Faculties.

Defeated (For 22, Against 28, Abstained 4)

Motion 2 was then considered. A question was asked on the composition of the Academic Administration Committee (the Deans of Faculties, or Associate Dean in the case of Arts; the Dean of Postgraduate Research; a UCSA representative; the Head of Academic Services; and the Deputy Vice-Chancellor (Academic) as Chair). A member raised a concern that supporting the motion may undermine the outcome of the first motion.

Motion 2:

Should the proposal be approved by Council, Academic Board requests that the implementation plan be drawn up by a group that includes the Academic Administration Committee members (AAC).

Carried (For 43, Against 2, Abstained 10)

Motion 3 was then considered. The PVC (Business and Law) spoke against the motion on the grounds that she had had no hand in its drafting and did not support it as it went too far. The Dean of Law also had no input in its drafting. The Vice-Chancellor asked for the motion to be withdrawn. Upon considering the mood of the meeting the Chair withdrew the motion. It was noted that Council would do whatever was necessary to ensure compliance of the LLB with statutory obligations but a motion to that affect was still desirable.

Motion (Vice-Chancellor Dr Carr, PVC(Business & Law) Professor Mazey):

If the proposal is adopted by Council, Academic Board recommends that it should be amended as necessary to meet the requirements of the Lawyers and Conveyancers Act 2006.

Carried (voice vote, with Against 1, Abstained 9)

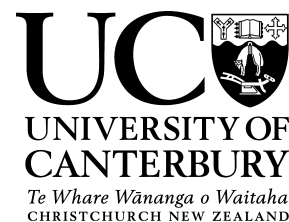
A question was raised about the detail and balance of the Secretary's Notes (these notes) and whether it would fairly reflect the tenor of the debate. The Vice-Chancellor reminded Board that the Council would be receiving this report and hearing from the

Pro-Vice-Chancellors and Deans in the Public Section of the meeting. Members of Board are welcome to attend and if the Chancellor chooses may invite comments from other parties.

Memorandum

Vice-Chancellor's Office

Office: Room 111, Okeover House
Extension: 6103
Email: Hamish.cochrane@canterbury.ac.nz



To:	Academic Board
From:	Dr Hamish Cochrane, Academic Board Chair
CC:	
Date:	12 May 2016
Subject:	Proposal to unite Colleges and Faculties

Dear Colleagues

Attached is the latest feedback from the Faculties on the matter of the proposal to unite Colleges and Faculties.

I would like to remind Academic Board that Council is actively seeking our advice on the academic implications of the proposal before Council makes a decision on the matter. Council did receive information on the proposal at their April 27 meeting but wanted to allow for further Faculty consultation on the changed proposal. It is Council's intention to consider the proposal at their May 25 meeting.

The following motions will be discussed in order:

Motion 1:

Academic Board supports in principle the proposal to unite Colleges and Faculties.

Motion 2:

Should the proposal be approved by Council, Academic Board requests that the implementation plan be drawn up by a group that includes the Academic Administration Committee members (AAC).

Motion 3:

Academic Board notes the opposition of the Faculty of Law to the proposal, but should the proposal proceed, supports in principle the variant to the proposal requested by the School of Law.

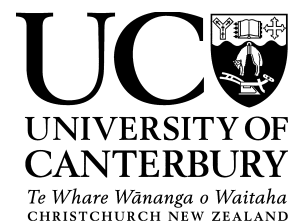
These three motions have been developed in discussion with the previous chair of Academic Board. It is my intention to forward to Council a full record of today's discussion on this matter.

Dr Hamish Cochrane

Memorandum

Liz Bond, Academic Manager - College of Arts

Office: Karl Popper 406
Extension: 8996
Email: liz.bond@canterbury.ac.nz



Report to the Academic Board – Section A From the meeting of the Faculty of Arts held on Wednesday 4 May 2016

At the meeting of 4 May 2016, the Faculty of Arts discussed the amended proposal to unite Colleges and Faculties.

The following motion was carried (with three abstentions):

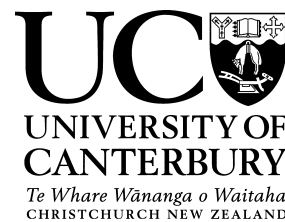
That the Faculty of Arts notes with regret that the revised document has not addressed any of the substantive governance concerns raised by this Faculty, therefore we cannot support the proposal in its current form.

Liz Bond
Academic Manager
College of Arts

Memorandum

Dr Ross James, Dean of Commerce

Office: Room 208, Business and Law Building
Extension: 7015
Email: ross.james@canterbury.ac.nz



To:	Academic Board
CC:	
Date:	5 th May 2016
Subject:	Proposal to Unite Colleges and Faculties

At its meeting on the 4th May 2016 the Commerce Faculty discussed the updated proposal to Unite Colleges and Faculties.

In the discussion that followed there was some concern expressed over the timeframe for implementation and when faculties would be consulted over the regulatory changes that were required by such a change. Faculty were supportive of the proposal in principle but requested that a schedule for the implementation of the proposal be made available before the end of June which included full faculty consultation on the regulatory changes required to implement this change.

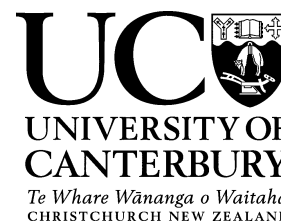
The following motion was passed unanimously:

That the Faculty of Commerce supports the revised policy to unite Faculties and Colleges subject to a schedule for implementation, which includes Faculty consultation, being available by the end of June 2016.

Memorandum

College of Education, Health and Human Development

Office: College Office
 Extension: 93390
 Email: nicola.mcmillan@canterbury.ac.nz



To:	Academic Board
From:	Nicki McMillan, Acting Academic Manager College of Education, Health & Human Development
CC:	Dr Julie Mackey, Dean of Education
Date:	6 May 2016
Subject:	Faculty of Education – College Faculty Alignment

Report to the Academic Board – Section A From a Meeting of the Faculty of Education Held on 4 May 2016

At its meeting of 4 May 2016 the Faculty of Education reviewed the most recent changes to the Proposal to Unite College and Faculties as presented to Academic Board on 20 April 2016.

The Faculty of Education endorsed Point 6 (ix) relating to the transfer of current positions and titles for PVCs, Deans, and Associate Deans.

There was some discussion pertaining to Point 6 (v) and whether the phrase 'However, it is envisaged that' should be deleted and/or revised to indicate more strongly that the PVC will nominate another member of the College to act as Chair.

(v) The Chair of the College meeting will be the PVC. However, it is envisaged that the PVC will nominate another member of the College (e.g. a Dean) to act as Chair which replicates current Academic Board Chairing arrangements.

The revised proposal was endorsed without challenge.

Deans Office, College of Engineering

University of Canterbury
Private Bag 4800
Christchurch, NZ

Ph: +64-3-364 2987 ext 6202 or 7226
Facsimile: +64-3-364 2705
Email: engineeringdean@canterbury.ac.nz



m e m o r a n d u m

TO: Secretary – Academic Board

FROM: Professor Conan Fee – Dean of Engineering and Forestry

DATE: 12 May 2016

SUBJECT: Faculty of Engineering and Forestry Report to Academic Board (Section A)

Please find below a report from the Faculty of Engineering and Forestry following our meeting held on Wednesday the 11th May 2016.

Proposal to Unite Colleges and Faculties.

The Dean updated Faculty about data gathering and approval process for the Proposal to Unite Colleges and Faculties. After a brief discussion, one member of Faculty proposed the motion to forward the following statement to Academic Board: “that Faculty are comfortable with the proposal as it currently stands”; this motion was seconded and carried (1 against).

Professor Conan Fee
Dean of Engineering and Forestry

11th May 2016

UNIVERSITY OF CANTERBURY**FACULTY OF LAW****REPORT TO ACADEMIC BOARD MEETING OF 18 MAY, 2016****FOR SECTION A OF THE AGENDA****Proposal to Unite Colleges and Faculties**

At its meeting of 11 May, 2016, the Faculty of Law discussed the Memorandum to Academic Board and Council from the SMT dated April 14, 2016, entitled, “Proposal to unite Colleges and Faculties”.

Faculty resolved as follows (1 abstention):

That, notwithstanding the changes made in the document dated April 14, 2016, the Faculty of Law remains opposed to the Proposal to Unite Colleges and Faculties.

In addition, it was agreed that the following documents be forwarded to the May meeting of the Academic Board to accompany the above resolution:

- Faculty of Law Response to the Proposal of April 14, 2016
- Faculty’s earlier responses dated 13 April, 2016, and 9 November, 2015.

These are attached.

Ursula Cheer
Dean of Law

Faculty of Law response to the Proposal of April 14 2016

The Faculty of Law remains opposed to the proposal.

Although this version of the proposal appears to meet concerns expressed during consultation about the loss of the use of the title 'Dean' by allowing its usage to continue, this does not cure the major flaw in the proposal, which is the removal of the autonomy of Deans and Faculty over academic matters and replacement of it with a discretion belonging to PVCs exercised over all such matters.

Indeed, this version of the proposal does not address any of the other concerns raised by Law in earlier responses, particularly the need, if any, for change to be made.

The proposal gives discretion to PVCs in the following way (note underlined wording)

C4. The position of 'Dean' will relate to other significant positions in the College management structure as delegated by the PVC and identified appropriately: e.g. Dean (Academic); Dean (Research and Postgraduate); Dean (International) etc.

C5. It is expected in the new model that the PVC will generally delegate day to day oversight of academic matters to a Dean (Academic), and these positions will replace the roles of the current Deans or Associate Deans. A Dean (Academic) is likely to be Chair of one or more Boards of Studies and be delegated to represent the College on Academic Administration Committee.

A discretion does not have to be exercised, meaning the current absolute certainty under Reg 8 of the Academic Awards Regulations (p. 13 of the Calendar, 2016), that Deans are responsible for academic matters in any degree, would no longer be guaranteed under the proposal. Whether Deans can speak under the proposal will be at the discretion of the PVC, which is a fundamental change from the current situation where Deans have the right to speak on academic regulatory matters or CUAP proposals. Additionally, the proposal removes the overall stewardship of awards from Faculties and places it in the individual person of the PVC (unless delegated under the discretion to a Dean).

To reiterate another way, even though it is stated that academic matters are 'generally' to be delegated to Deans, there is no duty on PVCs to do so, and indeed, no duty on PVCs to appoint Deans at all. It is therefore conceivable in this model that a PVC could appoint non-academic managers to deal with academic matters and do away with Deans altogether. Such a move from imperative oversight by Deans to discretionary oversight conveyed at the whim of a PVC is a loss of academic voice and control of academic matters.

Response of the Faculty of Law to the Revised Proposal to Unite Colleges and Faculties dated 30 March 2016

1. At its meeting of 9 March 2016, the Faculty of Law discussed the previous version of the proposal and resolved:

That the Faculty of Law expresses its continued disquiet with the proposal for the reasons outlined in our paper of 9 November 2015.

That the Faculty will be engaging in further work on the current proposal in order to ensure that it meets the requirements of the Lawyers and Conveyancers Act 2006.

Both motions were carried unanimously. This response was recorded in the Agenda for the meeting of Academic Board on 16 March 2016.

2. We have been advised that there is further opportunity for Faculty and Academic Board discussion of the proposal in April, after which the proposal is to be forwarded to UC Council at the end of April.

3. On 30 March, the 'latest and possibly final version' of the proposal paper was received with an expressed hope that it could go to April Faculty, Academic Board and then Council. This Memorandum has accordingly been prepared as a response to the 30 March revised proposal and is intended for tabling at the April meeting of Academic Board.

4. This response has three short parts. Part A addresses in detail the matter of how the proposal would significantly alter the Dean's role, which has been the subject of some confusion at Academic Board previously. Part B states a preferred position as to why the Faculty of Law is opposed to the proposal and its adoption. Part C presents an alternative response which is effective only if the proposal is, against the preferred position taken by Law, adopted.

A. How the proposal changes the role of the Deans and challenges academic autonomy:

Although those putting forward the proposal have insisted on more than one occasion that it does not change the existing status of Deans in the academic process, this is simply incorrect. Current regulations state what the Deans do. The proposal would change this.

Regulation 8 of the Academic Awards Regulations (p. 13 of the Calendar, 2016) sets out the current functions of Faculties and the responsibilities of Deans. It states:

8. Functions of Faculties and Faculty Boards of Studies and Responsibilities of Academic Deans

The Academic Dean shall exercise a general supervision and coordination of the academic activities of the Faculty. The Academic Dean is responsible for ensuring the quality assurance of the awards of the Faculty. Each Faculty has overall stewardship of the awards of the Faculty...

The word used in the regulation 'shall' is imperative. It is the Dean who has and must have the general supervisory power over academic activities within each faculty. However, the revised proposal states (C3):

It is *expected* in the new model that the PVC will *generally* delegate day to day oversight of academic matters to one or more Deputy or Associate PVCs (Academic).¹

This would give a discretionary power to the PVC to delegate the oversight of academic matters to the Dean replacements, Deputy or APVCs. A discretion does not have to be exercised, meaning the current absolute certainty that Deans are responsible for academic matters in any degree would no longer be guaranteed under the proposal. A move from imperative oversight by Deans to discretionary oversight conveyed at the whim of a PVC is a loss of academic voice and control of academic matters.

Similarly, the revised proposal suggests (4. iv) that at Academic Board

... a PVC may speak to strategic matters and a Deputy/Associate PVC Academic *may* speak to academic regulation matters or CUAP proposals.²

Once again, whether Deputy/APVCs can speak under the proposal will be at the discretion of the PVC, which is a fundamental change from the current situation where Deans have the right to speak on academic regulatory matters or CUAP proposals.

Additionally, the proposal removes the overall stewardship of awards from Faculties and places it in the individual person of the PVC (unless delegated under the discretion to a Dean).

It is important to note that the trustworthiness of our existing PVCs is not being challenged here. The character of PVC incumbents and how they might exercise the new discretions handed to them is irrelevant to the question of the effect of the proposed changes. It is simply a fact that the proposal will take the power that currently resides in Deans and Faculties and give it to PVCs. Regrettably this has not been clearly acknowledged thus far in the presentation of the various iterations of

¹ Emphasis added.

² Emphasis added.

the proposal. These are significant changes which fundamentally challenge academic autonomy at the University.

B. Preferred position: The Faculty of Law strongly opposes the proposal and its adoption

The Faculty of Law remains opposed to the amended proposal because of the facts detailed in Part A above and for the reasons set out in its paper of 9 November 2015. For convenience, that paper is reproduced in Appendix I of this document. The reasons identified in that paper remain largely unmet by the amended proposal. Law therefore rejects the proposal for the following reasons:

- i. The proposal removes the oversight by Deans of academic matters and the right to speak on academic regulatory matters or CUAP proposals;
- ii. The proposal reduces rather than enhances the academic voice in decision-making on academic matters;
- iii. The proposal does not provide sufficient evidence to show any substantial change is needed.
- iv. The proposal appears likely to increase, not lessen, confusion about structures and responsibilities.
- v. The proposed structure as drafted risks compromising the ability of the University to meet the statutory requirements in respect of the Bachelor of Laws (LLB) degree as set out under the 2006 Lawyers and Conveyancers Act, something which might jeopardise the status of that degree.

The Faculty of Law recommends that Council rejects the proposal.

C. Alternative Law response to the proposal

In this response, which is effective only if the proposal is accepted, the Faculty of Law highlights issues and omissions in the proposal and also supplies amendments that must be made in order for the requirements of the Lawyers and Conveyancers Act to be met.

Detailed Response to Proposal circulated on 30 March 2016

(Faculty of Law comments and additions are shown in bold italics in the document circulated).

Proposal Document dated 30 March 2016

The following proposal to unite Colleges and Faculties has been advanced by the PVCs in full consultation with the Deans, and revised in the light of feedback from Faculties, Academic Board, and individual submissions over approximately a six month period. The Dean of Law has asked for Law's opposition to this proposal to be noted. We are recommending this proposal to Council, and invite Academic Board to provide advice to Council on it.

A. RATIONALE

Although proposals to unite Colleges and Faculties have been explored previously, implementation has been delayed for various reasons, amongst them the disruption caused by the earthquakes. Reasons for completing this project are outlined below.

1. Clarity

The separation of Faculties who oversee qualifications, and Colleges who oversee academic units (Departments and Schools) and related strategic/management issues, is unusual and not replicated in other New Zealand universities. Our current structure is not well understood externally or, in many cases, internally. This uncertainty or confusion extends to positions, with the role of Dean often being an executive one in other institutions, but not at UC. PVCs are currently charged with all aspects of leadership of a College, including academic leadership, and this theoretically overlaps with the role of a Dean. Although the Dean is appointed on the recommendation of a PVC, and reports to a PVC, the Dean's role extends beyond that PVC's College wherever qualifications are taught across Colleges.

LAW comment: The Deans' responsibilities are also to AAC in respect of the degree and student matters (not the PVC) and Deans also have responsibilities to external bodies (eg: for Law, the CLE as implicit in the Lawyers and Conveyancers Act). The proposal needs to explicitly address the role of the Academic Administration Committee and the role of the 'Dean'/'Deputy/APVC' in relation to external bodies as appropriate.

This creates confusion around lines of reporting and responsibility.

The current proposal clarifies the reporting line between Dean and PVC, introduces consistent and unambiguous terminology, and brings UC's structure into line with familiar models in NZ and internationally.

2. Strategic and Academic Decision-making

In the current model each faculty is supposedly concerned only with the “stewardships of awards” within their faculty (e.g. maintaining academic quality assurance, managing degree regulations, course content etc.), and Colleges with strategic and management issues (finance and resourcing, staffing, Department or School structures, strategic planning, recruitment, operational management etc.). In practice these things often are or should be connected – decisions regarding the academic development of new programmes and their financial viability/resourcing being an obvious example. This risks duplication (e.g. a need for both Faculty and College meetings), potentially slower processes, and confusion and unproductive discussions about where lines of responsibility sit or what constitutes ‘due process’ in areas of overlap. At worst, it runs the risk of an oppositional culture developing between Faculties and Colleges.

The proposed unification of Colleges and Faculties avoids these risks by unifying strategic, management and academic responsibilities, processes and decisions.

3. Formalising Structures & Academic Voice

Currently Faculties are seen as the principal medium for academic staff views to be expressed and for control of academic programmes to be exercised. Although valuable, having Faculties as the principal mechanism for the academic voice to be heard confines this, in principle at least, to purely academic matters, and excludes it from broader strategic ones, including such fundamental matters as research when not immediately connected with qualifications. It also risks overconcentration at meetings on routine regulatory academic processes (e.g. course change or regulation approvals), crowding out discussion of strategic issues and discouraging attendance at meetings.

The current proposal formalizes and clarifies the role of a meeting for staff, extends it to broader strategic as well as academic issues, and embeds it in University structures and processes.

4. Cross-College Qualifications

There are complications involved in several different academic units (Departments, Colleges etc.) teaching into a single degree, and no system will remove these completely. This proposal is not primarily intended to resolve these complications, but it does have the following advantages: (i) at present, cross-College representation on Faculties is uncoordinated, and depends on the willingness or otherwise of individual academics to attend Faculty meetings outside of the Faculty aligned with their College. In the proposed model, there will be a designated representative on a relevant Standing Committee/Board of Study, as well as the opportunity for representatives of other Colleges to join meetings where matters relevant to their area are being discussed; (ii) there will be a clearer and more unified responsibility for and leadership of specific qualifications.

Concerns were raised in feedback regarding how the voice of “non-home Colleges” will be maintained. In this revised version of the proposal, provision is made for academics from outside Colleges who teach into the degrees of Colleges to attend those parts of College

meetings that are not reserved business. This means that there will be no loss of cross-College representation.

5. Current Strategic Considerations

Although the above rationale for unifying Colleges and Faculties is appropriate at any time, there are specific reasons why it is timely to address this issue now:

(i) According to the recent Cycle 5 Academic Audit, "Universities should have clear delegations for decision-making related to teaching and learning quality and research supervision, and for accountability for quality assurance of programmes and courses". The ambiguity noted above, of PVCs charged with academic leadership of Colleges along with responsibility for financial and academic matters, and academic Deans and Faculties having oversight of the academic integrity and quality of qualifications, leaves responsibility for teaching quality unclear.

(ii) In introducing the new graduate attributes (graduate profile) the University has embarked on an ambitious and aspirational project, requiring clear academic leadership as well as resourcing, staff professional development, innovative thinking and a cultural shift in our teaching pedagogies in some areas. These issues cut across academic and strategic/management issues and will be best addressed in a unified model. This is suggested by the Cycle 5 audit, where "The Panel recommends that in order to achieve institution-wide integration of the new Graduate Profile in all programmes, and to enable future students to achieve the graduate attributes, the University considers the areas where the Panel has expressed concern [*academic leadership, resourcing*] and urgently gives attention to the planning, resourcing and high-level oversight for the project."

(iii) There is increased need for academic efficiency and stronger financial performance. The University's current financial situation and obligations to the UC Futures programme necessitates a high level of accountability for efficiency in our academic processes as well as ensuring the financial viability of qualifications we offer at UC, reinforcing the need to bring together academic and financial planning.

(iv) Our current academic matrix of Colleges and Faculties is confusing to most people external to our University and has been raised as such in various panel reviews such as professional accreditation reports (e.g. the Commerce panel review). As we develop our programme of community engagement and internationalization within UC Futures, ensuring clarity for external stakeholders, students and community is increasingly important.

(v) With increased competition for students nationally and internationally there is a need for academic processes to be responsive to changing markets. A unified model has the potential to be more responsive to change.

B. PRINCIPLES

The following principles were identified as priorities in developing the proposal:

1. Within the constraints of being fit for purpose, the structure should be clear, simple, efficient, and in step with other Universities in New Zealand and elsewhere.

LAW comment: *In respect of Law, the presence of a Dean and Faculty (or analogous body where programme decisions are made by members of the Law Faculty) is typical among other NZ universities.*

2. Lines of leadership and responsibility should be explicit and unambiguous.

3. Academic voice (i.e. the capacity for academics, along with other staff members of the University, to influence decisions) should be maintained and, if possible, strengthened.
4. Student voice and other external input should be preserved in discussion of academic matters

C. PROPOSAL

We propose the following for consideration by Academic Board and for approval by the University Council:

1. Faculties and Colleges **with the exception of the Faculty of Law** are united into academic units called Colleges. In the Colleges, the current association with Faculties is maintained, as follows:
 - a. The Faculty of Arts and College of Arts become The College of Arts, Te Rāngai Toi Tangata.
 - b. The Faculty of Education and the College of Education, Health and Human Development become the College of Education, Health and Human Development, Te Rāngai ako me te Hauora.
 - c. The Faculty of Science and the College of Science become the College of Science, Te Rāngai Pūtaiao
 - d. The Faculty of Commerce and College of Business and Law become the College of Business and Law, Te Rāngai Umanga me te Ture
 - e. The Faculty and School of Law remains the Faculty and School of Law within the College of Business and Law. (The Dean of Law's current position and reporting line would remain as per current arrangements, reporting to PVC College of Business and Law **and with responsibilities to AAC, the CLE and Academic Board**).
 - f. The Faculty of Engineering and Forestry and College of Engineering becomes the College of Engineering, Te Rāngai Pūkaha
2. Academic membership of Colleges remains according to academics' current membership of Colleges and comprises staff in units (e.g. Schools/Departments) within the Colleges, not necessarily staff teaching into the degrees of the College. **Membership of the Faculty of Law will continue to be determined in accordance with its terms of reference.**
3. The PVC continues to be the senior line manager in the College, including overall responsibility for academic matters as per the PVCs' current role descriptions. It is expected in the new model that the PVC will generally delegate day to day oversight of academic matters to one or more Deputy or Associate PVCs (Academic), and these positions will replace the roles of the current Academic Deans or Associate Deans. **The Dean of Law will retain overall responsibility for academic matters in respect of the degrees subject to Law Faculty control (the LLB, LLB (Honours), LLM, LLM (ILAP) and BCJ and any future relevant degrees/qualifications). The Dean of Law reports to the PVC of the College of Business and Law and is responsible to the AVC Academic and AAC in respect of academic and student matters.**

4. Each College will retain the current administrative structure of its current corresponding College (e.g. its School/Departmental Structure). In addition it will include the following elements in its operations:

(i) There will be a monthly College meeting (similar to current Faculty meetings) for all continuing members of the College, including academic and general (professional) staff, UCSA student representatives and others (e.g. fixed-term staff, library representatives) by invitation. For those parts of the meeting that relate to cross-College qualifications, continuing academic staff from other Colleges who teach into those qualifications will be eligible to attend the meeting with full participatory rights. Overall, the membership is intended to be inclusive to preserve and strengthen opportunities for staff (both academic and general/ professional) and student representatives to participate in discussion of College matters.

(ii) The meeting will be minuted and will follow regular committee standing orders. The meeting will consider significant issues related to the strategic and academic direction and operations of the College. ***In respect of Law, matters falling within the terms of reference of the Faculty will be dealt with by the Law Faculty and not by the College of Business and Law meeting. The minutes of Faculty meetings will be provided to the College of Business and Law meeting for information only.***

(iii) In response to feedback, it is also recommended that College meetings are structured to maximise efficiency of people's time through agenda management (e.g. demarcated operational or strategic matters, academic matters, CUAP proposals etc). Within standing orders, a Chair may wish to reserve parts of meetings for certain groups of staff only, and if voting on a particular matter confine voting to relevant staff members (e.g. discussion of programme development, degree regulations etc. may be confined to continuing academic staff in a College and/or teaching into a qualification of the College).

(iv) The College meeting will send a formal report, including any motions/resolutions, to be received by Academic Board, and the PVC and/or delegate will speak to the report at Academic Board as appropriate (e.g. a PVC may speak to strategic matters and a Deputy/Associate PVC Academic may speak to academic regulation matters or CUAP proposals). College meetings will be advisory to Academic Board as well as to the PVC, and will assist Academic Board in providing advice to Council on academic matters. Individual academics may influence academic advice by presenting motions to the College meeting which would be included in College reports to Academic Board, and it is assumed that, as at present, there will continue to be broader College representation at Academic Board over and above that of PVC and Deputy/Associate PVC.

In respect of the Faculty of Law, the Dean of Law will send a formal report, including any motions/ resolutions to be received by Academic Board and the Dean of Law and/ or delegate will speak to the report at Academic Board as appropriate. Faculty meetings will be advisory to Academic Board as well as to the PVC and will assist Academic Board in providing advice to Council on

academic matters. Representatives from the Faculty of Law will attend Academic Board as per the terms of reference of Academic Board.

(v) The Chair of the College meeting will be the PVC. However, it is envisaged that the PVC will nominate another member of the College to act as Chair (e.g. a Deputy or Associate PVC), which replicates current Academic Board Chairing arrangements.

(vi) Oversight of degrees will remain with the Colleges through their current affiliation with Faculties (e.g. the BSc will be within the College of Science, the BA within the College of Arts, etc.). Each qualification will be overseen by a College Board of Studies (or Standing Committee) which will review major changes to courses, programmes and regulations, including all significant Calendar changes, relevant to all the degrees/qualifications of the College. A Board of Studies/Standing Committee may have oversight of more than one qualification of the College.

In respect of Law, oversight of the LLB, LLB (Hons), LLM, LLM (ILAP) and BCJ and any future relevant degrees/qualifications will remain with the Faculty of Law. Oversight of the BCJ will remain with the BCJ Board of Studies that reports to the Faculty of Law and is chaired by the Dean of Law.

(vii) The Chair and members of Faculty Boards/Committees in a unified College will be appointed in the same way that they are currently appointed in the relevant Faculty. Proposals approved by the Board/Committee will be reported to the relevant College meeting on Section B of the meeting agenda, but may on request of a member be brought into Section A and be the subject of discussion and motions. All Boards of Study should include at least one academic representative from another College teaching into a qualification overseen by that Board, recommended by that College's PVC, and representatives of other Colleges will be invited to join a Board where matters relating to that College are discussed (e.g. regulations relating to a major offered across two or more degrees/Colleges). This model is already in place for Joint Boards of Studies and it is envisaged similar terms of reference for these or existing Faculty Standing Committees will be appropriate for any new Boards/Committees that need to be created. Where necessary, a working group may be formed to help develop terms of reference for any new or existing Boards of Studies.

The Dean of Law (or delegate) chairs the Faculty of Law and the BCJ Board of Studies. Faculty of Law minutes are provided to the College Meeting for information only. The College of Business and Law meeting may, through the PVC (or delegate) request items be added to the agenda of Faculty meetings. As is currently the case, the Head of the School of Law reports directly to the PVC on non-Faculty matters.

(viii) The PVC is expected to appoint at least one Deputy or Associate PVC delegated with oversight of day-to-day academic matters related to the College. A Deputy/Associate PVC will generally be Chair of one or more Boards of Studies and will generally be delegated to represent the College on Academic Administration Committee.

In Law, the Dean of Law has oversight of day-to-day academic matters within the School of Law. The Dean of Law will represent the Faculty of Law on Academic Administration Committee.

(ix) It is recommended that the agenda for each College meeting is distributed to PVCs of other Colleges, who may from time to time suggest that a member of their College be invited to attend a particular item for discussion at a College meeting.

(x) Current positions, **with the exception of those associated with the Faculty of Law**, will be transferred to new positions without any additional formal process, i.e. PVCs will remain as PVC, Deans will automatically become Deputy/Associate PVCs Academic, existing Faculty Standing Committee members will become members of any relevant Board of Study/Standing Committees, and so on.

11. In the case of any other issues that might arise from the proposed changes, the principle will be to maintain the status quo ante and/or to ensure that no party is disadvantaged as a result of these changes. This includes the current distribution of Erskine Fellowships and similar awards.

E. RECOMMENDATION TO COUNCIL

A. That Council approve the above proposal.

Amended proposal ends.

Should Council elect to proceed with the proposal, the Faculty of Law advises that it must be amended to include the changes set out in Part C above to ensure compliance with the Lawyers and Conveyancers Act 2006.

**Professor Ursula Cheer,
Dean of Law
13 April 2016**

Appendix I

9 November 2015 Document provided for Information

Appendix 1

Faculty of Law Response to Merger of units proposal

At its meeting on 4 November the Faculty of Law unanimously resolved that “The Faculty cannot support the proposal for merger of Colleges and Faculties in its present form”, and authorised the formulation of a detailed response by a sub-committee of the Acting Dean (Professor Jeremy Finn); the Dean-elect (Professor Ursula Cheer) and the Head of School (Professor Karen Scott).

The Law School response to the proposal is in two parts. The first part, sections 1-6 deal with general issues likely to apply across the entire University, while sections 7-10 deal with three issues specific to the Faculty of Law and School of Law. An executive summary is provided before the detailed responses.

Executive Summary

- The proposal reduces rather than enhances the academic voice in decision-making on academic matters.
- The proposal does not improve the management of, and is in fact hostile to, interdisciplinary collaboration in both research and teaching.
- The proposal removes from the academic decision-making process the voices of students, external stakeholders and, apparently, service units.
- The proposal does not provide sufficient evidence to show any substantial change is needed.
- The proposal will be likely to increase, not lessen, confusion about structures and responsibilities.
- There is a need for further consideration of the proposed Boards of Studies and of the position of the suggested Assistants PVCs as well as a need for better transitional provisions.
- The proposed structure as drafted risks compromising the ability of the University to meet the statutory requirements in respect of the Bachelor of Laws (LLB) degree as set out under the 2006 Lawyers and Conveyancers Act, something which might jeopardise the status of that degree.
- The proposal creates a real risk to the reputation of the Canterbury LLB which would impact on student numbers, as well as staff recruitment and retention.
- Implementation of the proposal would undermine or breach undertakings given by the Vice-Chancellor to the staff of the Law School as to the autonomy of Law as a discipline at the time of the alignment of Business and Law within a single college.
- The creation of a “single entity” in the College of Business and Law is unnecessary and may weaken the performance of both components of the College.

Detailed Response

1. Academic voice in decision-making

Currently, the Faculty as led by a Dean has responsibility for maintaining the academic integrity of degrees and other awards. Every Faculty comprises the staff who teach into the awards of the Faculty, student representatives and other approved individuals. As drafted, the proposal replaces Faculties with Boards of Studies/ Standing Committees and creates a College Forum to advise the PVC.

The proposal states that it has an objective of maintaining and strengthening the academic voice in decision-making, noting that Faculties are apparently not well attended and are unable to consider matters such as strategy and research [paragraph 3 of the proposal]. The Law Faculty cannot comment on other Faculties, but that criticism is incorrect with respect to Faculty attendance in relation to the Law Faculty (where a majority of staff are present at all Faculty meetings and frequently almost all attend).

The proposal fails to provide evidence that the replacement of a Faculty, within which members who have a vested interest in an award are able to vote for motions which have binding effect, with a two tier structure of Boards of Studies and Forums which are advisory only, will strengthen the academic voice. The Law Faculty believes that the proposal will have the reverse effect of disenfranchising academic staff members and operate to weaken the academic voice. The proposal will do so by:

(a) Permitting the PVC to appoint the members of the Board of Studies/ Standing Committees at his/ her discretion with no guarantee that those who teach into the relevant awards will be appointed to the Board/ Standing Committee;

(b) Designating the decisions of the Board of Studies/ Standing Committees as advisory only;

(c) Designating the decisions of the College Forum as advisory only;

(d) Concentrating decision-making relating to academic matters in the hands of the PVC.

(e) The replacement of the Deans by Associate PVCs potentially results in a significant loss of academic voice at Academic Board, where Deans are currently members. This is not addressed in the proposal.

It is accepted - and welcome – that College Forums may give stronger voice to general staff, on non-academic matters, but that benefit is far outweighed by the negative consequences of change. Encouraging that general staff voice in other ways should be possible.

The Faculty considers that in the current climate, academic staff who have contributed enormously to the university's survival and recovery over the last five years of extreme stress are likely to see this proposal as downgrading their role and depriving them of an effective voice in key academic matters. This would be unfortunate in terms of obtaining the essential staff "buy-in" to plans to revive student numbers and further stimulate research. Retention and recruitment may also be affected.

The Law Faculty also notes with concern the timing of this proposal, which envisages a role for Academic Board in receiving reports/ resolutions from the College forums, in light of the review of Academic Board itself.

2. Impact on cross-disciplinary teaching and research

The proposal states, correctly, at B.4 that:

“There are complications involved in several different units (Departments, Colleges etc.) teaching into a single degree, and no system will remove these completely”

It further states that cross-College representation on Faculties is uncoordinated.

The proposal does not address issues associated with interdisciplinary research and therefore does not develop a viable method of improving matters. Indeed the proposal is hostile to interdisciplinary collaboration with respect to both research and teaching. This is of particular concern to the Law Faculty, which has stewardship of two interdisciplinary degrees (the Bachelor of Criminal Justice (BCJ) and the LLM (International Law and Politics)) in addition to the Bachelor of Laws.

Any interdisciplinary or cross-college qualification would be controlled by the PVC of the “host” College. This approach does not support interdisciplinary awards and is potentially hostile to it in the current environment where colleges are competing for EFTs.

Currently, Faculties are responsible for awards which cross disciplines and academics teaching into those awards are entitled to attend Faculty meetings. In respect of some awards, individual Boards of Studies have been established to advise Faculty (as in the case of the BCJ). Alterations to degree regulations etc must be approved by every Faculty involved. The proposal substitutes smaller, nominated, Boards of Studies but these Boards will be advisory only. There would be representation of other Colleges on the proposed Board of Studies for each such degree, but each Board of Studies will however, have less specialist knowledge and expertise than does the current arrangement where such interdisciplinary degrees must be considered by each Faculty involved, and by several Deans who are better placed to assess the academic requirements of cross college qualifications and their impact on other degrees offered by the University. The proposal does not articulate how locating decision-making at the PVC/ College level will assist in developing strategy or managing resources in respect of interdisciplinary degrees. At present Faculties provide an effective process for such matters to be addressed. The proposed structure in fact promotes the silo-isation of teaching within Colleges.

The Faculty of Law has relatively extensive experience of developing interdisciplinary awards (including the BCJ and the LLM (International Law and Politics)) and is concerned that this proposal will make it much harder to continue such collaboration in the future. The Faculty would like to note that its experience on collaboration on academic matters in respect of these awards has been relatively unproblematic, in contrast to developing an equitable approach to sharing the resources and costs associated with these degrees (in particular, the BCJ). The issue of cost sharing is not addressed by the proposal. Nor is there any clear method of dealing with issues where a Board of Studies is dead-locked or where one College believes its concerns and views have been ignored or unreasonably overridden.

As noted the Proposal does not consider the possible impact on inter-disciplinary research, and therefore does not consider whether the lessened co-operation between faculties may over time reduce or constrain such research.

Overall then, the proposal is contrary to interdisciplinary academic enterprise.

3. Other voices – student representation; external stakeholders

A serious objection to the proposed structure change is that it removes- apparently completely – any student voice in academic matters. Currently all Faculties have student members, and the experience of the Law Faculty is that students contribute greatly to discussions of academic matters because of the different perspectives and knowledge that they bring.

Some faculties also have members who represent external bodies. The President of the Canterbury-Westland branch of the New Zealand Law Society is a member of the Law Faculty. While the President may not be a regular attender, successive Presidents have made it clear membership is valued as recognition of the link between the University and the profession. At a time when the University is seeking to increase engagement with stakeholders and the community it seems unwise to weaken those formal linkages.

The proposal is also silent about representation of, and communication with, the new “Colleges” and central University units such as the Library and the Maori Development Team (and many others). Forum discussions with a whole “College” will be unlikely to be focussed enough to be effective and discussion with a Board of Studies will not engage most staff. It is unlikely this would assist in developing and implementing plans for achieving key elements of the intended graduate profile such as bicultural competence and international awareness.

4. Insufficient evidence has been presented to demonstrate that change is needed.

The Faculty would very much appreciate further explanation as to why the current safeguards in relation to resources and strategy are not sufficient. The Faculty notes that one reason for given for change is that Faculties are apparently not well attended and are unable to consider matters such as strategy and research [paragraph 3 of the proposal]. This is not the case in Law where academic decisions are taken in light of School/ College strategy and resource constraints.

More generally, the College of Business and Law has achieved an effective and harmonious structure where the PVC attends, as a full member, all Faculty meetings and reports to Faculties on strategic matters, while Deans are members of the College executive and can keep that body apprised of academic concerns. This practice, with necessary modifications, could be an alternative to the radical changes as suggested in the Proposal.

Other options can be identified through which the objectives of the proposal could be achieved without the abolition of faculties or the Dean. For example, faculties might have their terms of reference altered to require them to take into account University strategy and resource issues; and faculties might alter their terms of reference to clarify the procedures associated with representatives from other faculties;.

A key part of the proposal is B.2. Strategic and Academic Decision-making where it is stated there is a “risk” of duplication, “potentially” slower process etc. No actual problems have however, been identified. In the absence of concrete evidence of existing problems it is not clear that the proposed changes will actually improve the current position.

(a) Difficulties with the proposal document

The Faculty also considers the proposal does not accurately describe the current structures operating in the University, and therefore does not correctly address the issues which need to be considered. In Section B.1 it is stated that:

“Although the Dean is appointed on the recommendation of a PVC, and reports to them, the Dean's role extends beyond that PVC's College wherever qualifications are taught across Colleges.”

A Dean's role extends beyond a particular college at all times, not just when a qualification is taught across Colleges. The Dean has at present a primary role where that Dean's Faculty “hosts” a qualification which is taught across different Faculties and/or colleges. The Dean also has a most important function in ensuring students from her/his Faculty are able to pursue academically sound double-degree combinations and interdisciplinary programmes. The proposal removes these functions of the Deans without adequate replacement.

Further, the transfer of these functions to PVCs is likely to increase friction between Colleges as PVCs may have severely conflicting interests given the competition for EFTS.

(b) Current structure is effective

The Faculty of Law is sympathetic to the aim to align academic decision-making with decision-making in relation to strategy and resources. The experience of Law however, is that discussion and decision-making within the Faculty takes full account of College and University strategy and resource constraints. The PVC is an ex-officio member of Faculty and is able to report on issues relating to strategy and resources. Furthermore, the Head of the Law School, who reports to the PVC and who has responsibility in relation to both strategy and resources, is also a full member of Faculty. Although the Law School concedes that its operating conditions as a one school faculty are more straightforward than any other faculty, all other faculties nevertheless provide for the participation of PVCs and Heads of Schools/ departments.

Furthermore, initiatives involving resources (such as new courses and programmes) have to be signed off by the PVC and supported by a financial case. This provides an additional safeguard to ensure that academic decisions are not taken without consideration of strategy and resources. It should be noted that although the proposal attempts to unify academic/strategic and resource decision-making within Colleges it fails to develop a mechanism or even address the issue of where interdisciplinary degrees require a coordinated approach to strategy and resources between colleges.

5. The “better understood structure” argument.

The Faculty notes, but does not accept, the view put forward in Part B of the proposal that the current structures are not well understood externally and “in many cases” internally.

There is little evidence given for this view. The Faculty notes that in the AQA Cycle 5 Audit report, p 5 it is stated that the respective roles of PVCs and Deans were generally well understood.

(a) Deans and Faculties

As regards external understanding, the Law Faculty view is that the nomenclature and roles of both Deans and Faculties are known and understood both nationally and internationally.

In the discipline of law in particular, the Dean is the internal and external face of the Law School in New Zealand universities and in many other jurisdictions. As far as we are aware, all Law Schools in Australia have a Dean of Law, including Adelaide Law School at the University of Adelaide, which is the designated international benchmark for the University of Canterbury. Experience over many years shows that – at least in relation to Law - the media and the public understand the title of “Dean”; it is most unlikely they will wish to seek out an Assistant PVC for comment. Media appearances do a great deal to keep the University in the public eye in a favourable context. This benefit should not be lightly discarded.

(b) Comparisons with structures at other Universities.

The proposal states that the proposed structure “most closely resembles the academic structure of the University of Auckland”. Fuller analysis indicates this comparison is not one that can safely be made. At the University of Auckland there are eight stand-alone Faculties and eight Deans. In each Faculty all academic staff in the Faculty (along with student and external representatives) participate in decision-making in relation to academic matters. The Dean and Faculty thus have responsibility for the degrees offered. In the case of Law, stewardship of the LLB is in the hands of the Dean and Law Faculty.

This schema, which reflects the current arrangements in place at Canterbury, is in fact reproduced in all Law Schools in New Zealand. To the extent that law faculties are stand-alone (the equivalent of colleges) – and this applies to Auckland, Victoria and Waikato – decision-making in relation to resources and strategy also lies with the Law Dean (who is sometimes a PVC for these purposes).

The proposal, which purports to bring the Canterbury structure into line with other universities, notably Auckland, will in fact achieve the opposite. Removing the Dean and transferring responsibility for the academic integrity of the law degree to the PVC, with Boards of Studies and College Forums providing advice only, represents a dramatically different model of governance to other law schools in New Zealand and, as far as we are aware, in Australia. The Faculty of Law is concerned that this proposal may generate significant confusion as to the governing structure of the School both within New Zealand and overseas.

6. Other cross-university issues matters

(a) The Boards of Studies mechanism

Given the Faculty of Law’s rejection of the proposal for change, it does not make at this time any detailed comments on the proposed Boards of Studies mechanism. Such Boards of Studies currently function effectively for inter-disciplinary degrees. The Law Faculty notes that the proposal may give rise to considerable difficulty and friction as to the point(s) when matters affecting other colleges are to be discussed and the process of inviting representatives. The current system, while less than perfect, is better than the proposed alternative.

(b) The Role of the Proposed Associate PVC

The Law Faculty is concerned that the proposal as drafted creates a number of potential conflicts of interest in its recommendation that Deans be replaced by Associate PVCs. First, Deans have a responsibility in relation to students undertaking double degrees and will often need to make decisions (which may be delegated) in relation to workload, pre-requisite courses and other matters. The transfer of these functions to Associate PVCs, whose loyalty

is to the College rather than the Faculty, may create a conflict of interest, particularly as colleges compete for EFTS.

(c) Transitional measures

The Faculty also notes the inadequacy of the proposed transitional measures which “Current positions will be transferred to new positions without any additional formal process, i.e. PVCs will remain as PVC, Deans will automatically become Associate PVCs, existing Faculty Standing Committee members will become members of any relevant Board of Study/Standing Committees, and so on.”

This assumes that such changes can be made without significant HR issues for these staff members concerned. More pressingly the Law Faculty does not have “standing committees” and it would appear therefore there will be no internal structure which can operate readily. There may be other Faculties with similar problems.

7. Law and CLE; professional recognition and accreditation

The proposed structure as drafted risks compromising the ability of the University to meet the statutory requirements in respect of the Bachelor of Laws (LLB) as set out under the 2006 Lawyers and Conveyancers Act. The Canterbury LLB must meet the statutory requirements in order to remain accredited as a law degree, qualifying graduates to be admitted as a barrister or solicitor. Under Section 282 of the 2006 Act each Faculty or School of Law must be headed by a Dean of Law who is a member of the Council of Legal Education (CLE). The CLE has the mandate under s 274 of the Act, to prescribe and approve any course of study for admission to the legal profession. The CLE also arranges for the monitoring and assessment of courses within the LLB, including, for example, requirements in relation to external moderation and mode of assessment (section 274(e)).

By implication of this Act, the Dean, on behalf of the Faculty/ School, is responsible to the CLE in respect of ensuring the LLB meets the requirements in order for it to be classified as a qualifying law degree. Further all course change proposals for qualifying LLB courses must be approved by the CLE, which requires evidence they have been scrutinised thoroughly by Faculties. At present members of CLE give a margin of appreciation to the Deans and Faculties, and thus to the Universities in relation to teaching of courses, while ensuring quality is monitored. Thus the statutory position effectively imposes a very important – indeed vital – requirement that the UC LLB be regarded as robust with guaranteed quality of examining and moderation. The removal of the responsibility of the Faculty/ School for the academic integrity of the degree, including matters relating to content, modes of teaching and assessment and moderation, therefore risks contravening the Act.

This proposal, which envisages the abolition of the Deans and Faculties, ultimately places at risk the accreditation of the degree as a qualifying law degree in New Zealand. If that occurred the academic and financial viability of the degree programme would be jeopardised. The Law Faculty notes that similar issues may arise in other Faculties where outside accreditation is important.

8. Reputational risk

The disestablishment of the position of Dean of Law so soon after appointing the first female law Dean at Canterbury and the only female law Dean nationwide currently, and the abolition of a Faculty of Law at UC pose a significant reputational risk for the Law School both in

New Zealand and overseas. Potential erroneous conclusions might be drawn from the abolition of the Faculty and Dean relating to the quality, viability and prestige of the law degree. This would compromise the ability of the School to recruit and retain quality staff as well as students. This would be a significant risk to take at a time where Colleges are being pressed to increase student numbers and the College of Business and Law is the only college to have increased student numbers overall in 2015.

9. Breach of faith

The Law Faculty notes with great concern that the proposal as drafted inadvertently undermines the formal undertaking to the Law School given by Dr Rod Carr, the Vice Chancellor, on 13 March 2012 in respect of the School's alignment with Commerce under the College structure. That undertaking related to the School's autonomy over various matters including teaching and academic matters. The School is of the opinion that the proposal, which seeks to remove control over academic matters from the Faculty, and envisages a single "College" unit which deals with academic matters in both Law and Business & Economics, is contrary to this undertaking, and is concerned that a potential breach of trust, inadvertent or otherwise would have significant implications for the morale and future prosperity of the Law School.

10. The "single entity" proposal as it affects the College of Business and Law.

Part D of the Proposal envisages a single unit for each College.

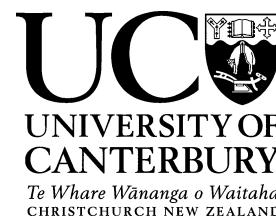
This would cause unnecessary difficulties in colleges where there is significant diversity among the programmes offered. In particular the College of Business and Law contains two faculties with only the smallest degree of overlap between the two (in that three members of ACIS teach into Law courses). The interest, expertise and direction of the two Faculties at present are very different. This has not stopped each from being very successful in terms of curriculum development, attracting and maintaining student numbers and – probably not coincidentally – high quality research.

Both also have accreditation through outside bodies, and that accreditation could be put at risk by having a single College wide faculty.

The practicalities of advising a PVC through a "Forum" which has to cover very different degrees have not been explored in the proposal.

The Faculty of Law considers the proposed union or merger of the two distinct Faculties of Business and Economics on the one hand and Law on the other into a single academic "College-wide" unit as unnecessary, impractical and unwise.

Jeremy Finn,
Acting Dean of Law,
9 November 2015.



Faculty of Science

Academic Board Report

Date 8 April 2016

Section A Feedback on the Revised College-Faculty Proposal:

A third revision of the proposal for uniting Colleges and Faculties was presented at the May 4th Faculty of Science meeting. The Chair noted that the primary change to the proposal was the change in proposed titles of Deans to Deans (Academic) as opposed to Associate or Deputy Vice-Chancellors (Academic). Several areas were highlighted in the revision that reflected the title change. The change in title was a response to earlier feedback from several Faculties, including Science, regarding the use of Dean. The Faculty were asked to comment on the revised proposal.

The discussion focussed on two aspects: a motion from the floor and the proposed changes to the document. The motion from the floor was that the “Faculty of Science do not support the proposal to unite Colleges and Faculties”. There were arguments for and against the proposal. One of the strongly held views against the proposal was that non-College members were to be invited to College meetings. It was the view that academics teaching into a programme would be there by right. Another key concern was that it was not clear how uniting Colleges and Faculties would resolve the issues identified and it was queried whether there were alternatives to the proposed approach. In support of the proposal was that academic matters would be discussed in a framework of other College matters including research and that the link of academic matters through to Executive level would be further enhanced. The motion that “The Faculty of Science do not support the proposal to unite Colleges and Faculties” was voted on. The motion was carried with 11 for, 9 against and one abstention. While the motion was carried, the vote was not overwhelming.

With regard to the proposed changes in the document, it was acknowledged by one member that the updated version was very responsive to the feedback. Detailed comments included: 1) the wording remains vague (e.g. “may”, “it is expected” “generally”) and a tightening of wording and more detailed procedures will be useful; 2) Boards of Studies need to be examined and terms of reference reviewed; 3) There is an error in the document with regard to how Deans are currently appointed and is not aligned with what is stated in the calendar.

Associate Professor Catherine Moran
Dean of Science

Report to the Council from a meeting of the
Finance, Planning and Resources Committee
held on Tuesday 17 May 2016

The Committee recommends:

1. UCTF Quarterly Report to 31 March 2016

That: Council note the UCTF Quarterly Report to 31 March 2016.

2. CAPEX Report to 31 March 2016

That: Council note the CAPEX Quarterly Report to 31 March 2016.

Ms Catherine Drayton
Chair
Finance, Planning and Resources Committee

18 May 2016

Memorandum



Financial Services

Office: 6th Floor, Matariki
Extension: 93454
Email: keith.longden@canterbury.ac.nz

To:	Council
From:	Keith Longden
Date:	19 May 2016
Subject:	Eriksens University of Canterbury Trust Fund Quarterly report 31 March 2016
Purpose:	For Information

Introduction

Eriksens have submitted their reports on the University of Canterbury Trust Fund (UCTF) to 31 March 2016 and 30 April 2016. These documents are held on the Council sharepoint site.

A summary of the main matters raised is set out below.

UCTF – 31 March 2016

Economic commentary – inflation expectations continue to decline, putting downward pressure on wages and prices. Consumer confidence also falling.

Market commentary – since 2008 there has been an increased volatility in bonds, with reducing volatility in equities. Some significant wider political risks underpin big swings in trading, but higher valuations of stocks being experienced.

Fund manager performance – fund performance over the quarter ended 31 March 2016 was a return of 2.3%, exceeding benchmark by 0.1%. In the past 12 months the return was 7.4%, 1.4% ahead of the benchmark. 5 year performance was 8.1%, this was 0.3% ahead of the benchmark. While most managers performed around the benchmark, Trans-Tasman Equities Individual Shares was 45.9% above benchmark, due to realisation of investments.

Recommendation

For information.

Keith Longden
Chief Financial Officer

ERIKSEN & ASSOCIATES LTD

Actuaries & Investment Strategists

UNIVERSITY OF CANTERBURY TRUST FUND

QUARTERLY REPORT FOR THE PERIOD ENDING 31 MARCH 2016

ERIKSEN & ASSOCIATES LIMITED

11 APRIL 2016

Auckland
Eriksen & Associates Ltd
443 Lake Rd, Takapuna
Box 33 1318, Auckland, New Zealand
Ph +64 9 486 3144 Fax +64 9 486 4413
auckland@eriksensglobal.com

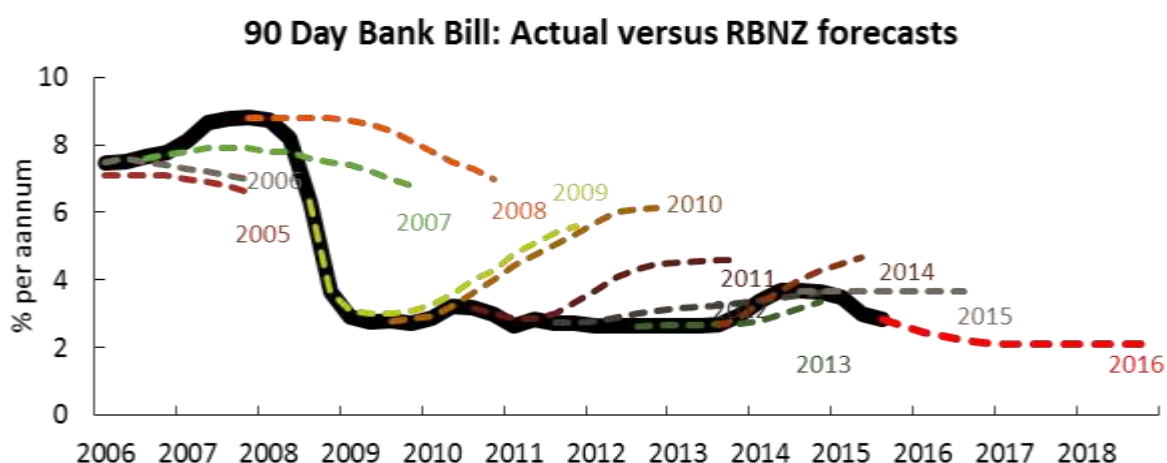
Wellington
Eriksen & Associates Ltd
Level 9, 111 The Terrace
Box 10 105, Wellington, New Zealand
Ph +64 4 470 6144 Fax +64 4 470 6145
wellington@eriksensglobal.com

CONTENTS

Economic Commentary	3
Performance of Fund Managers	3
Portfolio and Sector Performance Relative to Benchmark	14
Benchmarks Used for Fund Manager Comparisons	15
Manager Allocations and Performance Relative to Benchmark	16
Fund Size – Monthly, Quarterly and YTD	17
Fund Performance Relative to Benchmarks	18

The Reserve Bank of New Zealand reduced the OCR by 25 basis points to 2.25% in March which surprised the market. The slowdown in the global economy, continued financial market volatility and challenges faced by the dairy sector all contributed to the decision to reduce the rate. Of particular concern is the declining measures of inflation expectations. These are likely adding to downward pressure on prices, and risk becoming embedded in future decisions on wages and prices. At least one more 25 basis point cut is expected in the next few months.

The current forecasts for the NZ 90 Day Bank Bill are shown in the following graph. Since the GFC there has been a definite change in perception, forecasts no longer expect rates to go back to “normal” in the short to medium term. The most recent forecast by the RBNZ is shown by the red dotted line which is considerably flatter than previous forecasts.



The most recent consumer confidence survey by Westpac fell for the first quarter of 2016, down from 110.7 to 109.6. A score above 100 denotes optimism while below 100 means consumers are pessimistic. Households are becoming increasingly worried about the global economic environment. Currently though, households are optimistic about their own economic situation. The proportion of households that think they will be better off financially in a years’ time increased in March. The business confidence index also remains positive for the month.

In Australia consumer confidence is also falling. For three consecutive weeks to the beginning of April the index estimating consumer confidence has edged lower following negative news-flow surrounding the economy. Employment growth has slowed, retail sales are lower than expected and house prices have softened. Confidence may also be affected by the fall of Prime Minister Turnbull’s ratings in the polls, with optimism that the current government can implement lasting reform potentially fading.

The Reserve Bank of Australia kept the cash rate unchanged at 2% at their April meeting, citing reasonable prospects for economic growth ahead and inflation remaining close to target. Globally,

monetary policy remains highly accommodative (due to central banks around the world purchasing bonds to help bolster their economies), but it is also a source of uncertainty and thus volatility. As a result bonds as an asset class are riskier now than theory suggests when looking from a portfolio management stand point. Research with particular respect to emerging markets found that up until 2008 approximately 70% of volatility in an equally weighted portfolio (equities, hard currency bonds, local currency bonds, and foreign exchange) came from equities. In the time since 2008 it is estimated that the volatility from equities has fallen to 50%, with the other 50% coming jointly from bonds and currency.

The benefits gained from diversification between these assets classes within a portfolio are thus less now. This is due to the change in correlations and the increase in risk from non-diversifiable geo-political and systemic financial market risks. When political risks are high, the correlations between assets classes increases, therefore reducing the safety of portfolio diversification.

Apart from the various conflicts in the Middle East and the consequential refugee crisis in Europe there are a number of critical events or risks to consider:

- Brexit vote in the UK in June.
- US Presidential election in November.
- Terrorist attacks.
- Portuguese credit downgrade.
- Eastern Ukraine.

There are several factors that explain why geo-political risks are important with respect to asset prices in the global economy:

- A country's institutional capacity (strength of government regulatory regimes) can have a significant bearing on how shocks are managed.
- Policy uncertainty can affect expected growth, taxes, consumer and business confidence, availability of credit etc.
- The openness of an economy impacts the operating environment and the level of competition.
- Sovereign creditworthiness and potential defaults.
- Market structure and flexibility can augment how the economy deals with political shocks.

A top-down approach in this global environment is becoming more important. The ability to factor in appropriate investment risk premiums for assets into the investment decision is a significant challenge at present, where uncertainty is the rule rather than the exception.

Financial markets are seeing much bigger swings in trading currently. Systematic strategies like momentum investing have contributed to a crowding/herding effect which has pushed valuations to extremes. An example of this is the strategy to buy "low volatility" stocks, as seen in the following graph. The more investors that choose this strategy, the higher valuations go, and the lower the outperformance is over time. In the third quarter of 2008 the outperformance was almost 2%

relative to the market on a 5-day average. In the third quarter of 2015 this outperformance was almost zero.



In the US the Fed chose to keep rates unchanged for the time being at their March meeting, specifically stating that global economic and financial developments continue to pose risks. At the beginning of the year a total of four hikes were forecast by the Federal Open Market Committee, this has since been changed to two possible hikes. The market is much more dovish, with many thinking there may be one hike, or none at all. According to the 30-Day Fed Fund futures prices, there is only a 52% chance of a hike by the end of the year. The Federal Reserve has clearly shifted its mandated domestic economic focus towards taking a more global view. Does that imply increasing concern? Or is the Fed merely trying to weaken the US dollar?

DXY Index

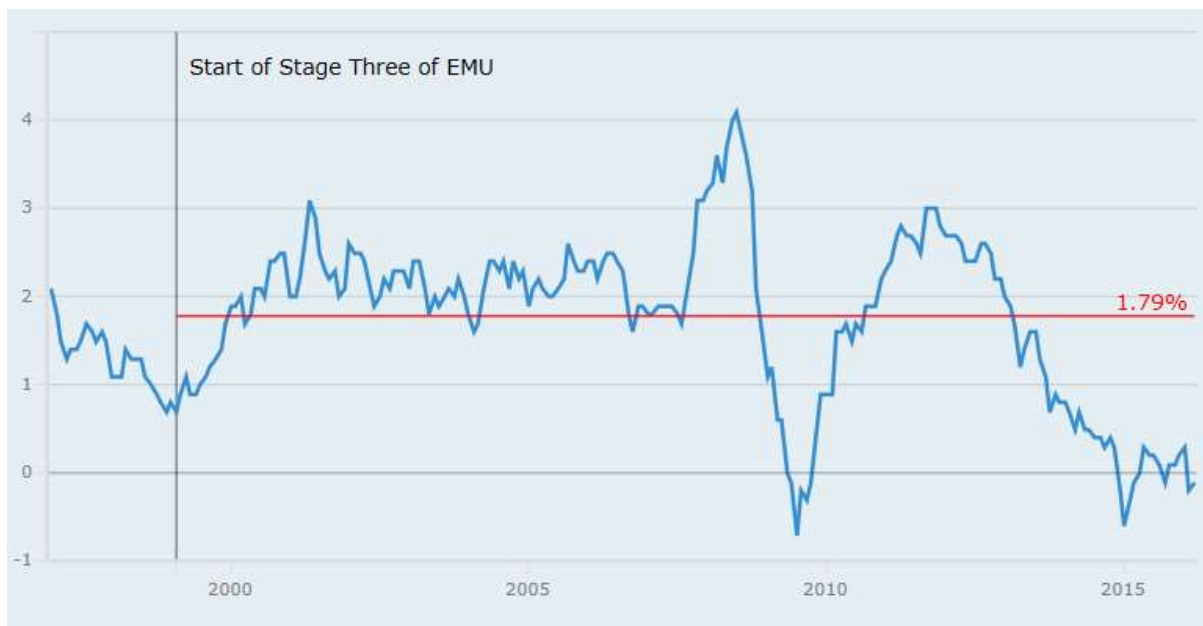


The DXY index, which shows the value of the US dollar against a basket of foreign currencies, has fallen since the start of the year. The lower possibility of a Fed hike means investors will not chase the higher yield in the US, causing the exchange rate to depreciate.

The reality remains that the US labour market continues to strengthen and inflation has picked up in recent months, both of which are key signals for the Fed to increase rates. It is inevitable that rates will be raised at some stage. When they are both equity markets and bond markets will certainly feel the extra pressure.

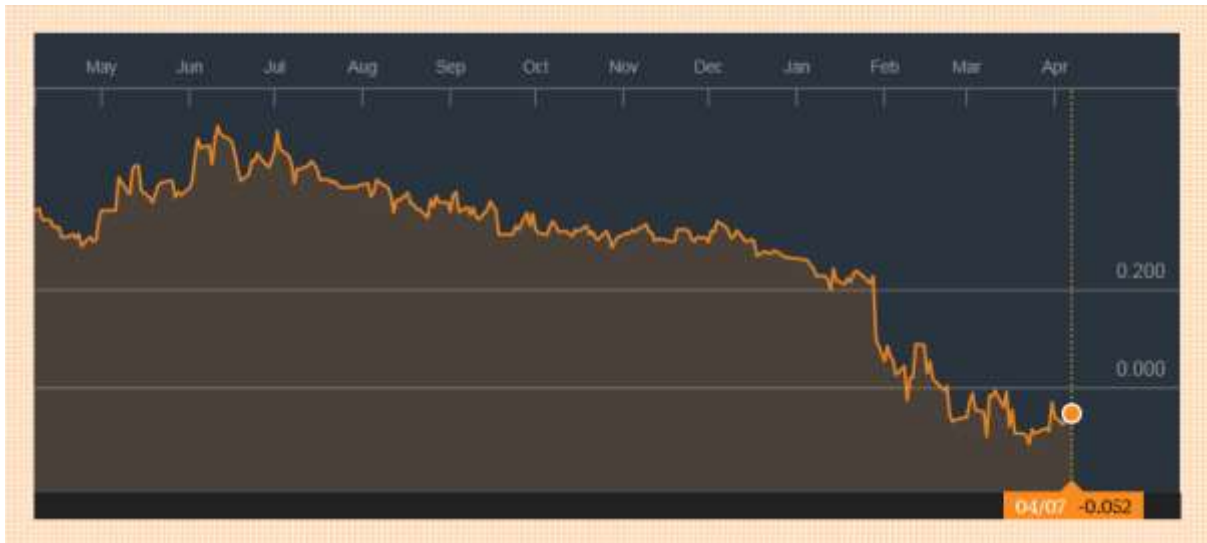
Inflation in the euro area continues to stay low, shown in the following graph. The European Central Bank decided in March to delve further into negative rate territory by lowering their deposit facility by 10 basis points to -0.4%. They also decided to expand their asset purchasing programme from €60 billion a month to €80 billion. The hope for this is that it will stimulate more spending, however this may have the opposite effect on consumers. With negative interest rates consumers start to worry and become more fearful of what the future may hold, so in response to this they start to save more. The negative interest rates can also have a harmful effect on banks. Banks' profitability will likely take a hit, meaning they may not have enough capital to strengthen their balance sheets and thus allow them to lend money into the market.

Euro Area Inflation



Negative interest rates in Japan are also proving destructive. Corporate pension plans have especially felt the effects. A large amount of returns for these pension plans comes from high-grade bonds such as government bonds. Because the bond yields are much lower, the pension plans now must find other assets to make up the rest of the returns to meet the pension liability. Furthermore, the discount rate that is used to calculate a company's pension liability is derived partly from long-term Japanese government bonds, meaning the liability rises because of the lower discount rate. Goldman Sachs estimates total pension liabilities, based on statements from over 1,700 companies, to increase from 89 trillion yen to 98 trillion yen (US\$813 billion to US\$896 billion).

Japanese 10-Year Bond



With their ageing population and Abenomics failing, what will the Bank of Japan try next?

PERFORMANCE OF FUND MANAGERS

OVERALL

This report is based on the draft SIPO dated 1 February 2016. An amendment was made to the Distribution Policy section with regards to the Revenue Reserve, passed at the University of Canterbury Council Meeting on 27 January 2016.

All performance figures are time-weighted returns shown net of fund manager fees and include currency gains and losses associated with conversion back to NZD.

The target allocation as per the SIPO is split 50%/50% between growth and income assets. The current proportion of growth assets is at 52% which is slightly higher than last month. This is very close to the target asset allocation. Income assets make up the remaining 48% of assets.

Market Performance

Global equity markets all performed positively in March. Apart from the NZX, emerging markets (MSCI Emerging Markets) and the US market (S&P 500) were the best performing markets over the month with returns of 8.3% and 6.6%. The Nikkei 225 (Japan) was up with a return of 4.6%. In Europe, the DAX (Germany) was up 5.0%, the CAC 40 (France) returned 0.7%, and the FTSE 100 (UK) returned 1.3% for the month. Over the three months to 31 March the only markets with a positive return were emerging markets (2.7%) and the S&P 500 (0.8%).

The NZX50 was up 8.4% over March and 6.8% for the three month period. The Australian equity market (S&P/ASX 200) performed positively over the month, returning 4.7%, but it was down over the three month period with a return of -2.8%. Over the year the NZX50 gained 15.7% while the Australian equity market lost 9.6%.

Global government and investment grade bonds were up over the one, three and twelve month periods. New Zealand government and investment grade bonds also performed positively over these periods.

Oil prices were up for the second month running. West Texas was up 13.6% and Brent Crude up 7.7% in March while over the previous twelve months West Texas was down 19.5% and Brent Crude was down 27.4%.

Unhedged Australian asset returns expressed in NZD terms will have benefited from a 2.2% depreciation of the NZD/AUD exchange over the last month. Over the last three months the NZD depreciated by 4.1%, while over the last twelve months it fell 8.1% against the AUD. This has a large impact on these unhedged assets' returns and increases volatility in returns. The NZD strengthened against all other major currencies over the month. It strengthened by 0.4% against the euro and 2.1% against the sterling. Against the renminbi it appreciated by 3.8%, against the USD it was up 5.3% and against the yen it was up 4.9%. Over three months the NZD was down against all major

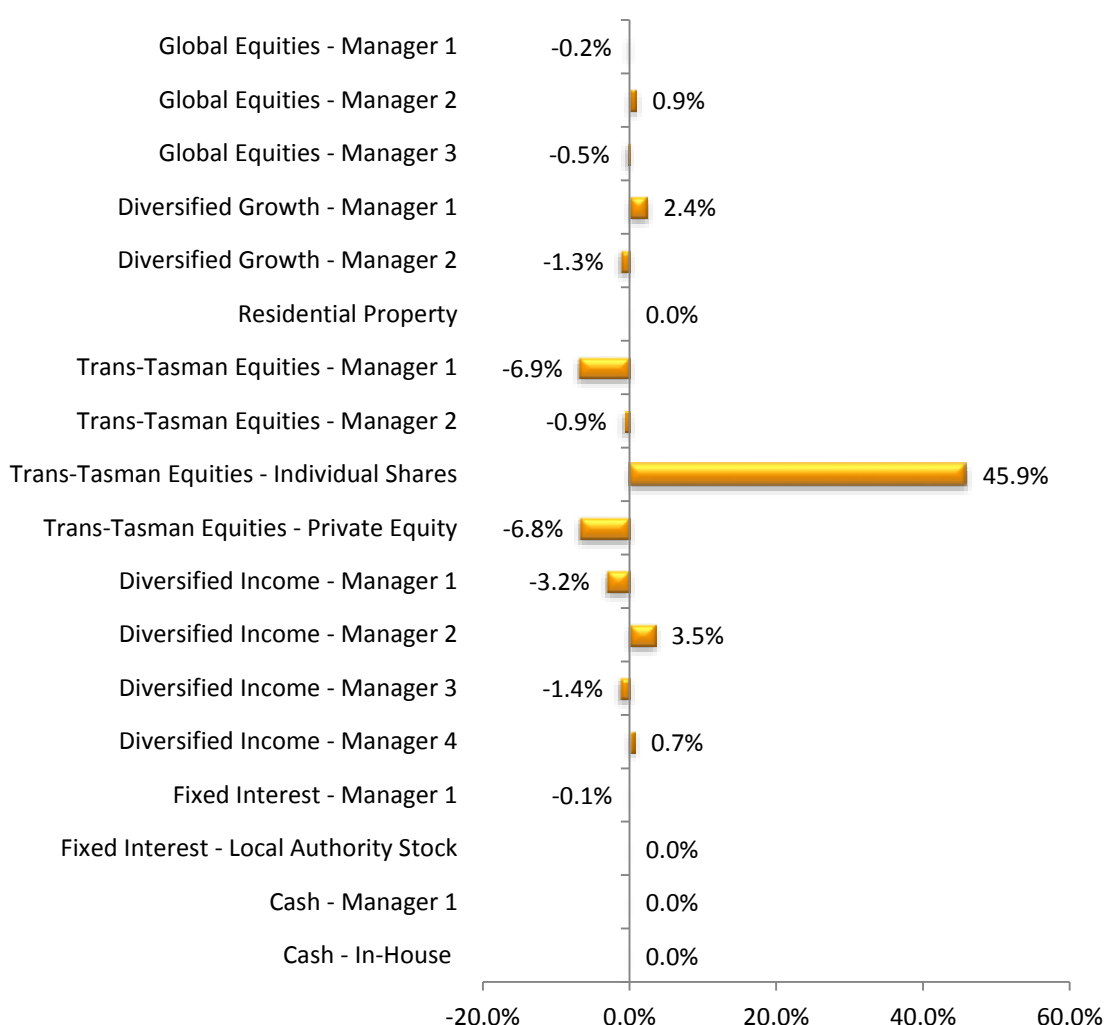
currencies except the sterling and US dollar. Over the past year it weakened against all the major currencies.

Fund Performance

The Fund returned 2.3% over the quarter ending 31 March 2016, outperforming the weighted benchmark return by 0.1%.

Over the past 12 months the Fund returned 7.4% which outperformed the benchmark return by 1.4%. It had an annualised return of 9.1% for the three year period which was 1.2% above the benchmark return, and returned 8.1% per annum for the five year period, outperforming the benchmark return by 0.3%.

Value Added (Manager Return – Benchmark Return) Over the Quarter



GLOBAL EQUITIES

Global Equities Manager 1 (Passive | Hedged | Global)

Manager 1 returned -1.7% over the quarter which was 0.2% below the return on the MSCI 100% hedged benchmark. For the 12 month period it returned -2.8%, underperforming the benchmark by 1.2%.

Over three years the annualised return was 10.8% which was below the benchmark return of 11.9% by 1.1% and over five years it returned 9.9% per annum, 1.0% below the benchmark.

Global Equities Manager 2 (Active | Unhedged | Global)

Manager 2 returned -0.8% over the quarter which outperformed the benchmark by 0.9%. Over 12 months it returned 9.4% which outperformed the benchmark by 5.1%, a great result. The three year return was 14.6% per annum, outperforming the benchmark by 0.9%.

Global Equities Manager 3 (Active | Unhedged | Global | NZ PIE)

Over the the quarter the fund returned -2.2%, which was 0.5% below the MSCI ACWI benchmark. The return over one year was 3.2% which was 1.1% below the benchmark. The three year return was 14.2% per annum, outperforming the benchmark by 0.5%. The one year and three year returns include the previous investment in the global non-PIE version of the fund.

DIVERSIFIED GROWTH (GLOBAL)

Diversified Growth (Global) Manager 1 (Active | Unhedged | Global)

Over the quarter Manager 1 returned 4.2%, outperforming the benchmark return by 2.4%. Over the one year period it returned 6.7%, which was 0.4% below the benchmark. The three year return was 1.3% per annum, underperforming the benchmark by 6.1%.

The NZD/AUD exchange rate was beneficial to the returns over the quarter and the year.

Diversified Growth (Global) Manager 2 (Active | Hedged | Global)

Manager 2 returned -0.6% over the quarter, underperforming its benchmark by 1.3%. Further investments into this fund will occur as cash flows permit.

TRANS-TASMAN EQUITIES

Trans-Tasman Equities Manager 1 (Active | NZ PIE)

Manager 1 returned -0.1% over the quarter which underperformed the NZX50 benchmark by 6.9%. The one year return was 8.1%, underperforming the benchmark by 7.6% and the annualised return over three years was 13.1%, underperforming by 2.0%. The five year annualised return was 13.8% which underperformed the benchmark by 0.6%.

Trans-Tasman Equities Manager 2 (Active | Unhedged | Australian)

Manager 2 returned 0.5% in NZ dollar terms over the quarter. This was 0.9% below the ASX200 benchmark return of 1.4%. The weakening NZD/AUD exchange rate enhanced the returns.

The fund returned -3.2% over the last twelve months, underperforming the benchmark by 1.5%. The annualised return over three years was 1.2%, underperforming the benchmark by 0.2%. The one year and three year returns include the previous investment in Manager 2's Australian Equities fund.

Private Equity (Active | NZ)

	3 Month Return			1 Year Return			3 Year Return		
	Gross	Bench mark	Value Added	Gross	Bench mark	Value Added	Gross	Bench mark	Value Added
PE Manager 1	1.5	7.8	-6.3	50.4	20.3	30.1	29.8	19.7	10.1
PE Manager 2	0.0	7.8	-7.8	0.0	20.3	-20.3	28.2	19.7	8.5
PE Manager 3	-0.7	7.8	-8.5	2.3	20.3	-18.0			
PE Manager 4	9.8	7.8	2.0	27.1	20.3	6.8			
Total	1.0	7.8	-6.8	23.0	20.3	2.7	31.6	19.7	11.9

Previously included in private equity assets individual shares which are now listed on the NZX. Thus the total return for private equity doesn't match the four manager's returns.

The total asset value of the private equity investments on page 16 of this report differs from the value Trustees Executors reports. This is due to different methodologies used. Using our methodology, we include the value of any new investments made by the private equity managers in between the managers' valuation dates, but do not include calls for management fees or working capital.

The benchmark for private equity investments is the S&P/NZX50 plus 4% per annum. Due to the solid returns seen over the quarter in the New Zealand equity index, the relative performance of these assets appears quite poor. In addition, three of the four investments haven't been revalued as at 31 March 2016 at the time of writing this report, hence 31 December 2015 valuations have been used. This has compounded the apparent poor relative performance. The returns from private

equity are “lumpy” by nature as the market values are only re-assessed four times per year. We recommend looking at the medium to long term relative performance for these assets.

Manager 1 was last revalued at 31 December 2015. The return for the quarter ending 31 March was 1.5% which was 6.3% below its benchmark. This return came from imputed dividends from four separate investments paid in March totalling \$58,900, but a call of \$17,690 for management fees and expenses lowered the overall return. There was also a capital return of \$500,000 over the quarter which reduced the overall net asset value for Manager 1. The twelve month return was 50.4% which was 30.1% above its benchmark. The three year annualised return was 29.8% which was above the benchmark by 10.1%.

The investment with Manager 2 totals \$2.3 million. This investment was revalued as at 31 March 2015 however the net asset value remained the same as the previous valuation. The three year return was 8.5% above the benchmark, returning 28.2% per annum.

Manager 3 made a return of -0.7% over the quarter which was 8.5% below the benchmark. Over twelve months the return was 2.3%, which was 18.0% below the benchmark. A drawdown was made in March for a follow-on investment and partnership expenses totalling \$50,215. This fund has not yet been revalued to 31 March 2016.

Manager 4 was revalued at 31 March 2016. The return for the the quarter ending 31 March was 9.8% which was 2.0% above the benchmark. Two distributions were received in March which totalled \$18,950. Over twelve months the return was 27.1%, which was 6.8% above the benchmark.

Trans-Tasman Equities Individual Shares

The return for the quarter was 52.7% which was 45.9% above its benchmark. This was due to the realisation of a co-investment with Private Equity Manager 1. The 12 month return was 63.2% outperforming the benchmark by 47.5%. Over three years the annualised return was 50.4%, outperforming its benchmark by 35.3%.

DIVERSIFIED INCOME

Diversified Income Manager 1 (Alternative – Life | Unhedged | Global)

Over the quarter Manager 1 returned 0.7% which was 3.2% below the benchmark. It returned -1.7% over the year which was 7.1% below the benchmark, and over three years it returned -0.7% annualised which was below the benchmark return by 7.5%.

The falling New Zealand dollar against the greenback over the last twelve months (-7.4%) helped boost the twelve month return, however over the quarter the NZD strengthened (5.3%) which weakened the three month return.

Diversified Income Manager 2 (Alternative – Catastrophe | Hedged to AUD | Global)

Manager 2 returned 5.2% for the quarter which outperformed the benchmark return by 3.5%. Over the last twelve months it returned 14.9%, which was 8.1% above the benchmark.

Diversified Income Manager 3 (Active | Multi-Asset | NZ PIE)

Manager 3 returned 2.6% over the quarter which was 1.4% below the benchmark return of 4.0%. Over the last twelve months it returned 6.0%, which was 3.3% below the benchmark.

Diversified Income Manager 4 (Active | Multi-Asset | NZ PIE)

Manager 4 returned 1.2% over the quarter, which was 0.7% above its benchmark. Over the last twelve months it returned 4.9%, which was 1.2% above the benchmark.

FIXED INTEREST

Fixed Interest Manager 1 (Active | NZ PIE)

Manager 1 returned 3.8% for the quarter which was 0.1% below the benchmark return. Over the one year period it returned 6.2%, underperforming the benchmark by 0.4% and over three years the annualised return was 5.1% which was 0.4% above the benchmark. Over five years it returned 6.5% which was 0.4% above the benchmark.

Fixed Interest Local Authority Stock (Alternative | NZ)

The local authority stock returned 3.4% over the quarter to 31 March 2016. The bonds returned 6.5% for the one year period and 5.3% per annum for the three year period. The return was 6.0% per annum over five years.

CASH

Cash Manager 1 (Cash | NZ PIE)

The return was 0.7% over the three month period which was on par with the benchmark return. It returned 3.3% over the past year, 0.1% above the benchmark return and returned 3.4% per annum over three years which was 0.2% above the benchmark. The return was 3.4% per annum over the five year period, beating the benchmark by 0.4%.

In-House Cash

There is currently \$3.2 million of cash held in-house. Subject to cash flow requirements we recommend \$2 million be invested in a global multi-asset fund.

PORTFOLIO AND SECTOR PERFORMANCE RELATIVE TO BENCHMARK

	Quarter Return				1 Year Return				3 Year Return (p.a.)				5 Year Return (p.a.)			
	Gross	Bench mark	Value Added	%	Gross	Bench mark	Value Added	%	Gross	Bench mark	Value Added	%	Gross	Bench mark	Value Added	%
Total	2.3	2.2	0.1	7.4	6.0	1.4	9.1	7.9	1.2	8.1	7.8	0.3				
Global Equities																
Global Equities Manager 1*	-1.7	-1.5	-0.2	-2.8	-1.6	-1.2	10.8	11.9	-1.1	9.9	10.9	-1.0				
Global Equities Manager 2*	-0.8	-1.7	0.9	9.4	4.3	5.1	14.6	13.7	0.9							
Global Equities Manager 3**	-2.2	-1.7	-0.5	3.2	4.3	-1.1	14.2	13.7	0.5							
Diversified Growth (Global)																
Diversified Growth (Global) Manager 1*	4.2	1.8	2.4	6.7	7.1	-0.4	1.3	7.4	-6.1							
Diversified Growth (Global) Manager 2	-0.6	0.7	-1.3													
Trans-Tasman Equities																
Trans-Tasman Equities Manager 1***	-0.1	6.8	-6.9	8.1	15.7	-7.6	13.1	15.1	-2.0	13.8	14.4	-0.6				
Trans-Tasman Equities Manager 2** ^^	0.5	1.4	-0.9	-3.2	-1.7	-1.5	1.2	1.4	-0.2							
Trans-Tasman Equities Individual Shares	52.7	6.8	45.9	63.2	15.7	47.5	50.4	15.1	35.3							
Trans-Tasman Equities Private Equity**	1.0	7.8	-6.8	23.0	20.3	2.7	31.6	19.7	11.9							
Property																
Residential Property																
Diversified Income																
Diversified Income Manager 1**	0.7	3.9	-3.2	-1.7	5.4	-7.1	-0.7	6.8	-7.5							
Diversified Income Manager 2*	5.2	1.7	3.5	14.9	6.8	8.1										
Diversified Income Manager 3	2.6	4.0	-1.4	6.0	9.3	-3.3										
Diversified Income Manager 4	1.2	0.5	0.7	4.9	3.7	1.2										
New Zealand Fixed Interest & Cash																
Fixed Interest Manager 1	3.8	3.9	-0.1	6.2	6.6	-0.4	5.1	4.7	0.4	6.5	6.1	0.4				
Fixed Interest Local Authority Stock	3.4	3.4	0.0	6.5	6.5	0.0	5.3	5.3	0.0	6.0	6.0	0.0				
Cash Manager 1	0.7	0.7	0.0	3.3	3.2	0.1	3.4	3.2	0.2	3.4	3.0	0.4				
Cash In-House	0.7	0.7	0.0	2.7	3.2	-0.5	2.7	3.2	-0.5	2.9	3.0	-0.1				

* Before taxes and including gains and losses associated with conversion back to NZD.

** Investments are valued quarterly.

*** Manager 1 received \$4m in mid-December 2010. Performance prior to this includes ext mgr

^ Prior to March 2015 this was the non-PIE version (Currency Unhedged Active Investment)

^^ Prior to March 2015 this was the manager's Australian active equity investment

All performance figures are time-weighted returns shown net of fees and gross of tax, and include gains and losses associated with conversion back to NZD. Past performance is not necessarily a guide to future performance and care should be exercised not to make decisions based on past performance only.

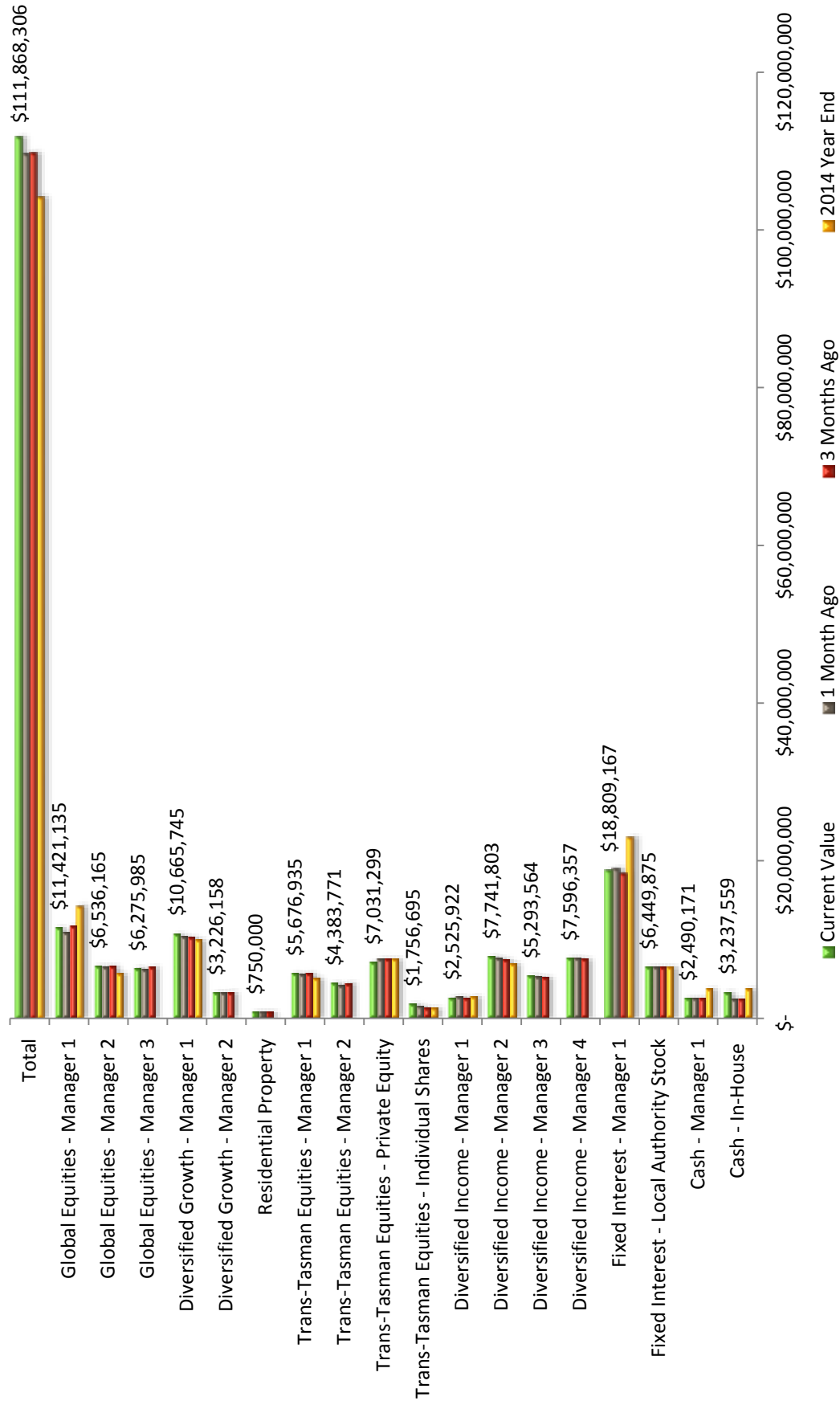
BENCHMARKS USED FOR FUND MANAGER COMPARISONS

Sector	Manager	Benchmark	Performance measured from
Global Equities – Passive	Manager 1	MSCI World Index Net Dividends Re-Invested 100% Hedged in NZ\$	14-Sep-09
Global Equities – Active	Manager 2	MSCI World (NZD) Net Dividends Re-Invested Unhedged	16-Oct-12
Global Equities – Active	Manager 3	MSCI World (NZD) Net Dividends Re-Invested Unhedged	1-Mar-15
Diversified Growth (Global)	Manager 1	Australian CPI (Trimmed Mean) + 5% pa	17-Oct-12
Diversified Growth (Global)	Manager 2	New Zealand CPI + 5% pa	1-May-15
Trans-Tasman Equities – New Zealand	Manager 1	NZX50 Index (excluding imputation credits)	1-Dec-10
Trans-Tasman Equities – Australia	Manager 2	ASX 200 Index (gross)	1-Mar-15
Trans-Tasman Equities - Private Equity	Manager 1	NZX50 Index (excluding imputation credits) + 4% pa	27-Jan-10
Trans-Tasman Equities - Private Equity	Manager 2	NZX50 Index (excluding imputation credits) + 4% pa	27-Jan-10
Trans-Tasman Equities - Private Equity	Manager 3	NZX50 Index (excluding imputation credits) + 4% pa	1-Jul-13
Trans-Tasman Equities - Private Equity	Manager 4	NZX50 Index (excluding imputation credits) + 4% pa	1-Mar-15
Trans-Tasman Equities - Property	In House	NZ OE Unlisted and Direct Property Index	1-May-15
Diversified Income - Longevity Bond	Manager 1	Barclays Global Bond Aggregate Index	1-Jul-11
Diversified Income - Catastrophe Bond	Manager 2	UBS Australia 90 Day Bank Bill plus 4.5%	1-Jun-14
Diversified Income - Multi-Asset	Manager 3	70% NZX Corporate A Grade/30% NZX50	1-Mar-15
Diversified Income - Multi-Asset	Manager 4	New Zealand CPI + 4% pa	1-Apr-15
Fixed Interest	Manager 1	NZX NZ Government Stock	30-Jun-95
Fixed Interest - Local Authority Stock	Local Authority Stock	ANZ 7 Year Swap Index (Yield + 1.5%)	20-Jul-09
Fixed Interest - Local Authority Stock	Local Authority Stock	ANZ 5 Year Swap Index (Yield + 1.5%)	3-Dec-09
Cash	Cash Manager 1	NZX 90 Day Bank Bill Index	1-Jul-10
Cash	In-House	NZX 90 Day Bank Bill Index	31-Jan-98

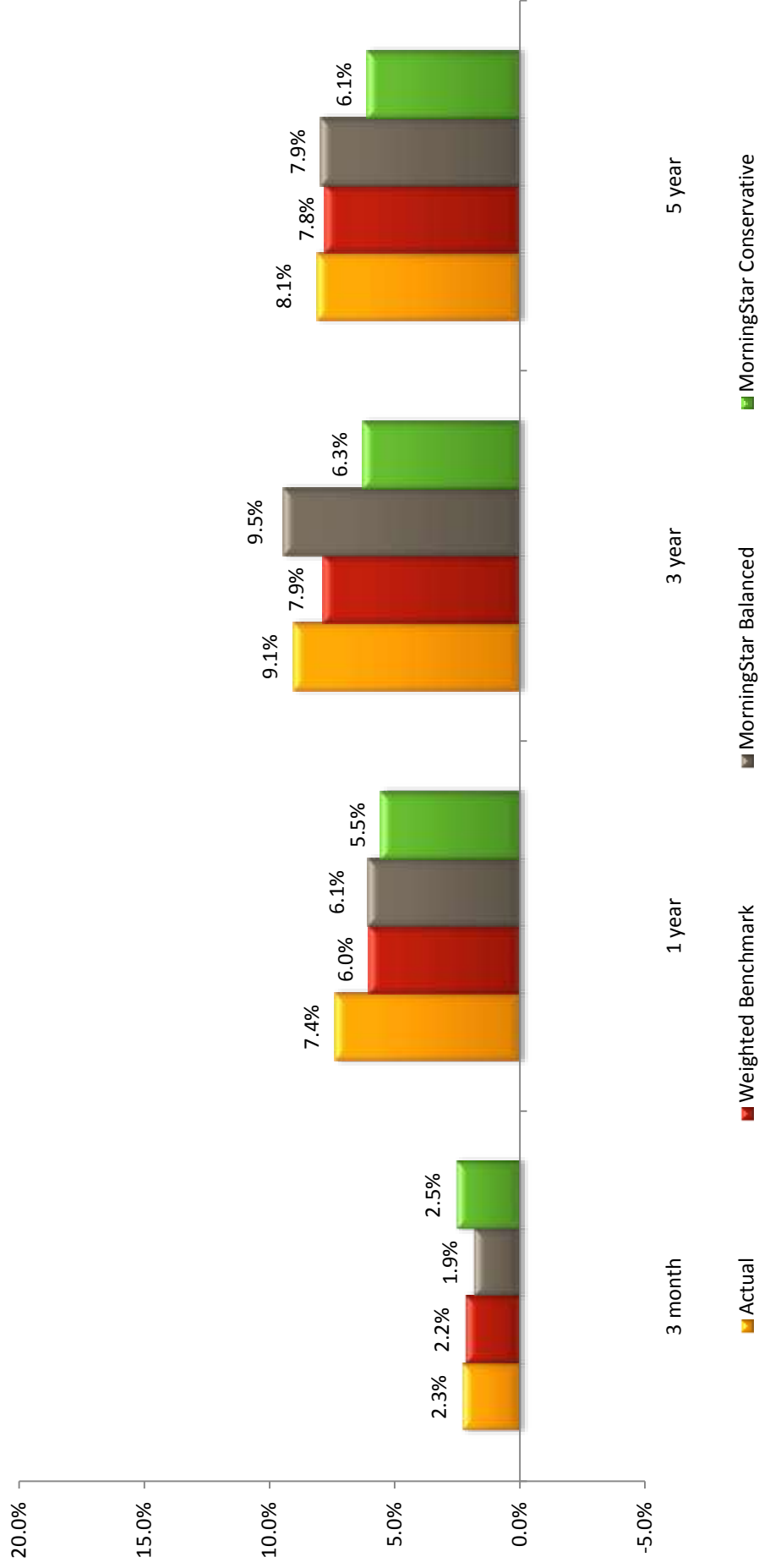
MANAGER ALLOCATIONS AND PERFORMANCE RELATIVE TO BENCHMARK

	Asset Value \$	Actual Allocation %	Target & Range %	Status
Global Equities				
Global Equities Manager 1 (Passive)	11,421,135	10.2	7.5 < 10 < 12.5	✓
Global Equities Manager 2 (Active)	6,536,165	5.8	3 < 5 < 7	✓
Global Equities Manager 3 (Active)	6,275,985	5.6	3 < 5 < 7	✓
Total	24,233,285	21.7	10 < 20 < 30	✓
Diversified Growth (Global)				
Diversified Growth (Global) Manager 1	10,665,745	9.5	6 < 9 < 12	✓
Diversified Growth (Global) Manager 2	3,226,158	2.9	4 < 6 < 8	x
Total	13,891,903	12.4	10 < 15 < 20	✓
Trans-Tasman Equities				
Trans-Tasman Equities Manager 1	5,676,935	5.1	2 < 4 < 6	✓
Trans-Tasman Equities Manager 2	4,383,771	3.9	2 < 4 < 6	✓
Trans-Tasman Equities Individual Shares	1,756,695	1.6	0 < 1 < 5	✓
Trans-Tasman Equities Private Equity	7,031,299	6.3	0 < 5 < 10	✓
Total	18,848,700	16.8	10 < 15 < 20	✓
Property				
Residential Property	750,000	0.7	0 < 1 < 5	✓
Growth Total	57,723,888	51.6	42.5 < 50 < 57.5	✓
Diversified Income				
Diversified Income Manager 1	2,525,922	2.3	0 < 2 < 4	✓
Diversified Income Manager 2	7,741,803	6.9	4 < 7 < 10	✓
Diversified Income Manager 3	5,293,564	4.7	2 < 5 < 8	✓
Diversified Income Manager 4	7,596,357	6.8	2 < 6 < 12	✓
Total	23,157,647	20.7	11 < 20 < 31	✓
Fixed Interest & Cash				
Fixed Interest Manager 1	18,809,167	16.8	13 < 19 < 25	✓
Fixed Interest Local Authority Stock	6,449,875	5.8	0 < 8 < 10	✓
Cash Manager 1	2,490,171	2.2	2 < 3 < 10	✓
Cash In-House	3,237,559	2.9	0	
Total	30,986,772	27.7	19 < 30 < 39	✓
Income Total	54,144,418	48.4	42.5 < 50 < 57.5	✓
Total	111,868,306	100.0		

FUND SIZE – MONTHLY, QUARTERLY AND YTD



FUND PERFORMANCE RELATIVE TO BENCHMARKS



The Fund has beaten the weighted average benchmark and MorningStar Conservative benchmark over the one, three and five year periods. The Fund outperformed the MorningStar Balanced benchmark over each time period except three years.

Memorandum

Learning Resources

To:	Council
From:	Alex Hanlon, Director of Learning Resources
Date:	9 th May 2016
Subject:	Quarter 1 to March 2016 CAPEX Report
Purpose:	To provide information

CAPEX Quarterly report

The Quarter 1 2016 report on the progress of all capital funded projects is attached for your information.

Recommendation

For information.



Alex Hanlon
Director, Learning Resources

Quarterly Capital Projects Report

LEARNING RESOURCES

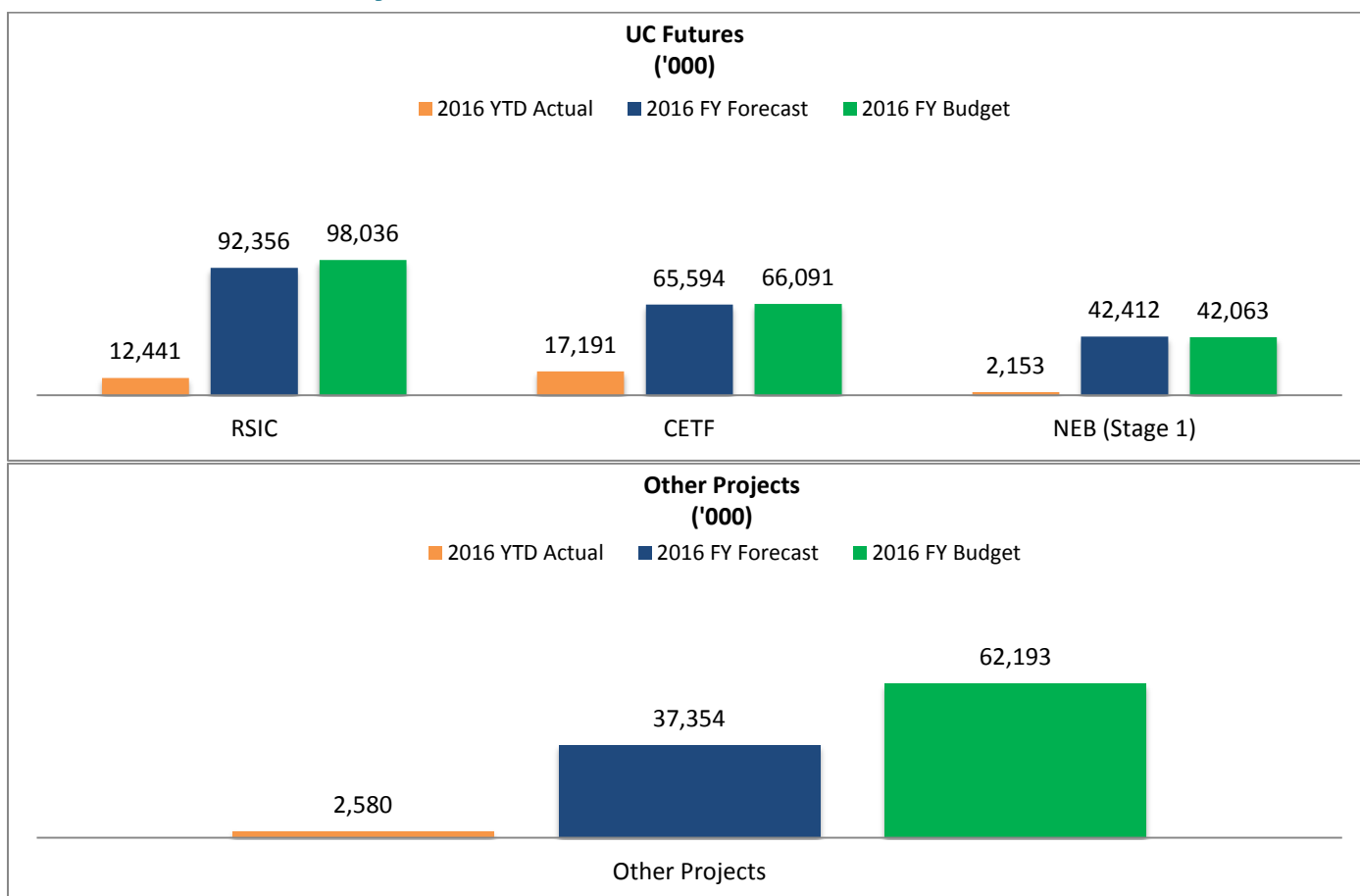
March 2016

Prepared by:	Sarah Guo, Fran Cowie & LR Project Managers
Prepared for:	Alex Hanlon
Date:	5 th May 2016
Version:	3.0

Contents

EXECUTIVE SUMMARY	4
CAPITAL PROJECTS – IN FLIGHT (EXCLUDING SEPARATELY REPORTED MAJOR PROJECTS)	5
5 YEAR FORECAST	5
CLOSED PROJECTS	6
POST IMPLEMENTATION REVIEWS	6
BUSINESS CASES EXPECTED IN 2016	7
UC FUTURES	8
ANNEX 1 – DETAILED PROJECT FINANCIALS	9

Executive Summary



Overall position – UC capex report

	YTD Total Project Actual	YTD Opex Actual	YTD Capex Actual	YTD Capex Budget	YTD Capex Variance	2016 Budget	% of Budget Spent	% of Yr elapsed	Notes
UC Futures	32,421,766	637,169	31,784,597	56,615,302	24,830,705	206,190,231	15.4%	25.0%	1
Other Projects	2,867,179	286,935	2,580,244	13,626,814	11,046,570	62,193,107	4.1%	25.0%	2
Total	35,288,945	924,104	34,364,841	70,242,116	35,877,275	268,383,338			

	2016 Total Project Forecast	2016 Opex Forecast	2016 Capex Forecast	2016 Budget	2016 Variance	2016 Forecast % of Budget	Notes
UC Futures	203,263,155	2,901,329	200,361,826	206,190,231	5,828,405	97%	3
Other Projects	41,246,607	3,892,759	37,353,848	62,193,107	24,839,259	60%	4
Total	244,509,762	6,794,088	237,715,674	268,383,338	30,667,664		

Notes:

- Both RSIC and NEB Q1 actuals are tracking behind budget while CETF Q1 actuals are in line with 2016 budget.
- Q1 spend on other LR projects has been less than budgeted as Capital Works and ITS teams have worked to plan and initiate the new PSR initiatives into their programme of works. A challenge has been delivering with so many initiatives already in-flight.
- Each of the UC Futures projects are currently forecasting that they will finish the year on budget. Future modifications to this position are expected for RSIC & NEB both of whom are likely to forecast new cash flows as a result of programme amendments in June/July 2016.

¹ 2016 FY Budget figures are as per the 2016 Capital budget as approved by UC Council in Nov 15. Project budgets would have been set based on the project/QS forecasts available at that time.

4. The current project forecasts signal another low quarter of actual spend in Q2 as the teams get into Business Case production. With an increase in spend expected in Q3/4, however LR projects forecasting final year underspend on budget include SMS (\$6m), The Recreation Sport Centre (\$8M), and UCSA building (\$4m).

Capital Projects – In flight (excluding separately reported major projects)

Capital Projects Open \$000's	Project	YTD Capex	Total Project						Full year (2016)			
			Project To Date	Expected Project Cost	Approved (excl. Contingency)	Variance	Contingency	Total Approved	Forecast	Budget	Var	
Top 5 Projects												
1	My UC - DVSMS	L0098	-	12,074	45,855	13,887	(31,968)	1,732	15,619	1,800	6,000	4,200
2	Forestry Admin & Lab Block - FO01A, B - FO01	B1787	(398)	9,875	10,205	10,493	288	241	10,734	(56)	178	234
3	Electrical Link (EN17)	B1857	1,050	7,753	8,293	8,536	243	180	8,716	1,590	1,675	85
4	Electrical Link (EN17) - Recladding	B1857R	-	-	5,491	4,634	(857)	857	5,491	2,237	-	(2,237)
5	Art Centre	B1846	79	533	3,573	3,257	(316)	163	3,420	2,142	1,968	(174)
Buildings and services												
6	UCSA Demo	B1785D	78	177	2,200	2,009	(191)	183	2,193	2,093	-	(2,093)
7	UCSA Building	B1785	52	197	25,800	4,958	(20,842)	-	4,958	716	4,958	4,242
8	Other	B9999	(99)	886	886	-	(886)	-	-	(99)	-	99
Technology and processes												
9	CS Gold Replacement	L0118	1	308	308	156	(152)	23	179	30	-	(30)
10	Online Experience Phase 2	L0249	298	895	911	901	(10)	92	993	314	372	58
11	Copyright Compliance & Reporting	L0213	15	34	202	168	(34)	34	202	183	134	(49)
12	Skype for Business	L0180	159	587	1,378	1,206	(172)	172	1,378	963	969	6
13	Exam Manager	L0260	2	2	109	109	-	-	109	109	82	(27)
14	RIMS - Symplectic Elements	L0261	-	19	591	495	(96)	96	591	591	249	(342)
Total Open Projects			1,236	33,339	105,802	50,810	(54,992)	3,773	54,583	12,613	16,585	3,973
15	Minor Capital		1,137	1,137						15,985	19,206	3,221
16	Closed Projects - Prior Years		207	187,897						531	150	(381)
17	Approvals in Principal	Col	-	2,277						12,119	26,252	14,133
Total Project			2,580	224,650						41,247	62,193	20,946

5 Year Forecast

Capital Projects Open \$000's	Project	Total Project Forecast						Total
		Prior Years	2016	2017	2018	2019	2020	
Top 5 Projects								
1	My UC - DVSMS	L0098	11,855	1,800	16,100	16,100	-	45,855
2	Forestry Admin & Lab Block - FO01A, B - FO01	B1787	10,261	(56)	-	-	-	10,205
3	Electrical Link (EN17)	B1857	6,703	1,590	-	-	-	8,293
4	Electrical Link (EN17) - Recladding	B1857R	-	2,237	3,254	-	-	5,491
5	Art Centre	B1846	453	2,142	978	-	-	3,573
Buildings and services								
6	UCSA Demo	B1785D	107	2,093	-	-	-	2,200
7	UCSA Building	B1785	145	716	18,705	6,235	-	25,800
8	Other	B9999	985	(99)	-	-	-	886
Technology and processes								
9	CS Gold Replacement	L0118	278	30	-	-	-	308
10	Online Experience Phase 2	L0249	596	314	-	-	-	911
11	Copyright Compliance & Reporting	L0213	19	183	-	-	-	202
12	Skype for Business	L0180	415	963	-	-	-	1,378
13	Exam Manager	L0260	-	109	-	-	-	109
14	RIMS - Symplectic Elements	L0261	-	591	-	-	-	591
Total Open Projects			31,818	12,613	39,037	22,335	-	105,802
15	Minor Capital		16,657	15,985	12,646	15,129	28,338	110,365
16	Closed Projects - Prior Years		187,688	531	66	-	-	188,285
17	Approvals in Principal	Col	2,277	12,119	82,343	64,809	72,391	271,495
Total Project			238,439	41,247	134,092	102,273	100,728	675,948

Closed projects

The following table lists projects which have been closed in 2016.

Capital Projects Closed in 2015 \$000's		Total Project					Total Approved	Total Capitalised Project to Date
		Completed Project	Approved (Excl. Contingency)	Variance	Contingency			
Closed Projects								
1	Fire Main Ring Upgrade Project - Sitewide	B1827	2,088	2,212	124	143	2,355	2,060
2	Service Oriented Architecture (SOA) Gateway	L0175	680	747	67	149	896	542
3	UC FMIS Refresh Project	IT031	3,096	3,213	117	824	4,037	2,582
4	Forestry Admin & Lab Block - FO01A, B - FO01	B1787	9,875	10,493	618	241	10,734	9,315

More details on individual capital project costs are included in Annex 1.

Post Implementation Reviews

As the Audit and Risk Committee has endorsed performing PIRs on more recently completed projects (within six months of completion), we have ranked projects for PIR as follows:

Review Order	Code	Description	Reason for Priority	PIR anticipated start
1 =	B1791	EN18: Civil Mechanical Block	Size, risk	Nov-15
1 =	L0175	SOA Gateway	Diversity, IT, risk	Jan-16
2	IT031	UC FMIS refresh project	Diversity, timing, complex IT	Jan-16
3	B1787	Forestry (EQ)	Size, risk	Feb-16
4	B1857	Electrical Link	Size, risk	TBC
5	B1794	Geography Staff	Size, risk	TBC

In accordance with this ranking, draft plans for the Civil/Mechanical block and SOA gateway have been prepared and are attached for Audit and Risk Committee's consideration.

- **Civil/Mechanical block PIR plan** – A revised themed PIR approach has been used for this review. This plan outlines a themed or lighter approach to PIRs which was developed to incorporate key matters arising from prior in-depth PIR reports. The main objective of this themed approach is to assess improvements being made to address previously identified learning points.
- **SOA Gateway implementation PIR plan** – A draft PIR plan has been prepared using PIR approach tailored for IT projects. Although the project is not due for completion until January 2016, Project Assurance has begun to collate information on this project to develop the PIR approach for IT projects.
- **Electrical Link Building** – This building was nearing completion, and PIR initially targeted for April 16, however the façade treatment for this building has now been approved for upgrade. The PIR for this project should now occur in the future when this stage of construction works is complete.
- **Geography Staff** – There is still a question as to whether this project should be selected for PIR given that it was undertaken under the old remediation programme of works and would have been subject to the same project processes, this would invariably result in the same lessons learned and PIR outcomes. Processes for new construction projects have been adjusted in line with PIR recommendations.

Business cases expected in 2016

Initiative	Business Case Expected
Co-location of Communications Disorders & Psychology (Options paper to go to CAM in Jul with Business Case to follow later in the year once direction has been approved)	TBC
New Teaching Spaces (mid level 50-150)	Aug 16
Modernise Learning Environments Programme	Aug 16
Te Ao Marama Refurbishment	Nov 16
Arts Precinct - Locke & Logie	Sept 16
Undercroft Reconfiguration (Retail) (\$250K budget expected to go to CAM& SMT in Sept)	Sept 16
Biological Science Building (Seismic Programme)	Jun 16
UCSA Building	Sept 16
The Recreation Sport Centre	Sept 16
Residential Accommodation Programme – Sonoda Extensions (<i>Refurb Social Spaces; Manuka, Sonoda, Kowhai, Uni Hall & Ilam</i>)	July 16
Kirkwood Avenue Halls (formerly St Nicholas Retirement Village)	Jun 16
Homestead Lane Hall (incl. Relocation of Grounds)	2017
Research Information Management System (Symplectic)	May 16
Online Experience Phase 3	May 16
eLearning Programme	Q4 Business Case
myUC Residual Systems	TBC
PeopleSoft v9.2 Upgrade	Jun 16
CRM Phase 1 Recruitment	Aug 16
UC Reporting, Analysis/Data Warehousing	TBC
IDMS (Identity Management System)	TBC

UC Futures

The original Business Case forecasts are shown below.

Cashflow \$000's	2013	2014	2015	2016	2017	2018	2019	Total
RSIC	4,890	19,710	65,433	54,635	32,881	28,433	6,517	212,500

Cashflow \$000's	2013	2014	2015	2016	2017	Total
CETF	2,960	13,860	84,760	39,020	2,200	142,800

Cashflow \$000's	2013	2014	2015	2016	2017	Total
Relocation of the College of Education - New Education Building	-	27	21,209	27,903	5,861	55,000

UC Futures Projects Financial Summary

Capital Projects Open \$000's	Project	YTD Capex	Total Project						Full year (2016)			
			Project To Date	Expected Project Cost	Approved (excl. Contingency)	Variance	Contingency	Total Approved	Forecast	Budget	Var	
RSIC												
Regional Science and Innovation Centre	B1724	12,441	54,795	216,817	216,000	(817)	11,820	216,000	92,356	98,036	5,680	
CETF												
Canterbury Engineering the Future	B1734	17,191	76,996	143,712	144,280	568	5,350	144,280	68,495	66,091	(2,404)	
NEB												
Relocation of the College of Education - Stage 1	B1493	2,153	11,649	43,958	40,855	(3,103)	3,187	40,855	26,463	24,965	(1,498)	
Relocation of the College of Education - Stage 2	B1493-2	-	-	30,980	27,981	(2,999)	-	27,981	15,949	17,098	1,149	
Relocation of the College of Education Total	B1493	2,153	11,649	74,938	68,836	(6,102)	3,187	68,836	42,412	42,063	(349)	
Total UC Futures		31,785	143,440	435,467	429,116	(6,351)	20,357	429,116	203,263	206,190	2,927	

* The \$68.836m included in this table as the "Total Approved" includes the approved \$40.855m for Stage one and the endorsed costs for Stage two as per the Pause & Challenge Business Case (Jul 15).

Capital Projects Open \$000's	Project	Total Project Forecast						
		Prior Years	2016	2017	2018	2019	2020	Total
RSIC								
Regional Science and Innovation Centre	B1724	42,354	92,356	48,602	16,668	16,628	209	216,817
CETF								
Canterbury Engineering the Future	B1734	59,173	68,495	16,044	-	-	-	143,712
NEB								
Relocation of the College of Education - Stage 1	B1493	9,491	26,463	8,004	-	-	-	43,958
Relocation of the College of Education - Stage 2	B1493-2	-	15,949	15,031	-	-	-	30,980
Relocation of the College of Education Total	B1493	9,491	42,412	23,035	-	-	-	74,938
Total UC Futures		111,018	203,263	87,682	16,668	16,628	209	435,467

Annex 1 – Detailed project financials

Capital Projects - Expenditure Schedule

as at: March 2016

Project name	Project number	PM	Prior yrs CAPEX	Prior Yrs Opex	2016 Project costs from general ledger				2016 Project \$			Project Figures					Project Cash Flow Forecast					Oracle Budget Figures				
					Costs to end of previous financial year	March 2016 YTD Capex Costs	March 2016 YTD Opex Costs	Life to date Actual costs	2016 Project Forecast Spend	2016 Budget As per Oracle Does not change	2016 Expected Variance	Total Authorised Project \$ Value	Authorised Project Contingency	Authorised Project Cost	Expected Project Cost	Variance	Balance brought forward from previous years	2016	2017	2018	2019	2020	2016 Annual Budget As per Oracle Does not change	2016 Variance		
Summary																										
a	Project Capex - Open		28,238,112	3,579,803	31,817,915	1,236,160	285,232	33,339,307	12,612,670	16,585,343	3,972,674	54,582,573	3,772,794	50,809,778	105,802,166	(54,992,387)	31,817,915	12,612,670	39,036,741	22,334,841	-	-	16,585,343	3,972,674		
b	Minor Capital		16,644,562	11,988	16,656,550	1,136,812	-	1,136,812	15,984,589	19,205,957	3,221,368	-	-	-	-	-	16,656,550	15,984,589	12,645,694	15,129,167	28,337,594	21,611,464	19,205,957	3,221,368		
c	Approvals in Principle		1,059,992	1,216,888	2,276,880	-	-	2,276,880	12,118,543	26,251,807	14,133,264	-	-	-	-	-	2,276,880	12,118,543	82,342,917	64,809,396	72,390,604	37,556,837	26,251,807	14,133,264		
d	Project Capex - Closed		182,345,564	5,342,519	187,688,083	207,273	1,702	187,897,058	530,805	150,000	(380,805)	137,842,116	4,077,115	133,765,001	188,196,476	(2,706,157)	187,688,083	530,805	66,366	-	-	-	150,000	(380,805)		
	Total		228,288,230	10,151,198	238,439,428	2,580,244	286,935	224,650,057	41,246,607	62,193,107	20,946,500	192,424,689	7,849,909	184,574,780	293,998,642	(57,698,545)	238,439,428	41,246,607	134,091,717	102,273,404	100,728,198	59,168,301	62,193,107	20,946,500		
LR Budget (Total Excluding RSIC & CETF & NEB)						2,580,244	286,935	224,650,057	41,246,607	62,193,107	20,946,500	192,424,689	7,849,909	184,574,780	293,998,642	(57,698,545)	238,439,428	41,246,607	134,091,717	102,273,404	100,728,198	59,168,301	62,193,107	20,946,500		
(a) Project Capex																										
Five Largest Project Approvals																										
	My UC - DVSMS	L0098	Philip F	10,512,339	1,342,705	11,855,043	-	218,559	12,073,603	1,800,000	6,000,000	4,200,000	15,619,000	1,732,000	13,887,000	45,855,043	(31,968,043)	11,855,043	1,800,000	16,100,000	16,100,000	-	-	6,000,000	4,200,000	
	Forestry Admin & Lab Block - FO01A, B - FO01	B1787	Mary W	10,259,353	1,905	10,261,258	(397,618)	11,560	9,875,200	(55,809)	178,255	234,064	10,734,124	241,000	10,493,124	10,205,449	287,675	10,261,258	(55,809)	-	-	-	-	178,255	234,064	
	Electrical Link (EN17)	B1857	Ian S	6,618,788	84,093	6,702,880	1,049,711	-	7,752,592	1,589,683	1,675,048	85,365	8,715,685	179,731	8,535,954	8,292,564	243,390	6,702,880	1,589,683	-	-	-	-	1,675,048	85,365	
	Electrical Link (EN17) - Recladding	B1857R	Ian S	-	-	-	-	-	-	2,236,558	-	(2,236,558)	5,491,000	857,000	4,634,000	5,491,000	(857,000)	-	2,236,558	3,254,442	-	-	-	-	(2,236,558)	
	Art Centre	B1846	Philippa S	434,452	18,986	453,439	79,067	-	532,506	2,141,981	1,968,263	(173,718)	3,419,850	162,850	3,257,000	3,573,195	(316,195)	453,439	2,141,981	977,776	-	-	-	-	1,968,263	(173,718)
	Five Largest Project Approvals Total			27,824,931	1,447,689	29,272,620	731,161	230,119	30,233,900	7,712,413	9,821,566	2,109,153	43,979,659	3,172,581	40,807,078	73,417,251	(32,610,173)	29,272,620	7,712,413	20,332,218	16,100,000	-	-	9,821,566	2,109,153	
Buildings and services																										
	UCSA Demo	B1785D	David W	-	107,241	107,241	77,750	(7,534)	177,457	2,092,759	-	(2,092,759)	2,192,640	183,200	2,009,440	2,200,000	(190,560)	107,241	2,092,759	-	-	-	-	-	(2,092,759)	
	UCSA Building	B1785	Philippa S	-	144,636	144,636	52,306	-	196,943	716,000	4,957,850	4,241,850	4,957,850	-	4,957,850	25,800,000	(20,842,150)	144,636	716,000	18,704,523	6,234,841	-	-	4,957,850	4,241,850	
	EQR projects don't included in LR Capex Report	Quak3		(1,341,481)	1,282,300	(59,182)	-	-	(59,182)	-	-	-	-	-	-	(59,182)	59,182	(59,182)	-	-	-	-	-	-	-	
	Infrastructure EQ Works 53711 - UN00	B1739		-	-	-	(2,037)	-	(2,037)	(2,037)	-	2,037	-	-	-	(2,037)	-	(2,037)	-	-	-	-	-	-	2,037	
	Old Maths Rutherford, Von Hasst Prior Yr EQR - LR Other	OldM		3,555	131,613	135,168	-	-	135,168	-	-	-	-	-	-	135,168	(135,168)	135,168	-	-	-	-	-	-	-	
	Building Retentions	B9999	Annual	760,897	-	760,897	(97,368)	-	663,529	(97,368)	-	97,368	-	-	-	663,529	(663,529)	760,897	(97,368)	-	-	-	-	-	97,368	
	CWRKs Accruals	B1829		148,359	-	148,359	-	-	148,359	-	-	-	-	-	-	148,359	(148,359)	148,359	-	-	-	-	-	-	-	
	Buildings and services Total			(428,671)	1,665,790	1,237,119	30,651	(7,534)	1,260,236	2,709,354	4,957,850	2,248,496	7,150,490	183,200	6,967,290	28,885,837	(21,918,547)	1,237,119	2,709,354	18,704,523	6,234,841	-	-	4,957,850	2,248,496	
Technology and processes																										
	CS Gold Replacement	L0118	Emma dL	135,032	142,756	277,788	595	29,563	307,946	30,158	-	(30,158)	179,000	23,000	156,000	307,946	(151,946)	277,788	30,158	-	-	-	-	-	(30,158)	
	Online Experience Phase 2	L0249	Deborah J	446,756	149,663	596,420	297,924	533	894,876	314,405	372,419	58,014	993,117	92,352	900,765	910,825	(10,060)	596,420	314,405	-	-	-	-	-	372,419	58,014
	Copyright Compliance & Reporting	L0213	Emma dL	4,546	14,174	18,720	15,294	-	34,014	183,105	134,000	(49,105)	201,825	33,638	168,188	201,825	(33,638)	18,720	183,105	-	-	-	-	-	134,000	(49,105)
	Skype for Business	L0180	Vincent J	255,517	159,731	415,248	158,626	13,573	587,447	962,844	968,508	5,664	1,378,092	172,113	1,205,979	1,378,092	(172,113)	415,248	962,844	-	-	-	-	-	968,508	5,664
	Exam Manager	L0260		-	-	-	1,908	-	1,908	109,000	82,000	(27,000)	109,000	-	109,000	109,000	-	-	109,000	-	-	-	-	-	82,000	(27,000)
	RMS - Symplectic Elements	L0261	Elaine W	-	-	-	-	18,978	18,978	591,390	249,000	(342,390)	591,390	95,911	495,479	591,390	(95,911)	-	591,390	495,479	-	-	-	-	249,000	(342,390)
	Technology and processes Total			841,852	466,323	1,308,175	474,348	62,647	1,845,170	2,190,903	1,805,927	(384,976)	3,452,424	417,014	3,035,410	3,499,078	(463,668)	1,308,175	2,190,903	-	-	-	-	-	1,805,927	(384,976)
	Project Capex - Open Total			28,238,112	3,579,803	31,817,915	1,236,160	285,232	33,339,307	12,612,670	16,585,343	3,972,674	54,582,573	3,772,794	50,809,778	105,802,166	(54,992,387)	31,817,915	12,612,670	39,036,741	22,334,841	-	-	16,585,343	3,972,674	
(b) Minor Capital																										
	Library - Information Resources	LBS	Anne S	6,527,061	-	6,527,061	793,640	-	793,640	3,818,880	3,818,880	-	-	-	-	-	6,527,061	3,818,880	3,895,258	3,973,163	6,304,085	6,430,167	3,818,880	-		
	Library - Art Purchases	LBA	Anne S	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Engineering Services - Minor Capital	ENGS	Rob O	5,540,200	-	5,540,200	234,799	-	234,799	4,269,720	4,269,720	-	-	-	-	-	5,540,200	4,269,720	4,355,114	4,942,217	7,931,061	4,621,682	4,269,720	-		
	Engineering Services - H&S Campus Safety	ENG H&S	Rob O	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	ITS - Equipment	ITSM	Andy K	3,915,502	11,988	3,927,490	47,669	-	47,669	3,607,406	3,607,406	-	-	-	-	-	3,927,490	3,607,406	3,214,826	4,527,026	11,697,771	9,522,471	3,607,406	-		
	Campus Services	CMPS	Michael O	645,209	-	645,209	60,704	-	60,704	1,458,538	1,458,538	-	-	-	-	-	645,209	1,458,538	807,200	1,306,000	2,016,300	641,000	1,458,538	-		
	Campus Services - Supporting Remediation	DMED	Michael O	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Campus Services - Fleet	CMPS F	Michael O	-	-	-	-	-	-	365,976	365,976	-	-	-	-	-	-	365,976	373,296	380,761	388,377	396,144	365,976	-		
	LRNR Director Learning Resources (Provisions)	DD		16,590	-	16,590	-	-	-	2,464,069	5,685,437	3,221,368	-	-	-	-	16,590	2,464,069	-	-	-	-	-	5,685,437	3,221,368	
	Minor Capital Total			16,644,562	11,988	16,656,550	1,136,812	-	1,136,812	15,984,589	19,205,957	3,221,368	-	-	-	-	16,656,550	15,984,589	12,645,694	15,129,167	28,337,594	21,611,464	19,205,957	3,221,368		
(c) Approvals in Principle - Still to be Business cased																										
	Balance of PSR 2016 Figure	PSR		1,059,992	1,216,888	2,276,880	-	-	2,276,880	12,118,543	26,251,807	14,133,264	-	-	-	-	2,276,880	12,118,543	82,342,917	64,809,396	72,390,604	37,				

Report to the Council from a meeting of the
Audit and Risk Committee
held on Tuesday 17 May 2016

The Committee recommends:

1. Appeals, Discipline and Grievances Report, 2015

That: Council note the Appeals, Discipline and Grievances 2015 report

2. Health and Safety Report

That: Council note the Health and Safety Report

Peter Ballantyne
Chair
Audit and Risk Committee

18 May 2016

Memorandum

Vice-Chancellor's Office

Office: Level 6 Matariki
Extension: 6854
Email: jeff.field@canterbury.ac.nz



To:	University Council
From:	Jeff Field, University Registrar, AVC
Date:	29 April 2016
Subject:	2015 APPEAL, DISCIPLINE AND GRIEVANCE CASES

The Academic Appeals and Grievances Policy adopted in December 2010, has now been in operation for five years. During 2015, the role of Grievance and Academic Processes Coordinator (GAPC) encompassed appeals and student progression, recognising the close relationship between the processes for academic and other student complaints. Harriette Cambridge filled the role previously held by Liana Foster during 2015. The position sits within the portfolio of the DVC (Academic).

The role of the GAPC is to be a central contact point to establish whether an informal resolution of any concern is possible. If not, the GAPC ensures the concern is channelled in the correct direction for resolution and monitors progress to ensure the correct process is followed. The GAPC also reports annually via the Registrar to SMT and the University Council on the issues involved and on any trends.

If a grievance or concern cannot be resolved informally then it goes into the formal appeal process; summaries of cases heard by the Academic Appeals Committee and the University Council Appeals Committee are provided. Support is made available for students through the UCSA advocacy and support team, which liaises closely with the GAPC.

Attached are reports from:

- The GAPC on workload in 2015
- The GAPC on appeals to the Academic Appeals Committee and on Discipline Committee hearings
- The Registrar on University Council appeals

Student discipline issues

Student discipline issues are investigated through the University Proctors, of which there are currently three. Their role is outlined in the Discipline Regulations, which refer to breach of University regulations and instructions, and conduct prejudicial to the interests of UC and its students. They report to the University Registrar.

Proctors have the role of investigating complaints and dealing with minor breaches through their own powers. If there is a serious breach of discipline the Proctor refers the case to the Discipline Committee for action. The students have the right to appeal decisions of the Discipline Committee to the University Council Appeals Committee, which also hears appeals against the decision of the Academic Appeals Committee.

In 2015 there were 63 investigations by the Proctors. Breaches of discipline fell into three main categories: academic dishonesty (45, 20 of which were decided to be unfounded and one overturned on appeal), harassment (4) and behavioural issues (14). The proctors also considered two cases of a copyright breach where students breached the computer use policy by downloading a movie. These resulted in reprimands, a request to remind students to follow the policy and written responses to Paramount Studios.

The behavioural issues were largely dealt with through reprimands and letters of apology, however one student was required to undertake 10 hours community service with Security, one was evicted from Ilam Village and one was required to make reparation of \$200 to UCSA for damage caused.

Proven cases of academic dishonesty resulted in fines, loss of credit and an entry on the Discipline Register in case of any future breaches.

A system of instant fines had been introduced in 2013 for students bringing mobile phones into examinations. The table below shows a continuing downward trend in response to this policy.

	Mid-Year 2014	End of Year 2014	Mid-Year 2015	End of Year 2015
Cell phone in pocket	11	9	5	3
Cell phone made a sound during the exam	12	5	8	8
Cell phone rang in pocket	2	0	0	0
Total	25	14	13	11

This approach appears to have been effective in changing behaviour. From 2016 all watches will be required to be placed in a plastic Ziploc bag with the student's personal belongings and placed under the desk for the duration of the exam. It should also be noted that any instances of a student actually using a mobile device in an examination are referred to a Proctor.

Jeff Field
University Registrar
 29 April 2016

Grievance and Academic Processes Coordinator 2015 - Report to Council

The role of the UC Grievance Coordinator (UCGC) was established in 2010 to provide a central point of contact for all grievances/complaints. The role of the UCGC has evolved over recent years – responding to complainants initially in a timely manner and then at regular intervals; triaging complaints; investigating and coordinating a response from the University or escalating as necessary. 2014 saw the title changed to Grievance and Academic Progress Coordinator (GAPC) and the responsibility for the function transferred to the portfolio of the Deputy Vice-Chancellor (Academic). This change recognised the close relationship between the processes for academic and other student complaints and that issues raised can be addressed in a timely and effective manner.

Following on from 2014, we have continued to see a greater number of issues dealt with informally, between staff and students, meaning there was a further decline in registered complaints.

In 2015 there were 50 complaints received and dealt with by the GAPC. 49 were resolved within the same year. One case was resolved in February 2016.

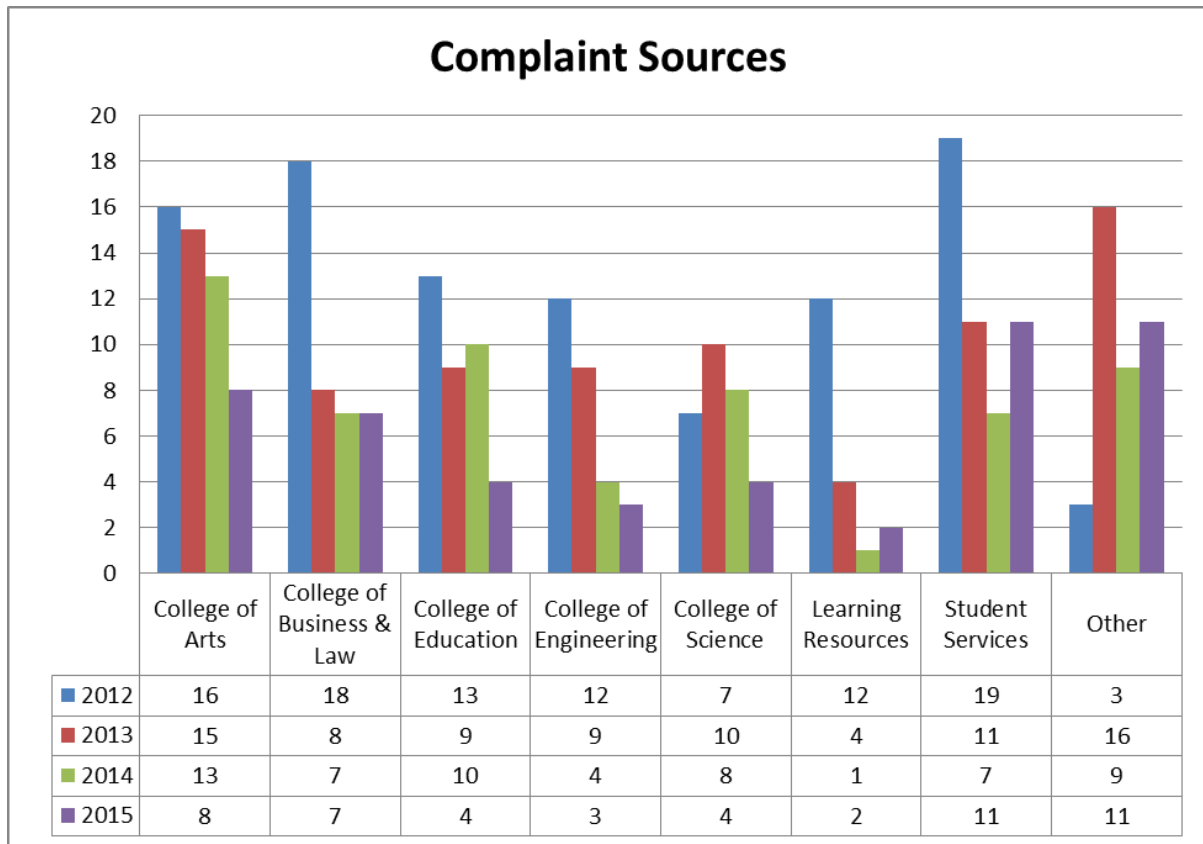
Anecdotally, the trend of students seeking advice from the GAPC continues. Students are electing to contact the GAPC to discuss their concerns, and to seek information on the possible pathways to resolve these issues. Students are also referred to the UCSA Advocate for independent advice, assistance, and support.

The analysis of the registered complaints is shown in in the table below.

	2015	2014	2013	2012	2011
Total Complaints	50	69	83	117	93
Number resolved within the year	49	59	82	100	71
Number of complaints unresolved at year end	1	10	1	17	22

Of the 49 complaints that were resolved within 2015, around 60% were resolved without resort to formal appeal. This has increased from around 30% in 2014. For the purposes of reporting, this means that these complaints were resolved by the GAPC by:

- Investigating the complaint and communicating regularly and in a timely manner with the complainant;
- Discussing the findings/evidence of the investigation with the member of staff making the decision;
- Negotiating, recommending or mediating a course of action or outcome that is acceptable to both UC and the complainant; and
- Formalising the decision and ensuring that records are kept in compliance with legislated practice.



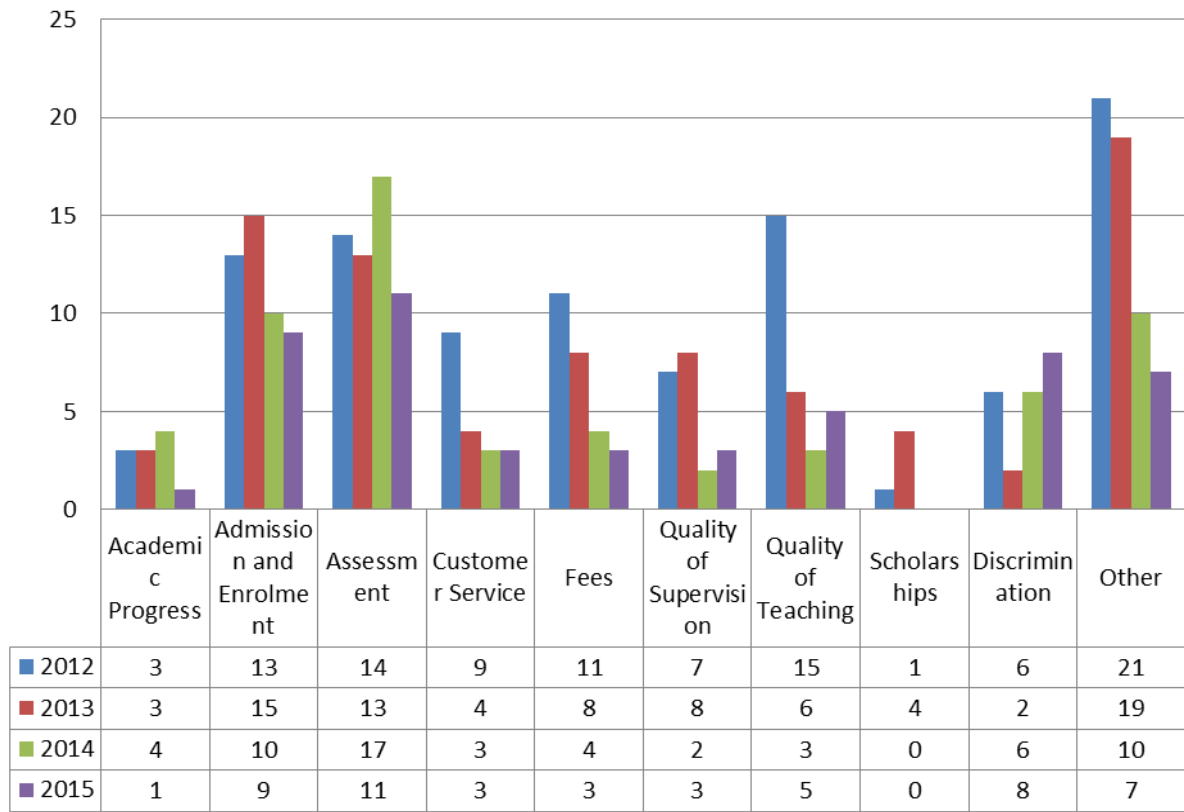
Whilst there was a further decrease in the total complaints received in 2015, there was a small increase in the number of complaints from students in Student Services. These complaints covered a range of areas including fees, admission, enrolment processes, and customer service.

There were no appeals to University Council in 2015.

“Other” complaints included those from postgraduate students about matters related to their supervision, as well as some complaints relating to the UC Health Centre, and UC Security Services.

As previously noted, the volume of complaints has continued to decrease each year. The graph below shows continued reduction in most areas. The rise in complaints about discrimination has been noted and will be monitored going forward.

Complaint Classifications



Harriette Cambridge
 Grievance and Academic Processes Co-ordinator
 23 March 2016

Report to Council, 2015

Section 1: Academic Appeals

Twenty appeals from twenty students were submitted in 2015. Of these, two were declined due to a lack of sufficient grounds to proceed, three were referred back to the Dean or HOD, five were heard by the Deputy Vice-Chancellor (Academic) and ten were heard by the Academic Appeals Committee.

Table 1: Categories of appeals heard by the Academic Appeals Committee

Decision appealed against	Withdrawn	Upheld	Declined	Total Heard
Declined reassessment of grade		2	5	7
Termination of PhD			1	1
Transfer of credit				
Backdated discontinuation		1	1	2
Aegrotat				
Withdrawal of scholarship				
Later submission of work				
Declined special consideration for test				
Incorrect process in MA thesis examination				
Declined prerequisite waiver				
Total 2015		3 (30%)	7 (70%)	10
Total 2014	2	6 (40%)	9 (60%)	15
Total 2013	3	6 (50%)	6 (50%)	12
Total 2012	5	5 (31%)	11 (69%)	16

Table 2: Appeals sorted by Faculty

Faculty or Unit	Course	Number of appeals
Commerce		2
Arts		6
Education		0
Engineering		2
Law		2
Science		1
Scholarships		0
Postgraduate Research		7

Section 2: The Review of Student Academic Progress

The Committee met on several occasions during 2015 to consider the recommendations regarding the warning and exclusion of students from qualifications, faculties, and from the University as a result of unsatisfactory academic performance. In order to accommodate the very short turnaround time available for the mid-year progress review, 'Impending Exclusion' letters were favoured rather than 'Exclusion letters' at mid-year.

Table 3: Academic progress decisions approved by AAC in 2015 (mid-year and end-of-year)

Type	Commerce	Arts	Education	Eng & Forestry	Law	Science	Grand Total
Qualification Exclusion	0	12	20	56	1	0	89
Impending Qualification Exclusion	0	2	14	2	7	0	25
Restriction/ Condition	20	1	5		2	1	29
Faculty Exclusion	68	31	4	7	11	44	165
Impending Faculty Exclusion	21	20			8	32	81
University Exclusion	9	9	1	1	4	2	26
Impending University Exclusion	3	1	1		7	3	15
Grand Total	121	76	45	66	40	82	430

Note: All numbers are before the hearing of reviews.

Table 4: Number of University and Faculty Exclusions, 2011 – 2015

Category	2011	2012	2013	2014	2015
Number excluded from the University	32	49	25	22	22
Number excluded from individual Faculties	309	355	255	170	152
Number excluded from a Qualification	47	58	61	89	82
Number received a Final AAC Warning at mid-year instead of an exclusion	224	-	0		0
Number received an impending University exclusion	-	-	6	14	15
Number received an impending Faculty exclusion	-	-	62	98	81
Number received an impending Qualification exclusion	-	-	12	27	25

Note: All numbers are after the hearing of reviews.

Section 3: Discipline Committee Hearings

One case was heard in 2015 by the Discipline Committee. This was an appeal by a student against the decision of a Proctor. A summary is provided below.

Table 5: Discipline Committee Hearings, 2015 cases

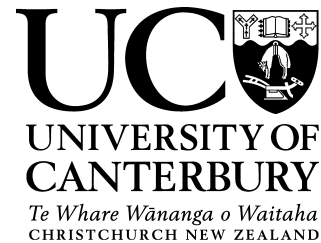
Category	Guilty	Not Guilty
Submission of work copied from another student		1

Harriette Cambridge
Grievance and Academic Processes Co-ordinator
23 March 2016

Memorandum

Vice-Chancellor's Office

Office: Level 6 Matariki
Extension: 6854
Email: jeff.field@canterbury.ac.nz



To:	University Council
From:	Jeff Field, University Registrar
Date:	29 April 2016
Subject:	UC COUNCIL APPEALS COMMITTEE

The UC Appeals Committee hears and disposes of appeals against academic and other decisions referred under the Academic Appeals and Grievances Policy and the Discipline Regulations. It is the final appeal body within the University. Membership comprises the Chancellor (Chair), Pro-Chancellor, UCSA President or delegate, one Council member and the Deputy Vice-Chancellor, as the Vice-Chancellor's delegate. The University Registrar is the Committee Secretary.

The Council Appeals Committee reviews all the papers which form the process by which earlier decisions were made. Any further material from the student is circulated to appropriate UC staff for a response, which is then collated into the final meeting papers. The student can attend the hearing with a support person and the relevant staff are also in attendance.

In 2015 there were no matters referred to the Appeals Committee.

A breakdown of the appeals from 2010 - 2014 follows for information:

	2010	2011	2012	2013	2014
Declined	8	3	2	1	1
Upheld	4	1	1	1	0
Total	12	4	3	2	1

Jeff Field
University Registrar

Memorandum

Human Resources

To:	UC Council
From:	Maura Minnock/ Paul O’Flaherty
Date:	May 2016
Subject:	Health and Safety

Purpose

This paper informs the University of Canterbury Council of the recent developments in H&S at the University of Canterbury and provides an overview on two topics raised at the most recent Audit & Risk Committee meeting in March:

1. Wellbeing of Staff and Students
2. Monitoring programme in place on major projects.

Council members have also been provided with a copy of the “Health and Safety Guide: Good Governance for Directors” which has been developed by the institute of Directors and Work Safe New Zealand. This is a useful reference document to support council members to understand their role as Officers under the Health and Safety at Work Act 2015.

The Health and Safety team are continuing to run workshops with relevant staff regarding the field activity process. This is enabling us to quantify the volume and diversity of field activities which will inform a UC risk profile. We are also gathering feedback from users of the current process and identifying opportunities to improve usability.

Key Performance Indicators (pages 3 to 5)

This is a summary of the 2016 results as of the 29th of April 2016.

1. Wellbeing of Staff and Students

The Mental Health Foundation NZ recognises that “Five Ways to Wellbeing” help people stay mentally well. Below is a sample of the opportunities available here at UC to help both staff and students develop on each of these fronts.

Five Ways to Wellbeing	Examples for Staff	Examples for Students
<i>Connect, Me Whakawhanaunga</i>	Promote staff volunteering at UC events e.g. Open Day Staff Club, EAP	UC Clubs and Societies Free Health Care Centre
<i>Give, Tukua</i>	Promoting ANZAC day volunteering Community Garden	Involvement in the Student Volunteer Army
<i>Take Notice, Me aro tonu</i>	VC Awards VC H&S Awards	Graduation Day Co-curricular Record
<i>Keep Learning, Me ako tonu</i>	Learning and Development Program – Staff Study assistance Free Access to Library resources	Opportunities to learn outside of core study
<i>Be Active, Me kori tonu</i>	Reduced rates at the Rec Centre Staff only exercise classes	Free Rec Centre membership Clubs which encourage activities including tramping, climbing, etc.

In order to quantify and evaluate the range of wellness programs in place across UC a student intern was engaged to complete a Wellness Project last year. The report which followed provided a comprehensive catalogue of the many aspects of wellbeing programs provided to our community through Student Services, Human Resources and the Colleges. The primary recommendation from this report was to develop and implement an overarching framework that is underpinned by policy, education and communication. In order to meet this recommendation UC has established a Wellbeing Working Group with representatives from across the organisation. This group is looking at international best practice while also aligning its framework with other tertiary institutes from across New Zealand. The group is in its infancy but the current membership is very enthusiastic and provides good representation from across the key stakeholder groups.

In addition to this a separate working group is being established within HR to review the implication of the new Health & Safety at Work Act 2015. Specifically this will incorporate a review and evaluation of our methods of managing both physical and mental health issues that result from the working environment.

2. Contractor Management – Capital Works Projects

“A principal’s guide to contracting to meet the Health and Safety in Employment Act 1992” is the current best practice guidelines available in New Zealand. While it has not yet been updated to reflect the 2015 Act it is still an effective guide to follow. This guide sets out the 6 key steps to be followed when engaging contractors. Below is an indication of what stage we are currently at in relation to the major projects underway on campus at the moment.

Overview of process	CETF	NEB	RSIC	SEL	UCSA
1. Scoping the Work	✓	✓	✓	✓	In Progress
2. Pre-qualify the Contractor	✓	✓	✓	✓	
3. Contractor Selection and Negotiation of Terms	✓	✓	✓	✓	
4. Awarding the Contract	✓	✓	✓	✓	
5. Monitoring the Contract	In Progress	In Progress	In Progress	✓	
6. Post-Contract Evaluation				In Progress	

Expansion of current monitoring of main contractors;

Type of Monitoring	Who is conducting monitoring	Frequency
Formal External Audit for UC	Paul Coleman, Think What If?	Quarterly per site
H&S Site Visit – H&S Checklist completed	UC Project Manager’s (PM’s)	Monthly per site
H&S Site Visit	Senior H&S Consultant	Minimum of fortnightly per site
H&S Site Visit	H&S Team	Quarterly per project
H&S Site Visit	SMT	Quarterly per project
H&S Site Visit	UC Council Members	Bi-annually
Site Visits – not specifically H&S related but any issues noticed are raised	UC PM’s, often accompanied by external PM.	CETF: *4-6 per week RSIC: *4-5 per week NEB: *2-3 per week

In addition to the auditing that is being completed by UC the main contractors are also conducting internal audits of their own performance / that of their sub-contractors. These will be reported going forward in table 3 below.

Lagging Performance Indicators (for 12 months up to Dec 31st)	2016	
Total Occurrences employees (excluding Rec Centre)	62	↑
Total Occurrences non-employees (excluding Rec Centre)	18	↓
Total Occurrences (excluding Rec Centre)	80	↓
Total Occurrences from the Rec Centre	29	↓
Lost time occurrences	5	↑
Days lost	87	↑
UC Average Time lost rate (days)	17.4	↑
UC LTI Incident Rate	0.21	↑
Illness reported	5	↑
Incident reported	13	↓
Injury reported	26	↓
Near Miss reported	19	↓
Discomfort & Pain reported	17	↑
Serious Harm Incidents	1	↓
Total Occurrences	109	↓
Worksafe NZ Investigations	0	→
Leading Performance Indicators (as of December 31st)	2016	
Health & Safety Tours completed by Council <ul style="list-style-type: none"> • Departments - 0 • Construction Sites - 1 	1	↑
Health & safety Tours completed by SMT <ul style="list-style-type: none"> • Departments - unknown • Construction Sites - 2 	2	↓
Health & Safety audits completed by external consultant <ul style="list-style-type: none"> • Departmental Assessments - 0 • Construction Site Audits - 4 • Radiation Safety Audits - 3 • Biological Safety Audits (MPI) - 1 	8	↑
Health and Safety audits completed by internal auditors	0	→
Ergonomic Assessments Completed	57	↓
# of Flu Vaccinations <ul style="list-style-type: none"> • Staff - 527 ↑ • Students - 528 ↑ • Others (UCSA staff, Campus Living Staff etc.) 	1108	↑
# of Trainings completed	12	↓
# of Health Monitoring completed	1	↓
# of elected Health and Safety Representatives	90	↑
# of Health and Safety Committee meetings held	11	→
H&S Processes updated in preparation of HSW Act 2015	100%	↑

Key Performance Indicators: Operational Health and Safety - University of Canterbury											
As at April 29th 2016											
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Notes
Total occurrences involving employees	163	232	292	205	187	167	187	238	256	62	Total occurrences do not include the Recreation Centre
Total occurrences involving non employees	26	56	61	55	52	99	84	103	62	18	Total occurrences do not include the Recreation Centre
Total occurrences	189	288	343	260	239	266	271	341	318	80	Injury/Illness/Near Miss/Discomfort & Pain/Serious Harm
Lost time occurrences (employees only)	7	12	15	12	14	13	15	8	9	5	Absence from work for WRI for more than 1 day
Days lost to OHS Incidents (Days)	114	137.5	368	115	193	157	116	148	99	87	
University of Canterbury Average Time Lost Rate (Days)	16.3	11.5	24.5	9.6	13.8	12.1	7.7	18.5	11.0	17.4	
KPI 1	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Notes
Average Headcount	2427	2485	2342	2873	2580	2528	2453	2468	2154	2356	Number of Lost Time Occurrences ÷ University Employees (headcount) x100
University of Canterbury LTI Incidence Rate	0.29%	0.48%	0.64%	0.42%	0.54%	0.51%	0.61%	0.32%	0.42%	0.21%	
KPI 2	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Notes
University of Canterbury Average Time Lost Rate (Days)	16.3	11.5	24.5	9.6	13.8	12.1	7.7	18.5	11.0	17.4	Days lost to OHS Incidents (Days) ÷ Number of Lost time occurrences

Key Performance Indicators: Main Construction Contractors Health and Safety Reporting

As at 15th April 2016, arrows indicate comparison from previous A&R report

KPI Description	Hawkins – CETF		Dominion - SEL		Fletchers - RSIC	
	YTD	3 Month Average	YTD	3 Month Average	YTD	3 Month Average
Hours worked	194,157	49,879.33 ↑	13,985	3,404.33 ↓	56,666	18,080.67 ↑
Average number of people on site	203	202.67 ↑	16	16.33 ↓	427	109.67 ↑
Total Number of People Inducted to Site	480	135.67 ↑	96	23.67 →	313	94.67 ↑
Incidents						
First aid treatment	6	0.67 ↓	5	1.33 ↓	4	1.33 ↓
Medical treatment injuries	8	2.33 ↑	2	.33 ↓	1	0.33 →
Near Misses	9	2.33 ↓	5	1.33 ↓	59	17.33 ↓
Damage to property	4	1.33 ↑	7	2.33 ↓	0	0 →
Total	27	6.66 ↑	19	5.33 ↓	64	19.66 ↓
H&S Incident Rate (IR)						
Number of Occurrences/No. of workers x 100	13.83	3.45 ↓	29.23	32.64 ↓	61.22	18.03 ↓
Lost Time						
Number of lost time injuries (LTI)	1	.33 →	0	0 →	2	.67 ↑
Total number of LTI days lost	10	.33 →	0	0 →	10	3.33 ↑
Lost Time Injury Frequency Rate (LTIFR)						
Number of occurrences/No. of hours worked x 1,000,000	5.15	6.68 ↓	0	0 →	34.68	36.27 ↑
Toolbox Meetings						
Site Wide Toolbox Talk	16	4 →	24	4 →	8	2 →

UNIVERSITY OF CANTERBURY
REPORT TO THE COUNCIL FROM A MEETING OF THE ACADEMIC BOARD
HELD ON WEDNESDAY 18 MAY 2016
TE POARI AKORANGA

The Academic Board reports for the information of Council the following matters that have been considered since the April 2016 Council meeting:

1. CHAIR OF THE MEETING

Professor Matthew Turnbull (HOD Biological Sciences) was nominated by the Vice-Chancellor to chair the meeting due to Dr Hamish Cochrane (the Vice-Chancellor's normal nominee) being called away on an urgent unexpected matter.

2. THE VICE-CHANCELLOR'S REPORT

The Vice-Chancellor presented his report as read and thanked the two Deputy Vice-Chancellors who had lead the compilation of his report this month. The Vice-Chancellor highlighted building works underway including those in Engineering, Science and on the new Education Building.

The Vice-Chancellor also foreshadowed the next agenda item by indicating that Council would invite the PVCs and Deans (or Associate Dean in the case of the Faculty of Arts and the Academic Dean of Education) to its next meeting to discuss that proposal.

3. PROPOSAL TO UNITE COLLEGES AND FACULTIES

The Chair began the discussion by indicating that three motions had been tabled, that they would be discussed in order and that he would be exercising standing orders in order to keep the discussion moving. The tabled motions were:

Motion 1:

Academic Board supports in principle the proposal to unite Colleges and Faculties.

Motion 2:

Should the proposal be approved by Council, Academic Board requests that the implementation plan be drawn up by a group that includes the Academic Administration Committee members (AAC).

Motion 3:

Academic Board notes the opposition of the Faculty of Law to the proposal, but should the proposal proceed, supports in principle the variant to the proposal requested by the School of Law.

The Chair then invited the PVC(Arts) to open the debate on the first Motion.

The PVC(Arts) on behalf of the Senior Management Team spoke in support of Motion 1. He reiterated that the desire was for greater clarity and noted the difficulties in separating strategic, financial and resourcing discussions from those of academic and curricula. He

pointed out that College Fora would preserve the freedom of discussion by academics and expanded that freedom to include other members of staff and to ensure student participation.

Each of the Deans (or Associate Dean) briefly spoke to their Faculty submissions. Later in the debate the Chair asked the Deans to substantiate the degree of support or otherwise for the proposal from each Faculty. These are summarised as:

- Faculty of Arts: Against the proposal on the basis of substantive governance concerns as reflected in the vagueness of the language used. Voting: 2 for, 22 against, 3 abstained.
- Faculty of Commerce: Supported the proposal subject to consultation on the schedule for implementation. Voting: unanimous on the motion tabled to Board.
- Faculty of Education: Supported the proposal with a suggested minor amendment. Two votes held in different meetings relating to the slightly different versions of the proposal. Initial vote: for 10, against 7; second vote: for 22.
- Faculty of Engineering and Forestry: Supported the proposal. Voice vote taken with only 1 against.
- Faculty of Law: Against the proposal (unanimous) with significant feedback both tabled and as noted below.
- Faculty of Science: Against the proposal with report to Board on concerns. Vote: for 9, against 11.

The Dean of Law thanked the Council on the process being followed and then spoke against the proposal.

- Reiterated that currently the Deans and Faculties have autonomy that would be removed and become discretionary to the PVCs. At no stage has the proposal addressed this significant change or explained why it is a good idea.
- The University has continued to operate in spite of the alleged confusion with the current structure.
- Questions why Faculties (other than Law) have low attendance and why no investigation of this has been made.
- Concerned that the proposed College Fora would become larger both in membership and items on the agenda and the meetings long and complex; which would drive down attendance.
- Law foreshadowed two motions from the floor should the vote on the proposal be successful.

A number of members against the proposal reiterated the concerns raised by Law. Other points raised included:

- The concern about the degree of support by Faculties for the proposal.
- That this would be a large change in the administrative structure and governance of the University and the case for it had not been substantiated.
- The proposal was vague in language and there was concern about the real implementation.
- Concern that curricula development would be driven by Management and not by the teaching staff who deliver it; that in some educational settings this may be appropriate but not at a University.
- The proposal is misleading in that the language is not about uniting the Colleges and Faculties, but simply the Faculties being subsumed.

The President of the UCSA spoke in favour of the proposal stating that students find the current structure confusing and they also want clarity for the student voice in both strategic

and academic matters.

The PVC(Science) spoke in favour of the proposal based on her experience as a lecturing staff member, HOD, Dean and now PVC. She spoke of the risks associated with the separation of curriculum development and resource allocation. Currently these items only really come together with the HOD/S. The proposal will have no substantial impact in practice for most academics.

The Vice-Chancellor spoke in favour of the proposal. He felt the fundamental issues, the conversation and the concerns raised by all parties had not changed in his time since becoming VC. He spoke of the desire for devolution of decision making, and the need for transparent streamlined processes. He noted that other universities have structures similar to that proposed and this had preserved academic freedom and voice. He reminded Board that Council determines programmes of studies and who it wishes to delegate too. He noted Law's concerns and reassured Board that Council would do whatever was necessary to ensure compliance with statutory obligations.

Motion 1:

Academic Board supports in principle the proposal to unite Colleges and Faculties.

Defeated (For 22, Against 28, Abstained 4)

Motion 2 was then considered. A question was asked on the composition of the Academic Administration Committee (the Deans of Faculties, or Associate Dean in the case of Arts; the Dean of Postgraduate Research; a UCSA representative; the Head of Academic Services; and the Deputy Vice-Chancellor (Academic) as Chair). A member raised a concern that supporting the motion may undermine the outcome of the first motion.

Motion 2:

Should the proposal be approved by Council, Academic Board requests that the implementation plan be drawn up by a group that includes the Academic Administration Committee members (AAC).

Carried (For 43, Against 2, Abstained 10)

Motion 3 was then considered. The PVC (Business and Law) spoke against the motion on the grounds that she had had no hand in its drafting and did not support it as it went too far. The Dean of Law also had no input in its drafting. The Vice-Chancellor asked for the motion to be withdrawn. Upon considering the mood of the meeting the Chair withdrew the motion. It was noted that Council would do whatever was necessary to ensure compliance of the LLB with statutory obligations but a motion to that affect was still desirable.

Motion (Vice-Chancellor Dr Carr, PVC(Business & Law) Professor Mazey):

If the proposal is adopted by Council, Academic Board recommends that it should be amended as necessary to meet the requirements of the Lawyers and Conveyancers Act 2006.

Carried (voice vote, with Against 1, Abstained 9)

A question was raised about the detail and balance of the Secretary's Notes (these notes) and whether it would fairly reflect the tenor of the debate. The Vice-Chancellor reminded Board that the Council would be receiving this report and hearing from the Pro-Vice-Chancellors and Deans in the Public Section of the meeting. Members of Board are welcome to attend and if the Chancellor chooses may invite comments from other parties.

4. **ACADEMIC IMPLICATIONS OF THE SPACE ALLOCATION POLICY**

Professor Heinemann spoke to the report produced by the ad-hoc working party of the Board looking at the academic implications of the space allocation policy. He summarised the report into the following points:

- Space is expensive and contests over them potentially more so; therefore a policy on allocation is justified.
- Space is inseparable from academic activity; therefore a policy on space must optimise academic activity rather than conflict with it.
- Academic activity is performed or assisted by more than academics; therefore a policy must be informed by more than academics.
- The working party made 13 recommendations to aid in better space management supporting the strategic objectives of the University.

The Vice-Chancellor thanked the working party and Professor Heinemann as chair for their work. The Vice-Chancellor agreed that like many policies they should be reviewed and improvements made. He also highlighted that space was one of many constraints Management had to consider in maximising the effectiveness of the budget. He indicated that he would request Council to therefore allow Management to consider the report and bring a Management response and revised policy to it.

The Director of Learning Resources also thanked Professor Heinemann and the working party. She suggested a process and timeframe for a review beginning in August allowing for submission by staff (4 weeks), to include members from Academic Board on the consideration panel and to return a new policy in October with comprehensive feedback on all the submissions.

A member noted that it would be desirable that the appendices be made available to Council as they could add texture to the range of views held. It was also noted that some of the data in these appendices was collect before the establishment of the working party and its terms of reference. Board briefly discussed the need to vote on the report as a whole or on each of the individual recommendations. The motion was then put:

Motion:

That Academic Board endorses the report and forwards it together with a summary of the discussion to Council for its consideration.

Carried (For 37, Against 2, Abstained 8)

5. **THE LIBRARY REPORT**

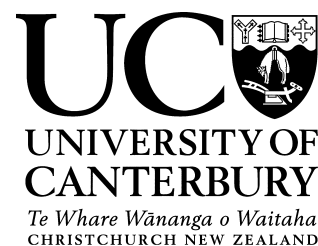
Associate Professor Michael Grimshaw (Chair of the Library Committee) spoke to the standing month report of the committee. He wished to remind Board of the ongoing review of the collection, now looking at the broad subject of History, and that the impact of this is not necessarily isolated to the major School/Department most immediately affected.

Dr Andrew Bainbridge-Smith
Secretary, Academic Board
18 May 2016

Memorandum

Dr Andrew Bainbridge-Smith, Head, Academic Services Group

Telephone: 364 2950
Extension: 6950
Email: andrew.bainbridge-smith@canterbury.ac.nz



To:	Council
Date:	18 May 2016
Subject:	Discussion of the Academic Board and the report of the ad-hoc working of Academic Board on the Academic Implications of the Space Allocation

Summary:

Below is an extract from my report to Council from Academic Board on the discussion of the academic implications of the Space Allocation Policy. The report and this extract are my notes of the meeting and will form the basis of the minutes of the meeting. Also attached is the report of the ad-hoc working party charged by Academic Board to consider the issue. Not included, but available electronically are the appendices to the report.

Extract:

4. ACADEMIC IMPLICATIONS OF THE SPACE ALLOCATION POLICY

Professor Heinemann spoke to the report produced by the ad-hoc working party of the Board looking at the academic implications of the space allocation policy. He summarised the report into the following points:

- Space is expensive and contests over them potentially more so; therefore a policy on allocation is justified.
- Space is inseparable from academic activity; therefore a policy on space must optimise academic activity rather than conflict with it.
- Academic activity is performed or assisted by more than academics; therefore a policy must be informed by more than academics.
- The working party made 13 recommendations to aid in better space management supporting the strategic objectives of the University.

The Vice-Chancellor thanked the working party and Professor Heinemann as chair for their work. The Vice-Chancellor agreed that like many policies they should be reviewed and improvements made. He also highlighted that space was one of many constraints Management had to consider in maximising the effectiveness of the budget. He indicated that he would request Council to therefore allow Management to consider the report and bring a Management response and revised policy to it.

The Director of Learning Resources also thanked Professor Heinemann and the working party. She suggested a process and timeframe for a review beginning in August allowing for submission by staff (4 weeks), to include members from Academic Board on the consideration panel and to return a new policy in October with comprehensive feedback on all the submissions.

A member noted that it would be desirable that the appendices be made available to Council as they could add texture to the range of views held. It was also noted that some of the data in these appendices was collect before the establishment of the working party and its terms of reference. Board briefly discussed the need to vote on the report as a whole or on each of the individual recommendations. The motion was then put:

Motion:

That Academic Board endorses the report and forwards it together with a summary of the discussion to Council for its consideration.

Carried (For 37, Against 2, Abstained 8)

Academic implications of the UC Space Allocation Policy

Report of the Academic Board Working Party
26 April 2016

Forward

The University is the kōhanga of the university community. While the campus is a physical nest, the University's electronic network, partnerships and outreach, provide a virtual nest for staff and students.

The staff (including managers) and students of UC can adapt to extreme conditions and can work effectively together to achieve remarkable outcomes. How many universities in the world have, like UC, improved in their international rankings following events of destructive force similar to the Canterbury earthquakes?

The students and staff of the University know the value of effective workspaces. Most have experienced a wide variety of spaces over the last 5 years. Thus, their collective wisdom should figure prominently in space management decisions.

Staff and students have also benefited from forward thinking and flexible responses by space managers, especially through the crisis periods.

If space is being used by the university community at less than its full potential, then resources are needlessly and inequitably being diverted away from academic activities. Few members of the community can correct such inequities, or even have the ability to discover them. Thus managers empowered to investigate the use of space and to make decisions about its allocations are critical for the University.

Space is at the heart of every academic activity because these activities occur somewhere. The Tertiary Education Facilities Management Association (TEFMA) rightly says: "The management of space is therefore a key foundation of the asset management strategy for any institution."

This report, produced by an *ad hoc* working party of the Academic Board, was prepared at the request of Council. The report identifies flaws in the University's existing space policy, but also provides a practical path for improvement.

The working party wishes to thank the Council and senior management for their interest in this issue. Each of us serving on the working party appreciate the opportunity to serve the Academic Board.

On behalf of the working party,

Prof. Jack Heinemann
Chair



Tents served as teaching spaces in the immediate aftermath of the February 2011 earthquakes. Students and staff made difficult commutes through the city to gather in the tents to keep the University functioning through the crisis.

Guide to terms in this report

Allocation guides	Used to define the area required to perform a particular function, activity or position.
Closed office	An office allocated to specified single user based on their role.
Open office	An office that is shared by more than one user based on their role.
Room capacity	The maximum number of people the room can hold, usually based on the number of seats in the room.
Room frequency	The number of hours the room is in use during a space utilisation audit period, divided by the number of hours that the room is available for use during the audited period.
Room function	The activities in the room and how they support the primary functions of the institution.
Room occupancy	The average number of people in the room when the room is in use, compared to the total room capacity.
Room type	Description of the nature of the room and how it supports the primary functions of the institution.
Space indicator groups	A guide for the amount of space that is allocated to a particular academic unit, school, department or discipline because of their specific needs.
Space utilisation audits	Measure of the number of people and hours of occupancy in defined spaces.
UFA	Useable floor area (m ²).
Utilisation	A combination of the room occupancy and room frequency data to give an indication of the how the room is being used. Utilisation is <i>an abstract measure</i> , only useful as an indicator of rooms requiring further investigation of usage patterns, and comparative assessments.
Utilisation rate targets	Room frequency x target room occupancy.

Table of Contents

Forward	1
Guide to terms in this report	2
Table of Contents	3
Precis	4
Summary of recommendations	5
Introduction	6
Space and mission are linked.....	6
Space management	7
How space is used informed by how people use space	8
TEFMA methodology	8
Utilisation rates are not applied to dedicated single occupancy workspaces	9
Specific academic implications	11
Recognition that space is a shared resource and that there is value in optimised use across colleges and service units	12
The UC Policy is inconsistent with TEFMA on allocation of dedicated workspaces by role.....	12
The UC Policy conflates employment status with utilisation.....	13
Learning Services Director determines conditions on external leases	15
The UC Policy is contradictory and confusing on jurisdiction of space management.....	15
The UC Policy is unclear on how to resolve conflicting goals of ‘space optimisation’ and maximum ‘space utilisation’	15
The UC Policy provides for audits by Learning Resources, but no equivalent mechanism to monitor and improve decision making by Learning Resources	16
The UC Policy puts arbitrary time limits on reviews.....	16
Discussion	16
Appendix One – Arts and Engineering	
Appendix Two – Students; Business and Law; Education, Health and Human Development; Science	

Precis

Built or landscape assets that provide spaces for academic activities are a vital resource for the University. The space 'stock' must be managed to ensure that it is of a suitable standard for intended purpose and that it has sufficient numbers of kinds and sizes of spaces in which staff and students fulfil their various roles. Spaces are also an expensive resource, perhaps second only to salary costs. They are thus rationed to remain proportional to income, student numbers and staffing levels. The balance between the University's space stock and what space is appropriate for it to meet its strategic objectives is space optimisation.

The University requires procedures to efficiently and effectively optimise space use. Distributing a valuable asset can be a fraught process. Needs for space and particular kinds of space can exceed availability. This has been especially true since the earthquakes at the beginning of this decade. All members of the University community benefit from having clear, practical and non-discriminatory rules for distribution.

The Space Allocation Policy is a set of rule-based procedures for the rationalisation of space. It has recently come under severe test. While the Academic Board was consulted at the time that the UC Policy was written, since then it has raised concerns about the UC Policy's implementation. At a request from Council to the Academic Board for more advice on the academic implications of the Policy, the Board assembled an ad hoc working party.

The working party found that the Space Allocation Policy was built upon a reasonable foundation of guidance, but it could be improved. As written, the UC Policy is unsuitable as a tool for managing critical and common kinds of spaces. Use of the UC Policy is already causing disruption to academic matters, leading to both Academic Board's and now Council's interest in the UC Policy. Additional likely effects on academic matters were identified by the working party and from surveys conducted of academic and general staff and students. Changes to wording would help to improve the current policy, but the working party believes this would still be insufficient to address the University's needs for a document that provides a foundation for effective space management providing a net benefit to the core academic mission of the University.

The working party makes 13 recommendations based on staff and student surveys, input from the Tertiary Education Union, and its own research on space management. The key recommendation from which all others follow is that the University consider creating a higher level Space Management strategy described as Guidelines. The Guidelines would replace the existing Policy. They could be informed by space audits and some targets already in use because of the Space Allocation Policy, but would be relevant to optimising the use of all the kinds of spaces normal to a university.

The identified benefits of Space Management Guidelines are that the University would have a sound basis for making both institution-level and local-level decisions about how to distribute space, what kinds of space require further investment to make them either fit-for-purpose or of increased capacity, and encourage staff and students to initiate new approaches to space use that is fiscally responsible while also deriving greater satisfaction and success in their roles, which is in aggregate the success of the University.

Summary of recommendations

1. The working party recommends that the UC Policy or anything that replaces it (see recommendation 2) adopts definitions consistent with TEFMA and where additional or alternative terms are needed, that they be defined and used consistently in the UC Policy. (Also see recommendations 6 and 7.)
2. Replace the UC Policy with **Space Management Guidelines**. These would integrate procedures for space allocation, but would better align with management goals. The new **Guidelines** should be written by a team that includes academic and student representatives nominated by the Academic Board.
3. The Space Management Guidelines should include information about how spaces that deviate from the TEFMA Indicative Utilisation Rates will be further evaluated. The evaluation should, at the very least, assess the fitness for purpose of the space and include input from those who use the space for its intended purpose.
4. Space Management Guidelines adopt the TEFMA indicative space allocations based on roles listed in section 3.1 of the TEFMA guidelines. In addition to the indicative size, the construction of the space should be fit for purpose, eg, incorporating effective sound barriers between offices.
5. The Space Management Policy should be written to provide more case-specific guidelines that provide consistency of allocations informed by users. The UC Policy should include time periods for review of allocations.
6. Define 'dedicated space' as that which is for the exclusive use of a specified user.
7. Revise the table in section 2.4 and text in section 4.3 with 'Threshold eligibility requirements' rather than "Threshold utilisation', to be consistent with TEFMA guidelines.
8. Amend the UC Policy to state that where colleges would not derive a net benefit from an agreement with an external party, the Learning Services Director must seek agreement with the relevant PVCs.
9. Clarify who manages space with consistency between management and review as set out in section 14.1.
10. Reconsider whether 'space utilisation' and 'space optimisation' are appropriately described goals and, if so, how they are to be jointly managed.
11. Text to be developed including guidelines for staff and students to contribute to audits of Learning Resources intended to validate and/or improve its ability to optimise space utilisation.
12. Revise the timeline for petitions to review space allocation decisions and provide further guidance on what 'supporting materials' should be provided.
13. Consideration should be given to a process by which resources liberated by staff/student-initiated space cost savings can be re-directed to their academic activities.

Introduction

At its February 2016 meeting, the Academic Board established a working party to identify academic implications of the Space Allocation Policy so that it could respond to a request from Council for advice.

The working party members were Dan Bedggood (Arts), Paul Ballantine (Commerce), Missy Morton (Education, Health and Human Development), Euan Mason (Engineering & Forestry), Philip Joseph (Law), Jack Heinemann (Science), Mikaela Ruegg (UCSA) and Alistair Davies (PGSA). DVC Steve Weaver (Chair of the Academic Board) and Andrew Bainbridge-Smith (Secretary of the Academic Board) served as facilitators for the working party.

Terms of reference for the working party were established prior to its inaugural meeting by the Chair of Academic Board under a mandate from the Board. They were:

- To advise Academic Board and University Council on any academic implications of the current UC Space Allocation Policy.
- “Academic implications” include issues relating to teaching, research, working conditions, access to staff, colleagues and students, etc

The working party gratefully received the results of several preceding information gathering exercises. These included perspectives resulting from work done by academic staff in the College of Education, Health and Human Development and the Tertiary Education Union, surveys of academic staff in the College of Engineering and Forestry and the College of Arts (Appendix One). Following this meeting, additional surveys were conducted by and of students, and of all staff in the College of Business and Law and the College of Science (Appendix Two).

Space and mission are linked

The five characteristics that define a university according to the Education Act 1989 are more or less academic activities. All activities, including internet-based virtual classroom experiences, are performed in a physical space by staff and students. The Space Allocation Policy is thus relevant to all forms of academic activity.

Academic staff and students are collectively involved in all these activities, but are not exclusively responsible for fulfilling the strategies set by the University to meet its statutory and moral obligations. The working party thus defined ‘academic implications’ as more than ‘implications for academics’. The advice is therefore also informed by student and general staff perspectives.

Moreover, the Space Allocation Policy has implications for how the University is perceived by others, notably students and staff that the University wishes to recruit. The working party considered staff and student recruitment a matter with academic implications.

Optimal space use is essential for the University to achieve the best possible outcomes of its mission. “Space is one of the major assets of higher education institutions and, on average, represents around 20% (capital and operating

expenditure) of their operating costs.”¹ Staff and students therefore also have a significant stake in space management administration because they “benefit from resources that may be better applied to activities.”¹

To work toward optimal space management, managers need a framework upon which they can rely to make informed and responsible decisions about space allocations. The working party has written this report with the intention of building capacity in the University to best manage, design and plan for future spaces.

Space management

“[S]pace management is the systematic method of inventorying, allocating, planning, designing and maintaining space, equipment and furniture for general or special-purpose facilities that are subject to such needs as flexibility or an accommodation for future growth. Flexibility, functionality and efficiency require an effective space management system, for which space planning is an effective tool.”

— TEFMA

A policy for managing University space should provide maximum benefit at minimum cost. The existing Policy explicitly links to the TEFMA guidelines² as an aid. TEFMA defines space management as “the process by which administrators and managers are provided with information on space utilisation and space needs to make significant facility planning-related decisions in a cost effective manner.”

The TEFMA guidance is comprehensive and can be used to inform all aspects of the existing Policy. It describes multiple different kinds of roles that are common to universities, and many different kinds and sizes of space in use. TEFMA recognises that all spaces cannot be managed in the same way. TEFMA suggests [indicative space utilisation targets](#) informed by [space utilisation audits](#) for rooms used by multiple people simultaneously, mainly lecture theatres and tutorial rooms, or rooms that may be used by many people by in small groups or individually, that may be booked, such as dance studios.

However, TEFMA does **not** have utilisation rate targets for many common forms of space, such as staff and student offices. Instead, TEFMA recommends [allocation guides](#) that describe *minimum standards in the sizes and kinds of spaces* for defined roles, such as the Vice-Chancellor’s office when it is also used for

meetings, and academic offices when they are also used to hold confidential discussions.

Where TEFMA applies utilisation rate targets, they are for comparative rather than aspirational purposes. As part of space management, the University would want to know if different spaces reserved for the same function are in significantly different demand. Then the University would want to know why. Is it because some of these spaces are not fit for purpose?³ Is it because that kind space is over or under stocked?

¹ TEFMA [Space Planning Guidelines](#) 3rd Edition (2009).

² TEFMA is the Tertiary Education Facilities Management Association.

³ For example, a space may be called a meeting room but have insufficient sound barriers in the walls leading to people avoiding the room because they disturb those working in adjacent rooms.

Space utilisation audits can be used to compare staff or students with different roles, or academic disciplines⁴, that use some of the same kinds of spaces. Differences in utilisation rates in these spaces may indicate that space available to one group is different in quality or function than that available to the other, may reflect over or under stocking of space for one group, or may reflect the different number of spaces the different groups must use in their roles.

As written, the UC Policy does not consistently use terminology in accord with TEFMA. This may lead to significant and possibly different understandings of how the UC Policy would be implemented. More importantly, appropriate use of the UC Policy as written may result in unintended adverse effects on academic activities. The working party **recommends** that the UC Policy or anything that replaces it adopts definitions consistent with TEFMA and where additional or alternative terms are needed, that they be defined and used consistently in the UC Policy.

How space is used informed by how people use space

The working party **recommends** that the existing Policy be replaced with **Space Management Guidelines**. These would integrate procedures for space allocation, but would better align with space management goals. The new **Guidelines** should be written by a team that includes academic and student representatives nominated by the Academic Board.

Space management decisions draw from both quantitative and qualitative information. This may be expressed as *how space is used is informed by how people use space*. To make good decisions, a manager needs to properly balance and evaluate fundamentally different kinds of evidence, some of which can only be provided by those who will use the space.

TEFMA methodology

The existing Policy says that the “University uses the Indicative Space Utilisation Rates in the *TEFMA Space Planning Guidelines* as a target.” However, TEFMA uses utilisation rates as a tool for informing management decisions, not as a target. Moreover, it is *a* tool, not the only input needed for optimised space management.

[Room frequency](#) is a value derived through a space utilisation audit. [Utilisation rates](#) are derived from room frequency multiplied by a target [room occupancy](#). Room occupancy has objective limits based on the size and types of rooms at the University, but the chosen *target* (eg, 75% in the TEFMA guidance, see Figure 1) is influenced by qualitative considerations. Utilisation rates estimate the theoretical capacity of the institution to host particular activities. The existing Policy does not rigorously differentiate between room frequency (occupancy/time) and utilisation rates⁵.

The existing Policy conflates target utilisation rates with a tool for allocating space across different administrative, service and academic units of the

⁴ TEFMA uses “[Space Indicator Groups](#)” to inform space reservations based on differences in academic disciplines. It does not use different utilisation rates.

⁵ For example, section 2.4 of the UC Policy equates utilisation with whether someone is a part time or full time employee, or how many days of the week they work. There is no equivalent use of the term in TEFMA.

University and to individuals within these units, but those targets were not intended for this purpose and especially not for all kinds of spaces.⁶

The UC Policy is silent on how target room frequencies or target room occupancies will be determined and set on this campus. Likely all the *target values* in the TEFMA Indicative Utilisation Rates table will be adopted as they are under the assumption that the facilities at the University are equivalent to the hypothetical facilities used by TEFMA. In which case, the actual utilisation rate for a room will be calculated by substituting only the space utilisation audit information for target room frequency (this becomes the only input from the University). However, the UC Policy does not make clear what information will be used, or how it will be collected, to inform the decision maker on whether any variance between target and actual rates require a change in space planning or allocation.

The working party **recommends** that the Space Management Guidelines include information about how spaces that deviate from the TEFMA Indicative Utilisation Rates will be further evaluated. The evaluation should, at the very least, assess the fitness for purpose of the space and include those who use the space for its intended purpose.⁷

Utilisation rates are not applied to dedicated single occupancy workspaces

The Indicative Space Utilisation Rates published by TEFMA range from 34% for meeting rooms to 56% for lecture theatres and up to 60% for music practice rooms (Figure 1). It is immediately evident that optimal room use is not maximum room use. Significantly, *there are no indicative utilisation rates for single occupancy dedicated workspaces such as [closed offices](#).*

⁶ For example, the results of a space audit might be that a specialist laboratory has a room frequency of 60%. In which case, if UC also adopted the TEFMA target room occupancy of 75%, the utilisation of the room would be 45%, that is higher than the *abstract* TEFMA utilisation target (Figure 1). A space manager simply could alter the *target* room occupancy by increasing it to 62.5% to achieve the indicative TEFMA target utilisation rate of 37.5%. After all, TEFMA says of its guidelines that they “have been specifically developed to provide a base recommendation with clearly defined parameters, *which can either be used per se or adjusted and adapted to suit various known situations as they exist in differing campus locations*” (emphasis added).¹ Adjusting the target room occupancy, which is not a measured value but one arrived at by human judgment, would be consistent with the TEFMA guidance and result in meeting TEFMA indicative utilisation rates, but be no more objective than not using the TEFMA guidelines.

⁷ That is, a space may be called something but it may deviate significantly from performing as intended or may be used for different reasons at different times. Thus average and peak uses should be known and any a high variances to the mean should be used to inform planning.

Moreover, the uncertainty in some of the variables should be taken into account. For example, TEFMA states:

As Room Occupancy is dependent on the accuracy of Capacity, and Capacity is generally an approximate measure (particularly in spaces other than classrooms and lecture theatres), Room Occupancy data can be misleading (emphasis added).

An important consideration is the estimate of the total hours a space is available. TEFMA bases its calculations on a 67.5 hour week. This number of hours is justified for spaces that host group activities such as lectures and undergraduate laboratory classes.

The larger number of operating hours for such rooms greatly increases the *potential* hours a room is used and the multi-user function of these rooms (eg, lecture theatres, laboratories, studios) increases the possibility that someone will be able to use them. In contrast, a single occupancy space allocated to a particular user can be used a maximum of the number of hours in a standard work week (at least for staff), and this will be determined by the particular times of day that the employer requires.

TEFMA makes an example of meeting rooms for describing the problems that emerge with using utilisation rates for some kinds of spaces. “Meeting rooms [34% target utilisation rate] have been calculated as having a low frequency of use due to their use being largely associated with the daytime operations of a University. It is anticipated that evening use is minimal.”¹

Likewise, consider how a fully utilised closed office would score on the TEFMA utilisation rate calculation. An office occupied continuously for each and every working day by the single occupant would have a room frequency of 56%. This is because a staff member working in a closed office is contracted to work on average 37.5 hours a week ($37.5/67.5 = 0.56$). Thus, the Indicative Space Utilisation Rates published by TEFMA *specifically do not apply to many kinds of essential spaces*, notably those that do not have 67.5 operating hours. The alternative tool for such spaces is the allocation guide. However, this important point is not mentioned in the UC Policy.

Instead of utilisation rates, TEFMA suggests the minimum standard office (or other) space **sizes** (useable floor space, [UFA](#)) to reserve for activities that involve a small number of people (Figure 2).

The working party **recommends** that a revised Space Management Policy adopts the TEFMA indicative space allocations based on roles listed in section 3.1 of the TEFMA guidelines (Figure 2). In addition to the indicative size, the construction of the space should be fit for purpose, eg, incorporating effective sound barriers between offices, ensuring adequate and accessible additional storage as required.

**ACCOMMODATION FOR ACADEMIC,
ADMINISTRATIVE, RESEARCH STAFF
AND STUDENTS**

Office Space and Open Plan Guideline	Office size m² UFA	Space allowance used to calculate space in Lab - m² UFA
Senior Executive staff who need to hold regular meetings in their offices eg: Vice Chancellor	28-35	16
Senior staff who need to hold regular small meetings (up to 6 people)	20-28	16
Heads of School, Research or Administration Units who need to hold confidential discussions (up to 4 people) eg: Professor, Head of Department, or Snr Exec Staff	16-20	16
Staff, who need to hold confidential discussions (up to 2 people)	14-16	16
Staff who need single closed offices but need extended storage for personal books or equipment used in the course of their work	12-14	16

Office Space and Open Plan Guideline	Office size m² UFA	Space allowance used to calculate space in Lab - m² UFA
Full time Academic, Research or Administrative Staff (deemed to require single closed offices)	10-12	16
Lecturer or full time Research Officer	10-12	16
Part time Staff shared office	8-10	8
Open plan workspace, meeting space	8-10 per person	8
Visiting Academic staff (Use office of staff on ext leave)	Also has option of accessing network externally	
Research Fellow, Post Doctorate Fellow	2 per 12m ² office space or 8m ² in open plan	8
Postgraduate Research students Honors and PGCW at Faculty's discretion	2 - 4m ² per student in shared room	6

Figure 2. Excerpts from section 3.1 of the TEFMA guidelines.¹ On the left, UFA in single occupancy offices is indicated. On the right, the criteria for staff with roles qualifying them for described office spaces.

Specific academic implications

With the terminology and methodology of the guidance understood, it is possible to evaluate specific aspects of the existing Policy for the purposes of providing advice to Council.

Recognition that space is a shared resource and that there is value in optimised use across colleges and service units

The needs of staff and students vary from time to time. Likewise, the space needs of a college and service unit may vary from time to time.

Implication: the UC Policy makes it easier to achieve space rationalisations across managerial boundaries.

Proposed solution: No change required.

The UC Policy is inconsistent with TEFMA on allocation of dedicated workspaces by role

The UC Policy states (section 1.16) that “No staff member or student will be allocated more than one permanent dedicated workspace, irrespective of the number of roles performed.”⁸ A dedicated space is defined as “an allocation of space that is for the exclusive use of a particular role. Dedicated workspaces may be shared or single occupancy” (see UC Policy Definitions). The UC Policy defines a primary role as “the chief or principal role or position of employment enjoyed by a member of staff” (see UC Policy Definitions).

A primary role might be difficult to identify for some students and staff, and for the majority of academic staff it is not routinely possible. This is because of the expectation that academic workloads are ~20% administration and 40% each for teaching and research. There is no expectation that either teaching or research is chief or principal and for many academics the physical space requirements for these activities differ.

Just as spaces may have more than one [room function](#), TEFMA recognises that staff and students may have multiple roles and that these may be incorporated into space allocations.⁹

Activities such as research in specially designed laboratories in the sciences and engineering illustrate the issue well. In section 3.1, TEFMA recommends a closed office allocation for a Vice Chancellor of 28-35m² and an additional 16m² for laboratory space, where the Vice Chancellor may also be a research academic using a laboratory. Full time academic, research or administrative staff (deemed to require single closed offices) have UFA reservations of 10-12m² and where appropriate also 16m² of laboratory space (Figure 2).

According to the TEFMA Guidelines:

Some highly specialised facilities may not achieve high utilisation rates, but may be required in the successful delivery of an academic program. In these instances, utilisation should be looked at in reference to the service provided by the space. This may be particularly pertinent

⁸ This is repeated in section 4.3 viii. To the working party’s understanding, it is not derived from TEFMA guidance.

⁹ This was confirmed by TEFMA in an email to the working party explaining the table in section 3.1: “A senior staff member whose primary place of work is a laboratory may be allocated 16 m² UFA of Lab space in addition to office space allocated for their use. The lab space and office space are independent allowances.”

*for spaces that may be in use when the room itself is vacant.
(E.g. an unattended research project).*

The UC Policy recognises that laboratory space is a dedicated space and the legitimacy that some roles require more than one space, even though it states multiple times that “No staff member will be allocated more than one dedicated workspace irrespective of the number of roles performed.” For example, when it discusses postgraduate students in disciplines involving laboratory work it makes a provision for them to be provided with both laboratory space and also “be provided with access to shared write-up space, in compliance with Health and Safety requirements” (see section 4.4 ii). It appears contradictory that the Policy justifiably acknowledges the need for more than one kind of dedicated space in one context¹⁰ but not in, for example, the context of a general staff member who might be both a research laboratory floor manager (primary role) and technician developing resources for teaching.

The UC Policy in key areas appears to be based on stereotypes rather than actual roles and activities.¹¹ As such, operational needs will result in the UC Policy being ignored for practical reasons and draw into question the validity and utility of the UC Policy, or for effectively communicating expectations to staff and students.

Implication: Staff and students requiring more than one dedicated space may not have access to all kinds necessary to perform their official roles.

Proposed solution: The UC Policy should be re-written to provide more case-specific guidelines that provide consistency of allocations informed by users. The UC should include time periods for review of allocations.

The UC Policy conflates employment status with utilisation

TEFMA guidance indicates that the number of days a week a person is contracted to work may be taken into account to understand differences in compared space utilisation rates.¹² In contrast, the UC Policy in section 2.4 uses employment status (full time/part time) to set workspace allocation targets under the heading “threshold utilisation”. In the context of this section, utilisation has no meaning consistent with the term in the TEFMA guidance or elsewhere in the UC Policy. The use in this context appears to be more consistent with ‘threshold eligibility’ for types of workspaces.

More confusing still is that the UC Policy distinguishes between “dedicated” and “shared” space in the table in a way inconsistent with its own definitions of the terms. Dedicated workspace is already defined as being that which “may be

¹⁰ Note that the UC Policy as written does not equate dedicated with single occupancy. Thus, postgraduate students in shared offices may still have dedicated workspaces (such as a desk).

¹¹ For example, a closed office is allocated only to one of two individuals performing similar activities in the office if one uses it for 35% of his or her activity (when this is the primary role among many roles) while the other may use it for 50% of his or her activity, but their primary role is a different 50% of their activity. More complicated still is if the staff member using it for 35% of their activity worked fewer days or hours than the other. Equally, Professors Emeritus/Emerita may be engaged in University sanctioned research that requires a dedicated space even if they are not teaching or supervising students (see section 4.3 xii).

¹² See section 4.4 of the TEFMA guidelines.

Academic implications of the Space Allocation Policy

shared or single occupancy.” Thus, is the table saying that staff with a need for a desk but working less than 3 days a week will have a hot desk, whereas staff working more days will have a dedicated desk in a shared office? Or is the table saying that some staff working fewer than 3 days a week might have a single occupancy desk in a shared office?¹³

Furthermore, the UC Policy definition of dedicated space is different from that used in the TEFMA guidance. “The term ‘dedicated’ refers to space which is *primarily used by one Faculty, Department or Discipline* and does not take into account the central pool of Timetabled teaching space” (emphasis added).¹ The UC Policy defines dedicated workspace as “an allocation of *space that is for the exclusive use of a particular role*” (emphasis added).

The UC Policy introduces additional criteria for dedicated workspaces in the table in section 4.3. There an additional inconsistency arises. Staff with ‘working from home arrangements’ may not be eligible for a dedicated space. However, it is not the existence of the arrangement but the activity performed off campus that should matter. For example, an academic staff member may have a work from home arrangement that allows them to concentrate on activities normal to an office environment, but still require a dedicated space in a studio or PC2 facility.

Implication: This lack of clarity could lead to operational uncertainty and conflict, inconsistency in allocations and some staff roles being improperly supported for their space needs.¹⁴

Proposed solutions:

- define ‘dedicated workspace’ as that which is for the exclusive use of a specified user.
- Revise section 2.4 as follows:

¹³ Most likely, the UC Policy is referring not to the generic ‘space’ in this table but to office, because in the text below the table it makes reference to **room** utilisation levels “higher than a meeting room...but lower than a centrally timetabled lecture space.”

¹⁴ Moreover, the UC Policy is vague on full time staff that work exactly 3 days a week, but does make provision for part-time staff working 3 days per week.

Academic implications of the Space Allocation Policy

Type of staff member	Threshold eligibility requirements	Likely allocation (in all cases appropriate for position functions)
Full time	3 days/week or more	Dedicated workspace(s) possibly in a shared room
Full time	Less than 3 days/week	Dedicated workspace(s) in a shared room
Part-time	3 full time equivalent days/week or more	Dedicated workspace(s) possibly in a shared room
Part-time	Less than 3 full time equivalent days/week	Dedicated workspace(s) in a shared room

- Make similar adjustments to the table in section 4.3.

Learning Services Director determines conditions on external leases

A central facility that presents a professional and ‘one-stop-shop’ for potential external leaseholders has obvious benefits. These benefits do not require the Learning Services Director to have sole discretionary power to determine lease conditions.

Implication: If colleges determine that their costs of leasing space exceeds the value of the lease or other agreements, then they should have the power to decline the contract rather than redirect academic resources to maintain a lease to an external party.

Proposed solution: Amend the UC Policy to state that where colleges would incur ongoing costs from an agreement with an external party, the Learning Services Director must seek agreement with the relevant PVCs.

The UC Policy is contradictory and confusing on jurisdiction of space management

Section 1.2 indicates that Learning Services is responsible for managing allocated spaces, but sections 1.6-1.7 say that allocated spaces are managed by the college.

Implication: unclear jurisdiction creates potentially unsafe conditions for staff and students.

Proposed solution: clarify who manages space with consistency between management and review as set out in section 14.1.

The UC Policy is unclear on how to resolve conflicting goals of ‘space optimisation’ and maximum ‘space utilisation’

The UC Policy lists space optimisation and maximum space utilisation as apparently equal ambitions in section 1.9. However, for the University “to advance the missions and strategic priorities of the University” through space optimisation it may at times have to use some space at far lower than maximum intensity.

The UC Policy devotes an entire subsequent section (section 2 Space Utilisation) to the latter goal but provides no guidance on space optimisation.

Academic implications of the Space Allocation Policy

Implication: This is more likely to cause rather than resolve conflicts.

Space optimisation may take into consideration not just the appropriateness of a room for an activity and how frequently the room is occupied, but also human factors. Moreover, as the TEFMA guidance indicates, rooms may continue to provide utility even when unoccupied.¹⁵ This is acknowledged in the Policy by reference to the breastfeeding policy, but goes well beyond that activity.

Proposed solution: Reconsider whether these are appropriately described goals and, if so, how they are to be jointly managed.

The UC Policy provides for audits by Learning Resources, but no equivalent mechanism to monitor and improve decision making by Learning Resources

It is appropriate for audits to be conducted from time to time to ensure that workspaces are being used as expected. This is provided for in section 14.1 iv.

Likewise, it is also appropriate for the service unit with responsibility for allocating space to be accountable for the effectiveness of its operations.

Implication: without appropriate oversight of Learning Resources, unintended adverse effects on the strategies of the University resulting from its decisions may not be efficiently identified and eliminated.

Proposed solution: Text to be developed including guidelines for staff and students to contribute to audits of Learning Resources intended to validate and/or improve its ability to optimise space utilisation.

The UC Policy puts arbitrary time limits on reviews

Section 5 indicates that space allocation decisions may be challenged. However, they must be challenged within a fortnight of the decision.

The academic calendar is 12 months, by necessity. It would be normal for space allocation decisions to be made many months from the start of routine academic activities, and possibility of detecting adverse effects.

Where evidence emerges of a decision that results in adverse effects on the strategies of the University the decision should be reviewed and if practicable reversed regardless of when the adverse effect is detected.

Implication: A time limitation on challenges will cause concerns to never be raised just because the concern became apparent too late to challenge.

Proposed solutions: revise the timeline for petitions to review space allocation decisions and provide further guidance on what 'supporting materials' should be provided.

Discussion

All members of the University community recognise both the value and cost of space. Because of its value, disagreements can arise over how to prioritise existing space or release space resources to invest in other academic activities, such as scholarships, research grants, conference attendance, or hiring new staff.

¹⁵ For example, when an office is used both for confidential consultations and storage, or when automated laboratory equipment is running on a dedicated laboratory bench.

Moreover, the University must have the means to identify when existing space is inadequate for its intended purpose or has fallen below benchmark standards.

Staff and students are also keenly aware of the need for decision-makers to rationalise space demands to ensure that the University does not overcommit to space at the expense of other necessary investments.

A consistent message from students and staff was that the existing Space Allocation Policy is not an effective space management tool. The working party believes that there is a valid basis to this concern.

The TEFMA room utilisation rate targets apply to rooms that are used by groups (eg, lecture theatres) or serially by individuals (eg, artist studios) over an extended number of operating hours. They explicitly do not apply to single occupancy workspaces, such as closed offices. The UC Policy is flawed in failing to recognise this distinction in how the tool is applied to space management.

While targets for room occupancy and room frequency could be developed independently of the TEFMA guidelines, it is not clear upon what basis a value would be derived. It would not be surprising if, for example, a law academic who used her office for teaching preparation, meeting with students, and research was in her office more than a biology academic who regularly used her laboratory space for some of her research. The more diverse spaces needed by the biologist affects the amount of time she is in each of her dedicated spaces, but this in no means suggests that her roles do not require such spaces.

For these and other reasons, TEFMA says that utilisation rates are for comparative purposes. The comparison of the Law and Biology lecturers should not necessarily lead to the biologist being allocated a shared office because she used an office less than the lawyer.¹⁶ Instead, biologists might be compared to other biologists. TEFMA itself does not claim that its Indicative Utilisation Rates are targets the University should aspire toward.

Dedicated workspaces intended for single occupancy have UFA and not utilisation rate targets. Here the question is not how many hours of the day a person is in the room, but in whether their role requires them to have a particular kind of space of a particular size. In both the student and staff surveys, respondents overwhelmingly identified that, for example, academic staff regularly “hold confidential discussions (up to 2 people)” with students and colleagues, and “need single closed offices”. Thus it is no surprise that TEFMA specifically lists academic staff and types of common general staff roles where closed offices are normally provided (Figure 2).

Some anomalies still arise in the TEFMA framework. Not every academic, for example, believes that in their routine roles they need a closed office (and not all with such offices would agree that the space is fit for purpose because it may be improperly sound proofed for confidential discussions). Some postgraduate

¹⁶ Indeed, the biologist might spend more total hours in her office than does the lawyer, depending on how many actual hours each works or each works on campus outside of space utilisation audit times.

students may also hold regular confidential meetings with students or research subjects and their role might qualify them for a closed office.¹⁷

A robust space management strategy balances needs with costs, optimising the strategic use of University resources. *Optimised space use may not be in all ways compatible with optimised use of University resources.* Thus, the strategy will balance the risk of adverse effects of space decisions. For example, many staff responding to surveys on space expressed concern that an increase in shared offices will inhibit recruitment of new staff and raise staff turnover rates.

Further research may be required to evaluate this and other concerns. In the meantime, for some staff and students, the adverse effects of space densification on meeting the University's strategic plans could be mitigated by redirection of resources from space. The risk of densifying offices may be partially mitigated by design options, some of which were not imagined by potential space users. Alternatively, a decision maker may wish to investigate whether densification of workspace is a greater risk to staff and student recruitment and retention than is a growing student:staff ratio. In some cases it might be reasonable to redistribute investment from space to salaries.

The working party **suggests** that consideration should be given to helping staff and students link 'bottom-up' cooperative initiatives that save space with the liberated resources, allowing some proportion of the resources to be redirected to their other academic activities.

If space management is to be effective, it must operate with transparency and consistency, have the cooperation of those who work in the managed spaces, and has earned the confidence of University leadership, students and staff through effective incorporation of user needs and knowledge. Therefore, a space management strategy should have broader provisions for review and appeal of space allocation decisions than in the existing Policy.

Space management is important because it is in our spaces where the University mission to teach, research and engage with the community is fulfilled, scholarly and other materials are stored, and machines that push the boundaries of knowledge whir into the night. No one benefits when space costs grow out of proportion to the academic activities that occur in these spaces, and unduly limit them. Likewise, everyone works better when they both understand and witness how changes in space management have made a discernable benefit to the University mission.

¹⁷ Where demand exceeds normal University capacity, new funding provision models might be needed. For example, if the postgraduate student holds meetings as part of her or his research, the office space costs might be included in grant overhead calculations or in other grant budget categories.

Appendix One – Arts and Engineering

Results of surveys from the Colleges of Arts and Engineering which were conducted before the Council request to Academic Board. This material provided in electronic form only.

**Appendix Two – Students; Business and Law; Education,
Health and Human Development; Science**

Results of surveys which were conducted after the Council request to Academic Board. This material provided in electronic form only.