

COUNCIL

Te Kaunihera o Te Whare Wānanga o Waitaha

EMBARGOED UNTIL 4pm WEDNESDAY 26 JUNE 2019

Agenda

Date **Wednesday 26 June 2019**
Time 4.00pm
Venue Council Chamber, Matariki

Refer to
Page No.

1. APOLOGIES:
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 (29 May 2019) 1-6
4. MATTERS ARISING

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 - 5.2 2019 Council Work Plan
 - 5.3 Degrees Conferred in Absentia
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 - 6.1 Monthly Report 13-27
7. ACADEMIC BOARD 29-45

8. 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
4	Minutes of the meeting held on 29 May 2019 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5	Matters arising from those minutes		
6 6.1	From the Chancellor Report from the Honours and Appointments Committee	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)
7.	From the Vice-Chancellor	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. 8.1	From the Finance, Planning and Resources Committee Report from meeting of 17 June	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)
8.2	UC Futures - UC Futures Summary	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	Student First Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h)
8.4	Movements in Year End Forecast to May 2019	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.5	Kia Tōpū 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)
8.6	2020 Proposed Budget Assumptions	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

I also move that the Deputy Registrar, 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 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.

9. REPORT FROM THE PUBLIC EXCLUDED SESSION

10. GENERAL BUSINESS

11. NEXT MEETING –Wednesday 31 July 2019

COUNCIL

Minutes

Date	Wednesday 29 May 2019
Time	4.35 pm
Venue	Council Chamber, Level 6 Matariki
Present	Ms Sue McCormack (Chancellor), Mr Steve Wakefield, (Pro-Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Peter Ballantyne, Mr Sam Brosnahan, Ms Catherine Drayton, Ms Keiran Horne, Professor Roger Nokes, Mr Warren Poh, Mr Malcolm Peterson Scott, Dr John Wood.
Apologies	Mr Shayne Te Aika
In Attendance	Mr Jeff Field, University Registrar Mr Bruce White, Deputy Registrar Ms Alex Hanlon, Executive Director, Learning Resources Mr Keith Longden, Chief Financial Officer Professor Catherine Moran, AVC Academic Professor Ian Wright, Deputy Vice-Chancellor Mr Adrian Hayes, Financial Controller Ms Robyn Nuthall, UC Futures Director Mr Richmond Tait, Business Finance Director Ms Jacqui Lyttle, Risk Manager Ms Tori McNoe, Deputy President, UCSA Ms Raewyn Crowther, University Council Co-ordinator Ms Yvette Bensemman, Acting University Council Co-ordinator
CONFLICTS OF INTEREST	Ms Horne advised she was associated with Kate Shepherd House, which was referred to in the minutes of the previous meeting.
MINUTES	The minutes of the meeting held on 1 May 2019 were approved and signed as a correct record.
MATTERS ARISING	None
FROM THE CHANCELLOR	The Chancellor welcomed Ms Keiran Horne to her first meeting of the University Council as a Ministerial appointee. Chancellor's Meetings The schedule of meetings was noted for information.

Moved

That: Council note the report of the Chancellor's meetings.

Carried

Council Work Plan 2019

An updated copy of the Work Plan was tabled and the changes since the last meeting were noted. The need for a considerable length of time to discuss the Student First programme at the FPRC meeting on 17 June was noted, with a possible 7pm finish time agreed for that meeting.

Moved

That: Council note the Council work plan.

Carried

Degrees conferred in absentia

The Chancellor advised Council that the schedule of degrees awarded in absentia had been approved and the names of the graduates were entered into the public record.

Moved

That: The Council note the degrees awarded in absentia for the public record.

Carried

FROM THE VICE- CHANCELLOR

Monthly Report

Professor Cheryl de la Rey presented her report noting:

- PBRF results for UC were pleasing but had generated reduced funding due to the greater number of participants across all universities.
- UC had received \$8.5M over five years for Immersive Gaming Technologies.
- The Pasifika Strategy had been well received.
- The VC had attended a number of UCSA events, including the Graduation Ball and ANZAC Day commemorations. The formal opening of the UCSA building was set for 2 August.
- The consequences of the 15 March events were still being dealt with. An additional prayer room had been provided in the Central Library and extra security on campus during Ramadan.
- The VC had undertaken her first international trip for UC, meeting with alumni in New Zealand House and the VCs of Oxford, Cambridge and Kings College who were receptive to the idea of collaboration with UC.

In discussion it was noted that:

- Health Centre waiting time for new counselling appointments was now 10 days with urgent cases often seen in a more timely manner.
- The deferring of international student applications due to changes in visa processing systems was having an impact on students across the whole university sector.

Moved

That: The Vice Chancellor's Report be received.

Carried

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

Ms Catherine Drayton, Chair of the Finance, Planning and Resources Committee (FPRC) presented the Committee report. The committee had considered a number of matters that had not been referred to Council, including:

- Garden Hall had been defined as a dwelling therefore would not attract GST costs.
- UC Trust Fund Report had shown performance above the objectives for the greater part of the last seven years though investment in fossil fuels was slightly higher than the 1% target, largely due to increases in oil prices. Investment in social media that streamed terrorist items was questioned and a paper on social responsibility would be prepared by Eriksens, with Professor Ian Wright including the sources of research funding.
- Trust Fund Distribution Policy had been noted.
- A paper on the Contribution Margin Analysis had been discussed and it was agreed that a programme-based analysis would be useful.
- A paper would come to Council on changed NZX rules applying to the philanthropic bond.

Meeting Schedule 2020

It was noted that the dates proposed for 2020 meetings followed the traditional pattern. Meeting invitations would be sent to members following confirmation of the dates.

Moved

That: Council approve the Meeting Schedule for 2020.

Carried

CAPEX Quarterly Report to 31 March 2019

It was noted that with the completion of UC Futures projects there would need to be a new system of reporting new projects. CAPEX priorities would be revisited in light of the academic strategy, which might also require a reconsideration of the relationship between space planning and EFTS growth.

In discussion it was noted that variances in the Wellness precinct transport and safe access project and the Te Ao Marama refurbishment project were due to placeholders before business cases coming to FPRC.

Moved

That: Council note the CAPEX Quarterly Report to 31 March 2019.

Carried

**FROM THE AUDIT
AND RISK
COMMITTEE**

UC Trust Funds Financial Statements 2018

Mr Peter Ballantyne, Chair of the Audit and Risk Committee, advised that the accounts had been carefully reviewed by the Committee. The audit report was qualified as the funds were not consolidated and the endowment lands revaluation was subject to a rental arbitration process. The consolidation issue would resolve in 2019 when the funds were included in the UC consolidated accounts and the valuation of endowment lands was

not a concern as a legal process was being worked through. The management letter had indicated a slight breach of the SIPO. The Fund contained \$118M in total equity.

Moved

That: Council, as trustee for the trust funds:

- i) Approve and sign the UC Trust Funds Financial Statements to 31 December 2018**
- ii) Approve and sign the Trustees' Representation Letter to the Auditor**
- iii) Note the management representations, Independent Auditor's Report and the management letter from Grant Thornton.**

Carried

Health and Safety Report

The report indicated that there had been no serious harm incidents and that external audits had been successfully carried out. Hazardous materials storage solutions were continuing to be developed.

Concern was expressed with the lift in West Building which had dropped injuring the occupant. No cause for the failure had been found and the lift continued to be in use. Council requested management have the West Building lifts re-assessed by an alternate company for confirmation.

Moved

That: Council note the Health and Safety Report.

Carried

Health, Safety and Wellbeing Charter

The Charter had been reviewed and was presented to Council for approval. The addition of "resources" to the first bullet point was agreed.

Moved

That: Council approve the Health, Safety and Wellbeing Charter, with the addition of "resources" to the first bullet point so that it would read "satisfy itself that the University has an appropriate Health, Safety and Wellbeing Policy, with effective processes, resources and guidelines for implementation".

Carried

PUBLIC EXCLUDED Moved
MEETING

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

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4	Minutes of the meeting held on 1 May 2019 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5	Matters arising from those minutes		
6 6.1	From the Chancellor		7(f)(i)

6.2	Report from the Honours and Appointments Committee	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)
6.3	Report from the Meeting with the Minister	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(a)
6.4	2019 Teaching Medal Emeritus Professor Nomination	To protect the privacy of natural persons. To protect the privacy of natural persons.	7(a)
7.	From the Vice-Chancellor	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.	From the Finance, Planning and Resources Committee		
8.1	Report from meeting of 20 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)
8.2	UC Futures - UC Futures Summary	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
	- CETF IQA5	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
	- CETF Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	TEC CAM Assessment	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	Student First 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)
8.5	Monthly Financial Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.6	Movements in Year End Forecast to February 2019	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.	From the Audit and Risk Committee		
9.1	Draft minutes of the meeting of 20 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	CETF PIR	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)
9.3	Strategic Risk 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)

and that staff identified by the Chancellor and Vice-Chancellor as having knowledge relevant to particular matters to be discussed be permitted to remain at this meeting. 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.

Carried

**RETURN TO
PUBLIC MEETING**

Council returned to public meeting at 6.05pm and confirmed the awarding of Emeritus Professor status to Professor Jack Baggaley.

**FROM THE
ACADEMIC BOARD**

Professor Ian Wright presented the report from the meeting of the Academic Board.

Moved

That: Council note the report from the Academic Board.

Carried

**GENERAL
BUSINESS**

There was no general business.

The meeting ended at 6.10pm.

NEXT MEETING

The next meeting is scheduled for 4.00pm on Wednesday 26 June 2019.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

Report to the Council from the Chancellor

The Chancellor recommends:

1. Chancellor's Meetings

That: Council note the report of the Chancellor's meetings.

2. 2019 Council Work Plan

That: Council note the Council work plan.

3. Degrees conferred in absentia

That: Council note the degrees awarded in absentia for the public record.

Ms Sue McCormack
Chancellor
19 June 2019

Memorandum

Chancellor's Office

Email: chancellor@canterbury.ac.nz



To:	Council Members
From:	Sue McCormack, Chancellor
Date:	19 June 2019
Subject:	CHANCELLOR'S MEETINGS

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

- Attended the Canterbury History Foundation 20th Birthday celebration
- Met with the Vice-Chancellor
- Hosted guests at a Crusaders rugby match with the Vice-Chancellor
- Conducted induction of new Council member
- Chaired a meeting of the Honours and Appointments Committee

Meetings planned between today and the Council meeting on 26 June:

- Will meet with Hon Chris Hipkins, Minister of Education, when he is on campus
- Will attend the opening of the Rehua building

A handwritten signature in black ink that reads 'Sue McCormack'. The signature is written in a cursive, flowing style.

Sue McCormack
Chancellor

Report to the Council from the Vice-Chancellor

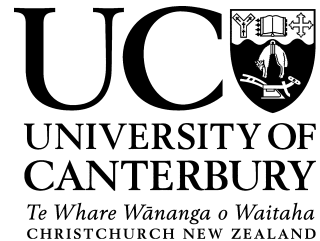
The Vice-Chancellor recommends:

1. Vice-Chancellor's Monthly Report

That: Council note the Vice-Chancellor's Monthly Report.

Professor Cheryl de la Rey
Vice-Chancellor
19 June 2019

Professor Cheryl de la Rey
 Vice-Chancellor
 Tel: +64 3 369 3836
 Email: cheryl.delarey@canterbury.ac.nz



**VICE-CHANCELLOR'S REPORT TO
 UNIVERSITY OF CANTERBURY COUNCIL JUNE 2019**

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1. INTRODUCTION

On May 2019 Finance Minister Grant Robertson delivered the NZ Government's much anticipated 'world first' Wellbeing Budget. Of relevance to the universities is there will be a 1.8% increase in SAC and related bulk teaching funding for 2020 (\$154.8m over four years). However, the 1.8% increase in SAC (and related) funding needs to be put in the context of Government forecasts of an economy growing by 2.6% annually on average over the next five years and wages rising by 3.4% on average annually over the same period.

More generally, in the NZ Wellbeing Budget, one of the notable priorities is reducing child poverty and improving child wellbeing, including addressing family violence. Another is supporting mental wellbeing for all New Zealanders, with a special focus on under 24-year-olds. In this regard, the University of Canterbury Child Well-being Research Institute hosted a well-timed inaugural symposium on child wellbeing in the same week as the national budget. This was a well-attended event which showcased our academics' high-quality, relevant research and the keynote address, delivered by visiting Erskine Fellow Professor Laura Justice, was livestreamed via Facebook and attracted over 420 live views and a reach of over 1200 during the day, in addition to the 200 symposium attendees. The Institute has attracted over \$5 million in external research income (with full overheads) since its launch in March 2018. From the University's perspective it is also gratifying that Professor Gail Gillon is on the Prime Minister's reference group for the Child Well-being Strategy.

UC's Connect public lecture on Budget Day by Sacha McMeeking generated considerable media interest as she spoke about the aims of the Wellbeing Budget after working with the Treasury, the Welfare Expert Advisory Group and StatisticsNZ on how we understand wellbeing and give expression to values in our public policy.

UC Business School joined the top 1% of business schools globally achieving EQUIS accreditation on 12 June, and so completing the Triple Crown of international accreditation. Within the region, nine universities in Australia hold EQUIS accreditation, with only two of these (Monash and Queensland University of Technology) being triple-crown accredited. In New Zealand, only Waikato, Victoria and the University of Auckland have achieved the triple-crown. Work on attaining EQUIS accreditation first commenced in mid-2015, with the School of Business and Economics being renamed UC Business School in 2017, in order to give a distinct identity to UC's activities in the areas of business-related teaching, research and external engagement.

After months of rigorous vetting, due diligence, reference checking and institutional capacity evaluation, the Macmillan Brown Centre for Pacific Studies has been selected as MFAT's preferred supplier of policy research and analysis for its international development projects. This will involve applied research and analysis in a range of interdisciplinary areas relating to aid, trade, governance, development and humanitarian assistance. Director of the Macmillan Brown Centre Professor Steven Ratuva will lead the various research projects linked to the contract, which are expected to continue long term. A master contract will be signed by the Research and Innovation office on behalf of UC.

I travelled to Suva, Fiji with Professor Ratuva and Director of International Growth Strategies Dr Ian MacDonald from 29 May to 2 June. In Suva the delegation met with the vice-chancellors and representatives of the University of the South Pacific and Fiji National University with the aim of developing strategic partnerships for UC in the Pacific region. Discussions focused on research and teaching collaboration in the areas of climate change and resilience, socio-economic wellbeing and productivity, and public health policy and provision. The UC delegation also met with a group of 11 UC alumni based in Fiji, and explored ways to better mobilise our Pacific alumni network for the betterment of young people in the Pacific islands.

Japanese language teaching in Canterbury received a boost earlier this month as the Japanese Programme held its largest ever NCEA workshop. This is the seventh year that UC is holding this event and it is the largest to date with about 470 participants from 18 secondary schools, making it the biggest of its kind in NZ and Oceania. The growing success has been in large measure due to the effective collaboration between UC, Ara and high schools who share a common goal to create a stronger, more dynamic and diverse community of learners and practitioners. The event contributes not only to motivating students to continue to learn Japanese but also to strengthening the network of Japanese language education in the region.

Several UC alumni and friends of the University were recognised in the Queen's Birthday Honours List on 3 June. Among them were former UC Council member Dr Sue Bagshaw, who was made a Dame Companion of the New Zealand Order of Merit, UC Senior Lecturer in Palliative Care Kate Reid who received the Queen's Service Medal for services to palliative care, and iconic actress Robyn Malcolm (MNZM), who first trod the boards of the Ngaio Marsh Theatre while studying Music and English at UC in the 1980s. The University congratulates those staff, friends, alumni and alumnae who exemplify our vision of tangata tū, tangata ora, people prepared to make a difference.

UC was awarded five Canterbury New Zealand Institute of Architecture Awards in the Education Category for the Ernest Rutherford and Rehua buildings (External and Internal Architecture awards and the Resene Colour award). The two buildings will be judged as finalists in the National Institute of Architecture Awards later this year. The five-storey Ernest Rutherford building was also recognised at the Property Council New Zealand Rider Levett Bucknall Property Industry Awards with an Excellence Award in the GIB Education Property Award.

I extended my congratulations to Professor Dawn Freshwater earlier this month on her appointment as the Vice-Chancellor of the University of Auckland. This appointment means that from March next year, four of the eight universities in New Zealand will be led by women.

During a recent trip to Auckland, I visited the principals of two schools, Auckland Grammar and St Peter's, to discuss opportunities for their students at UC. Later that evening, I delivered a short address at an alumni event where the guest speaker was alumnus and Mercury Energy CE, Fraser Whineray.

The UC Media and Communication department's Journalism programme, which celebrates its 50th anniversary this year, was recognised at the 2019 Voyager Media Awards with an Outstanding Achievement Award.

2. STRATEGIC MATTERS

2.1 Academic Strategy Development

On 10 June the consultation phase of the development of the academic strategy came to a conclusion. The final staff workshop was held on 7 June. About 70 people attended and over 40 individual submissions were received on the day in addition to the group-work feedback. This brings the number of hours devoted to face-to-face consultation to nearly 800 and the total number of face-to-face encounters to about 500. There are 1435 lines of feedback recorded in the table of individual comments or statements from staff (collected from individual responses and group work) and 696 people responded to the survey.

We have moved into the second phase of drafting a strategy for the UC Academic Board and thereafter Council to debate. The strategy will lay out the approach and ambitions for learning, teaching and research at UC, as well as objectives intended to create an enabling institutional environment and culture. I shall provide an overview of the feedback at a Staff Forum on 1 July.

2.2 UC Futures Programme UC Kia Mua

The College of Education, Health and Human Development (EHHD) and the College of Business and Law will celebrate the official opening of the Rehua building on 25 June. EHHD's move from UC's Dovedale campus to the heart of the Ilam campus is a historic milestone in the merger of the two institutions, which began in 2007. A special feature is the modern teaching spaces, which allow for live-casting of lectures and classes as well as active participation from offsite students. A few finishing touches to the building will be completed this year but do not affect learning, teaching and research. There are some tiles on the exterior rain shield to be replaced to match the colour of the rest of the exterior. The team is planning the last work on the fluid viscous dampers, which are an important part of the building's seismic design.

The UC Capital Works team is preparing for handover of the new Beatrice Tinsley building in August with an initial internal review for 'readiness for service'. This is the first stage of the process to make sure that UC has done everything it can to create an effective and seamless handover from the constructor and occupation by the colleges of Science and EHHD. This will mark the first time since earthquakes damaged buildings on the Dovedale campus in 2011 that students being educated to become secondary school science teachers will have a dedicated learning space. These two laboratories at the north end of the building will include a maker space and good facilities for secondary school students to come to UC to learn about science and technology on the UC campus.

The Beatrice Tinsley building is the second and final building in the Science Precinct rebuild and is an essential link building joining the east and west parts on the precinct. It will have multiple-level links to the Ernest Rutherford building to the west and is linked to the SBS building to the east, and will provide offices for the College of Science teaching staff.

3. STUDENT RECRUITMENT

3.1 Marketing and Liaison

Ten UC Info Evenings were held around the country in Hamilton, Auckland, Tauranga, Wellington, Christchurch, Southland, Dunedin, Timaru, Nelson and Hawkes Bay. During these evenings, 2,099 students and whānau members engaged with UC academics to obtain key information about programmes. An introduction evening to UC was trialled for the first time in Manawatu with 80 future students and whānau in attendance. School expos, regional expos and regional roadshows were attended in Auckland, Wellington, Christchurch, Nelson, Hawkes Bay and Marlborough.

Attendance for the scheduled UC Open Day in July looks positive with increased registrations throughout the country. Of particular notice is the increase in Auckland, Wellington and Hawkes Bay registrations. Registrations from Christchurch are also up and we expect growth to continue.

At UC, 80 careers advisors and international directors from around the country will be hosted at the annual UC Update Day in late June.

UC Me continues to be active in market with new billboard content, new digital content and the continuation of the student videos. Online engagement is significantly up year-on-year. The Semester 2 campaign has completed and we are awaiting final results but online engagement was tracking above 2018 results. Open Day results have also been very good so far with our online results up by 147%.

3.2 International Students

Preparations are under way for Semester 2 enrolment, scheduled for 9-12 July and 15 July. Students are being encouraged to book an enrolment session and we have approximately 120 bookings already, with capacity for up to 400 students.

Ongoing processing and efficiency improvements are being realised. There are 151 students who pre-paid for study beginning in 2019, up 28% on this time last year. Further, Offers of Place Accepted as at 2 June were up 21% over last year.

A group comprising colleges and IRO is actively discussing with Huazhong University of Science and Technology (HUST) the details of a pathway programme for students from China into UC Bachelor degrees. Students would spend their first year of study on the HUST campus in Wuhan, before transferring to the UC campus to complete the final 2.5 or 3.5 years of their study.

Other programme development proposals going to CUAP that may have particular appeal to international students include: Master of Product Design and Postgraduate Certificate in Product Design, Master of Product Innovation and Postgraduate Certificate in Product Innovation, Graduate Diploma in Strategic Communication, major in Tourism Marketing, and Master of Translation.

There are some lingering concerns about the impact of INZ processing times and the Chinese geopolitical environment, although in both cases these risks appear to be diminishing.

4. STUDENT EXPERIENCE

4.1 Academic Skills Centre

ASC piloted an extended hours of service period from 6.30pm-8.30pm during weeks 3-7 of Term 1 and weeks 3-5 of Term 2 for one-on-one appointments and 10-minute 'quick queries'. Distance students were given top priority and used 27% of available appointments. Seventy-one unique 100-600 level students used this service. Some said it was the only time they had available to talk to an ASC Learning Advisor and were pleased to have the evening service.

GradFest was held 10-14 June, with academics and general staff from across UC leading 29 sessions. The week-long programme included social events and PGSA's Poster Showcase. New sessions included: mindfulness, technology to access, research and generate information, online survey design and Qualtrics, and poster-making design principles.

4.2 Equity and Disability Service

A total of 539 students have registered or reregistered with the Equity and Disability Service (EDS) to date this year. EDS staff worked closely with UC's Examination Department to support 467 students who required Special Examination Accommodations (SEA). In total, 254 students were using reader/writer support. The Alternative Format Service was actively supporting over 40 students receiving alternative formats for their individual examination requirements.

4.3 UC Careers

In collaboration with Academic Services, two important pieces of work are coming to fruition. First, the 2019 Graduate Destination Survey instrument was reviewed and revised to ensure that it will provide information for career development learning and programme review purposes. The information gained is invaluable and is used every day by students, prospective students and recent graduates. Second, for Work Integrated Learning (WIL) providers and participants, a health and safety video and quiz reflecting base-level knowledge and expectations for all students is available on 'Learn' and through the UC Careers website (www.canterbury.ac.nz/careers).

4.4 Student Care

Student Care saw a significant increase in the numbers of students accessing services in May: an increase of 143 students in May for appointments, and 536 more students using Student Care so far this year (YTD, unique student count only). Student Care secured a six-month, fixed-term advisor position to help manage these demands. Advisors have been collaborating with colleges, UC services and external agencies managing the ongoing effects of the events of 15 March. Data shows 126 more students presented with mental-health issues, compared with the same period in 2018. During May, of the 639 student engagements at Student Care, 249 were recorded as international. Preparations are being made for the International Welcome event on 8 July and, for the longer term, a more visible service location for international student support.

4.5 Student Experience

The professional and leadership development of SET's student leaders and mentors continued in May. Aside from workshops, UC Mentors, Tuākana (Office for AVC Māori) and PDT's Pacific Mentors had the opportunity to talk openly about suicide and how to have tricky conversations with students at a workshop facilitated by the Mental Health Education and Resource Centre. Three of SET's student leaders delivered an MBTI (Myers-Briggs Type Indicator) workshop to their cohort after training by a senior HR staff member. Twenty-one student leaders also underwent oversize-vehicle driver training to ensure safe transportation of their groups in UC vehicles.

The call out to first-year students saw 22 student leaders and mentors talk with 1200 new-to-UC undergraduate students, with 51 referrals for further support and advice. Students noted first-year experience programmes as a key highlight of their first term.

4.6 Wellness Services

The Wellness Strategy is undergoing a refresh and, to support this, a discussion document was launched for feedback on 24 May. The document set out the wellbeing context in a tertiary setting and listed wellbeing-related services available to UC students and staff. The feedback period will conclude on 14 June with the final draft strategy being ready for adoption in August.

4.6.1 Rec & Sport

May was the busiest month for the Rec & Sport team so far this year, with just under 33,000 participations of which 87% were UC students, bringing total participations for the year to over 118,000.

As part of the HR team's wellness fortnight, we delivered two open sessions on campus (yoga and exercise tips), and all UC staff were offered a two-week free trial. We had good attendance at both, and 25 staff took up this offer. Rec & Sport also delivered a free self-defence workshop for 40 students. Feedback was positive and we plan to hold further sessions this year. Group fitness remained popular, with an average of 70% capacity in each class. New courses this term included Pilates and Ballet, which reached 75% and 91% capacity respectively.

Semester 1 sport programmes saw a 30% increase in numbers compared with the 2018 Run Canterbury programme. Social Sport has also seen an increase in numbers compared with 2018, with a total of 98 teams, or nearly 1000 students involved. Of those surveyed, 88% indicated that the programme increased their sense of belonging and 100% of respondents indicated their time was well spent.

4.6.2 Health Centre

Last month counselling resources were almost back to usual levels and managing demand following 15 March. The resourcing impacts of extra counselling services made the major difference. The impact of that resource stopping, due to contracts ending in late April, was noted almost immediately through the waitlist growing. As a result, the team has re-engaged an extra contract counsellor who is assisting the team to keep the waitlist around the 10-working-day average.

The measles outbreak in Christchurch appears to be over – the Health Centre team provided just over 200 vaccinations between March and May. The flu season is now with us and the team provided 2104 vaccinations to end of May.

Last month the Māori Health Plan was confirmed by PHO and was shared with the team from AVC Māori. A key aspect of that plan was the development of bilingual signage and, in partnership with Health Centre and AVC Māori staff, the signage is being made and applied.

5. PEOPLE AND CULTURE

The College of Education, Health and Human Development received the results of its biennial Organisational Culture/Organisational Effectiveness re-test. These have shown an overall significant growth in a constructive culture, which is a tribute to the efforts of staff and College leadership. Over coming weeks, staff will consider the results and plan how to build on them.

A popular and effective addition to the Organisational Development programme over the past 12 months has been tools developed by Team Management Services (TMS). Many teams used these tools to analyse individual work preferences and what it meant to work with people different to oneself, and to discuss how they could use different strengths within teams to become even more effective. TMS was also the theme of this quarter's 'Blue Clues' forums, an ongoing series of workshops for leaders from across UC to reflect on ways to continue building a 'blue' or constructive culture.

Health, Safety and Wellbeing

The Hazardous Substances working group started the implementation phase of the transit depot, which will receive hazardous substances onto campus and distribute them to departments. This will remove risk to warehouse staff currently performing that function and will improve the University's level of compliance. The group is also looking at options for a chemical management system that will integrate with our procurement system and track substances across their life on campus from purchase to disposal.

Our internal auditors are reviewing policies, procedures and practices for student field trips and work-integrated learning.

We are upgrading the qualifications of UC's Radiation Officer to further increase the level of support for areas within the College of Science that manage this risk.

6. LEARNING AND TEACHING

As we look to welcoming students back into Semester 2, preparation for UC's Teaching Month is well under way. This year, Teaching Month will be celebrated across July with a range of events. The highlight will be honouring the UC Teaching Award winners. Other highlights include the Vice-Chancellor's keynote address – The Future of Teaching at UC – and sessions on 'Teaching as a Pathway to Promotion' and 'Getting Involved in Teaching and Learning Leadership'. A range of other sessions, including 'Re-learning e-learning', will round out the schedule. The finale of Teaching Month is the Teaching Development Grant Showcase.

Preparation for the 2020 year is under way with the academics making minor changes to their courses for the next academic year. The 2019/2020 Summer School scheduling is also under way and major programme developments are being considered at the UNZ Committee for University Academic Programmes (CUAP). Academics at UC have been contributing to the CUAP consultation by providing peer review for programmes from across New Zealand.

Academic staff will soon be consulting on the timetable for the next academic year. The timetabling unit recently began the 2020 timetable build, including the 2019/2020 Summer School timetable. The publication of the 2020 timetable will coincide with the opening of enrolments, on 2 October.

The Children's University Canterbury Partnership (CUCP) pilot programme is at capacity. Seven schools have signed up and we are also trialling the programme with Ngāi Te Ruahikihiki ki Taumutu. There are four schools on the waiting list for next year. A total of 192 children are participating in the programme, with 42% identified as tangata whenua. Some children have already passed the 30-hour goal for graduation; one boy has over 50 hours of extra-curricular learning. The programme is a positive connection with the community, with 65 Public Learning Destinations taking part. UC students also have the opportunity to volunteer in the programme.

7. RESEARCH

UC was invited to submit seven MBIE Smart Ideas to the full application stage. The outcome of these applications, along with the MBIE Research Programme applications submitted in March, will be advised in September. UC was successful with two proposals to 'Science for Technology Innovation', including one to develop a protein crystallisation payload for a nanosatellite (along with collaborators at University of Auckland and Arizona State University), which further widens UC's research in space technologies. Similarly UC was co-sponsoring a welcome event for the Stratospheric Observatory for Infrared Astronomy (SOFIA) flight programme, undertaking a programme of airborne astronomical observing south of New Zealand, flying from Christchurch.

Research & Innovation's annual Innovation Jumpstart competition will run from late July through to 18 August. 'Innovation Jumpstart' gives all UC academic staff a chance to transform their innovative ideas into reality, and any UC academic staff member can apply with their idea or invention. Building on last year's competition name change from Tech Jumpstart, the Research & Innovation team is encouraging Innovation Jumpstart applications for ideas beyond highly commercial products, such as ideas targeting social enterprise and community service offerings. The top five projects will each receive \$20,000 funding to help with experimentation, proof-of-concept or technology/service development. However, Research & Innovation will also be looking at what support might be available to progress those great ideas not selected in the top five, such as potential Kiwinet funding and MBIE Smart Ideas bids.

The Library, ITS and Research & Innovation are planning a two-day Research Futures event, to be held 29-30 August. This will include presentations and workshops for researchers on research practice with an eye to the future, particularly in the areas of funding and impact, undertaking research (including publishing) and research tools. The objectives of the event are to educate researchers on the tools available, increase awareness of new initiatives in the research process and investigate the changing support needs of researchers. The programme is under development and will be advertised soon.

8. BICULTURALISM

The Kaiārahi continued to be busy with a number of CUAP proposals and many course reviews and projects. The staff professional development programmes provided by Office of AVC Māori continued to be in high demand. These programmes are at full capacity in 2019. Te Ohu Reo continued to receive a wide range of requests for te reo assistance.

The whole-of-office review of Te Tari o te Amokapua Māori was completed and decisions were announced by Dr Darryn Russell to SMT colleagues, Māori staff and champions. Two new roles were filled and interviews were taking place for the additional Kaiārahi roles. Thomas Hamilton was appointed as a Kaiurungi (formerly Māori Development Team advisor) and Rīpeka Tamanui-Hurunui has been seconded for two years as the Business Manager. Dr Russell is confident of achieving a full team by August 2019, at which point the team will collaboratively focus on planning for 2019 and 2020. The team will focus on supporting ongoing work in bicultural competence and confidence, professional development with UC staff, as well as more focused efforts in Māori student, recruitment, engagement and retention. This increased focus aims to build co-designed initiatives and activities with academic colleges that sit within an annual college plan.

9. FINANCES

May 2019	Actual Year to Date \$000	Budget Year to Date \$000	Budget Variance Year to Date \$000 Fav/(Unfav)	Budget Full Year \$000	Forecast Full Year \$000	Full Year Forecast to Budget Variance \$000 Fav/(Unfav)
Net Surplus/(Deficit)	(674)	(1,106)	432	2,080	5,627	3,547
Capital Expenditure	42,275	63,824	21,549	123,637	116,850	6,787
Cash/ Short Term Investments/ Short Term Government Stock	341,087	307,959	33,128	173,363	192,236	18,873

We had been budgeting for an operating deficit as at the end of May 2019 of (\$1.106) million, but have returned an operating deficit of (\$0.674) million.

This is a favourable variance to budget of \$0.432 million. This favourable variance mainly relates to \$2.169 million less operating expenses (mainly due to savings in consultancy expenses, contract research, contract teaching and asset purchases <\$2,500, partially offset with higher scholarship expenses and higher commissions and levies), \$0.808 million less depreciation, \$0.857 million favourable variances in total personnel expenses, and \$0.750 million more net profit that was realised in May on the Fire and Emergency NZ deal due to lower demolition costs than budgeted for.

This favourable variance has been partially offset with unfavourable variances coming from (\$1.832) million less income from UCF/Trusts, (\$1.568) million less international tuition income, and (\$0.814) million less PBRF income following recent reassessment of UC PBRF-related performance, and (\$0.449) million less research external income.

We continue to forecast a surplus above budget for the full year. Expected reductions in revenue in relation to international tuition fees and PBRF are offset by improved interest revenue and external research revenue, with savings in personnel and depreciation expenditure.

Capital expenditure is \$21.549 million below budget. \$11.106 million of the expenditure incurred to date is UC Futures-related (RRSIC, Rehua and CETF) against a year-to-date budget of \$29.748

million, much of which relates to programme delays and final account payment requests yet to be received for the larger building projects.

The May 2019 cash position of \$341.087 million is higher than budget by \$33.128 million due largely to higher than expected balances at 31 December 2018, and lower capital spend.

For further details, please refer to the latest monthly financial report.

	Headcount			EFTS		EFTS			
	Applications to Enrol			Actual Enrolment		Full Year Enrolled			
	ATE Enrolment Week: 37 (08/06/2019)			Enrolments (08/06/2019)		Actual	Actual	Forecast (as at April)	Budget
	2017	2018	2019	2018	2019	2017	2018	2019	2019
Domestic 1st Year	5,199	5,327	5,776	3,456	3,547	3,262	3,662		
Returning	9,398	9,698	10,331	8,270	8,878	8,409	8,704		
Total	<u>14,597</u>	<u>15,025</u>	<u>16,107</u>	<u>11,726</u>	<u>12,425</u>	<u>11,671</u>	<u>12,366</u>	<u>13,096</u>	<u>12,972</u>
International 1st Year	3,504	3,977	5,087	715	731	744	922		
Returning	804	940	1,120	729	855	674	781		
Total	<u>4,308</u>	<u>4,917</u>	<u>6,207</u>	<u>1,443</u>	<u>1,586</u>	<u>1,418</u>	<u>1,704</u>	<u>1,886</u>	<u>2,019</u>
Total	18,905	19,942	22,314	13,170	14,012	13,089	14,069	14,982	14,990

2018/9 Budget and Forecast is not calculated down to year at UC.

Enrolment data is based on the same date across years i.e. 6 Jan vs 6 Jan.

ATE data is based on student headcount and based on the student's citizenship status rather than fee type. Enrolments data is based on EFTS and the student's fee type (Domestic or International).

International refers to the student's citizen/residency status rather than their fee-paying status. Most, but not all, international students will pay International fees. As PhD students generally pay domestic fees, this table groups them with Domestic Students.

10. MAJOR PROJECTS & FACILITIES

10.1 Major Building Projects

RRSIC programme: Still targeting mid-year completion of defects for Ernest Rutherford. Beatrice Tinsley construction completion at August 2019 continued to hold. **Canterbury Engineering the Future:** CAPE gas line repairs scheduled to be completed by mid-July. Fire Lab (ECU) modifications are to be completed by end of July. **Rehua:** The remaining defects numbers are quite small and, while the contractor is working in well with the building occupants to remediate, progress is slow. Fluid viscous dampers (FDVs) are likely to delay the provision of Practical Completion and lodgement of Final Account until Q3.

Hawkins recently lodged an insurance claim concerning the FDVs. **Haere-roa (UCSA building):** Bore commissioning is under way with opening of the building remaining as planned for 9 July. **Garden Hall (Homestead Lane):** Pouring remaining foundations for the two residential wings will be completed before the end of June. Steel fabrication was well under way for on-site delivery and erection scheduled to commence in July. **Logie and Locke:** Brosnan, the main contractor, recommenced occupation of much of the Logie building, except areas where windows containing asbestos sealant products were being removed. UC was awaiting a final asbestos report on the Locke building after invasive testing and inspections. **School of Product Design growth:** One small final area to be completed for the School once current occupants relocate into the Beatrice Tinsley building. **Fire and Emergency/Montana Avenue:** Final settlement occurred in May, site occupied by Fire and Emergency NZ with a joint site blessing on 6 June.

10.2 Library

Work on the Open Access (equitable access) projects moved into implementation mode and planning for a NZ University Libraries Open Access Workshop took place. This workshop is in mid-June. Expert representatives from almost all NZ universities will be present, including a number of the CONZUL Librarians.

Preparation for Gradfest (a programme of events for research postgraduates planned in co-operation between Library, Academic Skills, Postgraduate Office and UCSA) went well. Good numbers of students signed up for sessions, and postgraduates who took part in previous Gradfests are promoting the programme to their peers.

Providing access to video content is increasingly important for teaching, and it is pleasing that E-TV recently upgraded their platform, giving access to EVA (enhanced video annotation) and E LINK (a platform used to share content). Among other advantages, this enables us to give a richer experience to students using video clips embedded in LEARN. E-TV staff ran two workshops to introduce staff to the new features.

10.3 IT Services

In response to the number of UC staff and PhD students using Dropbox, IT Services introduced Dropbox for Business. This environment creates a more cost-effective, safer, more secure environment for collaboration, particularly for our research communities. The initial phase was introduced to a group of 120 users, out of 738, to ensure that the on-boarding processes were working correctly. This will be rolled out to the remaining users over the next few months. The Research and Innovation team, led by Maxine Bryant, agreed to provide system administration and support for our staff.

As a result of vendor-identified security vulnerabilities, emergency remediation to Oracle Financials and Windows 7/Server 2008 was successfully carried out to mitigate against potential cyber-attacks.

10.3.1 Student First Programme

The new online Course Creation workflow is live and replaces the paper-based form and manual process. Staff now access new course proposals through the new staff portal, ourUC, with support and training for college staff led by academic managers. Work is under way on assessing the information UC sends to students from application through to enrolment.

11. COMMUNICATIONS

11.1 UC in the media

This has been another busy period for media, with 70+ media queries handled. May media coverage included coal-burning, white supremacy arising on New Zealand campuses, and UC HITLab's \$7.7m immersive gaming initiative. There were also media queries and stories about whether UC Law would re-establish ties with Russell McVeagh, and campus security for Muslim students. Associate Professor Ekant Veer was central to a discussion about whether Pākehā was a racist term. There were also media requests for information about alleged cheating among international students and sexual harassment on campus.

An analysis of coverage delivered in the 31 days of May 2019 (Broadcast, Internet and Print) found 696 items. This coverage reached a cumulative audience of 37,403,447 and had an advertising space rate of \$2,755,888.

The following stories were published in Broadcast, Internet and Print media:

- UC helps Sumner prepare for tsunami evacuation
- UC alumni feature in the 2019 Queen's Birthday Honours list
- UC fire engineers warmly welcome new FENZ educational facility
- Talking to adults helps build young brains
- UC's new Artist in Residence defies convention
- UC Connect: Dawn of the Wellbeing Budget – revolution or facade?
- New teaching guide helps early years educators embrace cultural differences
- Four UC scientists honoured on NZ Space Pioneers stamps
- New anonymous reporting tool launches on Pink Shirt Day
- UC's \$7.7m boost to NZ immersive gaming sector
- Storminator takes out Innovation Award
- For future sustainability, embrace gene editing – UC's newest Professor Emerita
- UC Connect lecture – Inspired by Nature: Engineering as an Art Form

11.2 Stakeholders/Alumni

The UC Foundation received year-to-date \$3,314,711 in donations from 470 individuals and organisations and made \$1,840,940 in distributions.

Visits to the United Kingdom and United States were well received and productive. A single pledge in the region of US\$5m from a US-based alumnus expected in 2020 to support Bright Start Scholarships was confirmed, plus US\$20,500 and £9,000 received in gifts.

The Jones Foundation pledged \$250,000 over five years to support UC's Rose Centre for Stroke Recovery and Research. The work to convert philanthropic bondholders to supporters secured 11 pledgers and a potential value of \$170,000 to date.

The 2019 Annual Appeal was mailed/emailed to 7000 prospects and features: the Bright Start Scholarship Fund, the Rose Centre for Stroke Recovery and Research, the Pukemanu Centre for Child and Family Psychology, the Pasifika Development UCMExL programme, and UCSA's Haere-roa capital campaign. More information is available at <https://www.canterbury.ac.nz/uc-foundation/annual-appeal/>

The Scholar morning tea with Trustees, donor thank-you event and 2018 Annual Report were all undertaken in May as well as scholarship thank-you letters to donors, which always get excellent feedback and additional gifts.

Alumni engagement included the Mt John weekend, Auckland, Oxford, Vancouver, and London alumni receptions. David Jaggar received the James Clerk Maxwell Medal and Kirsten Neville-Manning received a Kea World Class New Zealand Award for 2019. NZ Post issued a set of commemorative stamps, which featured UC alumni Beatrice Tinsley and Sir William Pickering, as well as long-serving staff members, Mt John astronomers Alan Gilmore and Pam Kilmartin.

12. COLLEGE SUMMARIES (PROVIDED BY PVCs)

College of Arts (Te Rāngai Toi Tangata)

The College of Arts is holding a number of workshops to progress our review of the BA degree. Facilitated by Rach Montejo, the workshops will reflect recent research on what motivates potential students in their decision to pursue an Arts degree. Following discussions, we are making arrangements to combine Cinema Studies into the English department, both located within the School of Humanities and Creative Arts. UC's agreement with the Confucius Institute (CI) is due for renewal this year, and we are progressing that while also preparing to celebrate the 10th anniversary of CI at UC. For our many cultural and scholarly events, see our regular newsletter, Arts Update: <http://www.canterbury.ac.nz/arts/arts-news/archive/arts-update/>.

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

Professor Karen Scott has been appointed Editor-in-Chief of *Ocean Development and International Law* (ODIL) from 1 January 2020. The *ODIL* is one of two leading international law of the sea journals. UC MBA Director Associate Professor Christopher Vas delivered a keynote presentation on 'How B-Schools are supporting entrepreneurs and commercialisation of ideas' at the MBA Directors Forum in Melbourne, where he also showcased UCE activities and outlined the proposed new UC MBA programme. Associate Professor Andrea Menclova was appointed founding editor of *SURE – Series of Unsurprising Results in Economics*, an international, peer-reviewed, e-journal publishing high-quality research with 'unsurprising' findings. Professor Bob Reed is also a *SURE* editorial board member. Dr Matthew Scobie, a UC PhD alumnus, has been appointed to the Business School as Lecturer in Organisational Accounting. Dr Scobie will further enhance the Business School's strong profile in corporate social responsibility and increase its capacity to support the bi-cultural competency graduate attribute.

During May, UCE hosted the 48-Hour Health Challenge in partnership with Te Papa Hauora | Health Precinct. Twenty-three students formed six teams to develop innovative concepts tackling the issues facing New Zealand's health sector. Over the weekend, the students engaged with nine industry mentors and presented to an expert panel of three judges, also from industry. May also saw the Term 2 UCE Deloitte 90-Minute Case Competition. Student teams competed to develop a strategy to enable a lawtech start-up to continue its explosive growth.

College of Engineering (Te Rāngai Pūkaha)

The Civil and Natural Resources department is anticipating the arrival of Professor Santiago Pujol from Purdue University, who was recently offered a position to replace a departing professor. Professor Pujol is an expert in earthquake engineering and will lead the research team using UC's SEL facilities.

Staff and students enthusiastically participated in Pink Shirt Day, and we will continue our promotion of the theme together with diversity and inclusion. The College of Engineering is a founding partner of the Engineering New Zealand Diversity Agenda and works closely with them.

The College also recently ran 'STEMinism', UC's Women in Engineering and Technology evening. This event is aimed at female students in Years 11-13 who are interested in finding out more about STEM study and career options. Registrations were up by 51% compared with 2018, while actual attendance saw a 75% increase.

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

This month, we celebrated Samoan Language Week with a Pasifika Professional Day for our staff. The day started with a welcome from the Cook Islands community and ended with a cultural performance by the Shirley Boys' High School Polyfest group. The day was a great success, enthusiastically received by attendees. Our staff morning tea coincided with Eid (the end of Ramadan) so our Muslim staff and students were invited to join us, to celebrate together and acknowledge this important cultural tradition for our Muslim community. The inaugural CWRI Symposium held last week was a great success. In total, 200 guests, speakers and postgraduate students attended. The keynote speaker was Professor Laura Justice, Ohio State University, and the symposium featured national and international experts in the areas of literacy, education, psychology, public health, Māori achievement, technology addiction, mental health, child wellbeing and more.

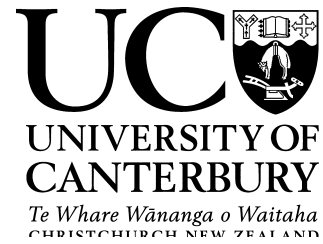
College of Science (Te Rāngai Pūtaiao)

A key focus in the last month has been on leadership in the College. The interview process for three new heads of schools was completed. Professor Don Hine was offered and has accepted the Head of School (HOS) position for the School of Psychology, Speech and Hearing | Te Kura Mahi ā-Hirikapo with a start date of 27 June. Professor Hine is currently at the University of New England, Australia. Professor Matthew Turnbull, current HOS for the School of Biological Sciences | Te Kura Pūtaiao Koiora, was offered and accepted a further five-year HOS term (until 24 June 2024). A preferred candidate for the School of Earth and Environment | Te Kura Aronukurangi has been identified and matters are progressing to finalise this position. Two UC Teaching Awards went to College of Science staff; Marlene Villeneuve (Geological Sciences) and Ashley Garrill (Biological Sciences).

13. Appendix 1: VC Activities

Past	
30 May – 4 June 2019	<ul style="list-style-type: none"> • Travelled to Fiji on UC business
5 June 2019	<ul style="list-style-type: none"> • Met with the Principal of Auckland Grammar School • Met with the Headmaster of St Peter's College • Attended and spoke at the UC Alumni Event in Auckland
6 June 2019	<ul style="list-style-type: none"> • Spoke at the NCEA Japanese Workshop • Attended and spoke at the Ilam Fire Station Blessing/Sod-Turning
7 June 2019	<ul style="list-style-type: none"> • Delivered the opening address at Child Well-being Research Institute Symposium
12 June 2019	<ul style="list-style-type: none"> • Met with Lincoln VC and DVC at Lincoln University and visited Lincoln Research and Development Facilities
13 June 2019	<ul style="list-style-type: none"> • Attended Universities NZ Vice-Chancellors meeting in Wellington
18 June 2019	<ul style="list-style-type: none"> • Met with Professor Juliet Gerrard, the Prime Minister's Chief Science Advisor
20 June 2019	<ul style="list-style-type: none"> • Met with Tony Gray, CE of Ara
25 June 2019	<ul style="list-style-type: none"> • Spoke at Rongo o te Wā Update Day Christchurch
Future	
26 June 2019	<ul style="list-style-type: none"> • Meeting with the Principal of Christchurch Boys High School
27 June 2019	<ul style="list-style-type: none"> • Meeting with the Principal of Riccarton High School
1 July 2019	<ul style="list-style-type: none"> • Speaking at UC 2019 Teaching Awards • Hosting an All Staff Forum
3 July 2019	<ul style="list-style-type: none"> • Attending and speaking at Māori Research Hui Symposium
4 July 2019	<ul style="list-style-type: none"> • Meeting with the Principal of Papanui High School • Meeting with the Principal of St Margaret's College
5 July 2019	<ul style="list-style-type: none"> • Meeting with the Principal of Burnside High School
8 July 2019	<ul style="list-style-type: none"> • Speaking at an International Students Welcome Event
11 July 2019	<ul style="list-style-type: none"> • Attending and speaking at Open Day Parents & Whanau sessions
17 July 2019	<ul style="list-style-type: none"> • Attending Lincoln University's Academic Board meeting
19 July 2019	<ul style="list-style-type: none"> • Visiting Kaikoura Field Station
22 July 2019	<ul style="list-style-type: none"> • Meeting with Vice-President for Institutional Equity from Duke University
24 July 2019	<ul style="list-style-type: none"> • Attending Rochester and Rutherford Hall formal dinner
26 July 2019	<ul style="list-style-type: none"> • Attending the Governance Oversight Group meeting
30 July 2019	<ul style="list-style-type: none"> • Attending Erskine Programme Morning Tea
31 July 2019	<ul style="list-style-type: none"> • Attending VC Forum with UCSA

**TE POARI AKORANGA
ACADEMIC BOARD**



**RECOMMENDATIONS TO THE COUNCIL
FROM A MEETING OF THE ACADEMIC BOARD
HELD ON FRIDAY 14 JUNE 2019**

The Academic Board met on Friday 14 June 2019 and recommends:

That the Council:

- 1. note the report from the Academic Board, and**
- 2. approve the following curricula developments and forward the proposals to CUAP for their approval:**
 - a. To amend the Admission Regulations for the Certificate in University Preparation and change the name of the subject from Bridging (BRDG) to Transitions (TRNS) (*for approval*)**
 - b. To introduce a minor in Biomedical Engineering in the BE(Hons) Mechanical Engineering (*for approval*)**
 - c. To discontinue the Graduate Diploma in Forestry (*for noting*)**

Professor Ian Wright
Chair
Te Poari Akoranga – Academic Board
15 June 2019

UNIVERSITY OF CANTERBURY
REPORT OF THE ACADEMIC BOARD MEETING HELD ON
FRIDAY 14 JUNE 2019
TE POARI AKORANGA

The Academic Board reports for information the following matters that have been considered since the May 2019 meeting of the Board:

MATTERS ARISING

The Chair noted that further discussions have taken place between colleagues in Mathematics and Statistics and Arts about the Data Science courses raised at the previous meeting. As a result, DATA416 has had changes to the title, description and learning outcomes. Further discussions on collaboration between Arts and Mathematics staff, particularly in the area of Artificial Intelligence are ongoing.

BUSINESS FROM THE CHAIR

The Chair:

- congratulated the 2019 teaching award winners: Associate Professor Ashley Garrill, Biological Sciences, Professor Alessandro Palermo, Civil and Natural Resources Engineering and Dr Marlène Villeneuve, Geological Sciences. They would receive their awards at the opening of Teaching Month on 1 July. All staff were also invited to Teaching Month workshops throughout July.
- also congratulated staff from the UC Business School, in particular Sonia Mazey, Ross James and Paul Ballantine and supporting team, as it joins the top 1% of Business Schools globally after achieving EQUIS accreditation, and the Triple Crown of international accreditation.
- reminded members that he had asked Colleges to consider the principles of PhD scholarship funding options, and expected feedback from the Colleges would be provided to the next meeting.
- noted that the July meeting would be scheduled from 1- 4pm in Rehua to allow final consideration of the Academic Strategy and Round 2 CUAP proposals.

REPORT FROM THE VICE-CHANCELLOR

The Vice-Chancellor:

- added her congratulations to the Business School on the recent EQUIS accreditation
- noted that the government's wellbeing budget had delivered some good news, in that SAC funding had increased by 1.8% which was more than had been anticipated. This was particularly welcome as it was an increase to baseline funding rather than designated purposes funding. UC has also secured \$3.5 million in funding under the TEC's Entrepreneurial Universities initiative to appoint staff in immersive gaming technologies in the HIT Lab NZ.
- congratulated Associate Professor Julie Mackey on her new role as Dean (Academic) and looked forward to working with her more closely.
- updated members on her recent trips to Fiji and to the UK meeting with academic leaders. She said that she felt UC could be doing more in the area of internationalisation and that this may be an emerging theme in the forthcoming Academic Strategy. The town and gown relationship was also expected to be part of the Strategy which would be sent

round in draft form for the next Board meeting. As the Council discussions would take place straight after the Board, notes from the meeting would be shared with Council.

- commended staff in Facilities Management and the Library for their swift response to helping students after the 15th March attacks. She also noted that UC has been invited to participate in two inter-agency initiatives, and early discussions are taking place between Professors Simon Kingham and Paul Millar. Other staff will be invited to a workshop if this progresses well.
- reported that she had been visiting local schools to help build relationships. She felt that there was more work to be done on equity of access and outcomes.
- thanked staff who hold academic related events on campus. She had recently attended a College of Arts event with 740 high school students and a Child Wellbeing event of national importance. She encouraged others to think about possible opportunities, including the use of the new city centre Convention Centre.

A member observed in relation to the net surplus deficit in her report, that some Colleges were more transparent than others in sharing this type of information, so requested that figures be broken down by College to ensure consistent spending on teaching and research. The Vice-Chancellor agreed that clear information should be produced, and suggested that the Colleges should each work out how best to achieve that.

Moved

That the Vice-Chancellor's report be received.

Carried

REPORT FROM THE UCSA

The UCSA President and Vice-President gave a half-year presentation on their work to date. This included the appointment of a new staff member as Academic Coordinator which had already led to improved feedback on new course proposals, policy and strategy reviews and the first class rep workshop. The UCSA Exec role of Finance Officer had expanded so was now renamed Finance and Engagement Officer. The 125 year celebrations would begin shortly with the opening of Haere-roa on UC's Open Day on 11 July.

A member asked how the fundraising for the new building was progressing. To date \$3 million had been raised from a target of \$5 million. The initiative to sell seats in the new Ngaio Marsh theatre had reached the half way point, with the campaign continuing until August. A further question related to how the Exec members managed to balance their academic workload with the demands of their role in the UCSA. The Vice-President replied that this was largely up to the individual to manage, but that she had decided to take on a part-time academic load as she knew the commitment was large. A member welcomed the new support for class reps and added that academic staff can help by adding them into departmental structures or taking them for coffee and a chat.

Moved

That the UCSA report be received.

Carried

REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE

The Assistant Vice-Chancellor (Academic) introduced the report:

1. Amendment to Admission Regulations for the Certificate in University Preparation and change of name from Bridging (BRDG) to Transitions (TRNS)

She noted that these changes arose from a programme review. A member asked how the new courses aligned with existing UC courses, in particular 'An Introduction to Social Issues and Challenges'. The title for 'An Introductory Exploration of the Psychology and Biology of the

Human Mind' was also queried. The courses were still in skeletal form so further discussions with relevant staff would take place.

Motion:

That, subject to detailed discussions taking place on individual courses, the Academic Board endorse the amendment of the Admission Regulations for the Certificate in University Preparation and change the name of the subject from Bridging (BRDG) to Transitions (TRNS) and that the proposals be forwarded to Council for approval.

Carried

2. Minor in Biomedical Engineering in the BE(Hons) Mechanical Engineering degree

The Dean of Engineering introduced the proposal which the College hoped would be of wide interest and also help address the gender balance which was around 18% female only.

Motion:

That the Academic Board endorse the introduction of a minor on Biomedical Engineering in the BE(Hons) Mechanical Engineering degree and that the proposal be forwarded to Council for approval.

Carried

3. Discontinuation of Graduate Diploma in Forestry

The Dean of Engineering noted that the award had not proved popular with potential students and following a review it was recommended it be discontinued.

Motion:

That the Academic Board endorse the discontinuation of the Graduate Diploma in Forestry and the proposal be forwarded to Council for approval.

Carried

WELLBEING STRATEGY AND PRIORITIES

Lynn McClelland, Executive Director, Student Services and Communications introduced the paper. An electronic survey had been launched to help identify future priorities with a more holistic framework for wellbeing which had a 20% academic staff response rate to date. The paper posed three questions, and she was happy to receive further feedback by email after the meeting.

Questions and observations from the floor included:

- Was the strategy intended for staff or students? Both staff and students.
- The Frontiers Abroad programme encouraged students to take part in a weekly reflection as a key element in the educational experience. Reflection was a useful and sometimes undervalued tool.
- Students' poor attendance at lectures and use of Echo360 were mentioned in the Early Experience report; should staff be encouraging them to attend more classes on campus?

Ms McClelland responded that more data is needed before a clear causal relationship could be drawn between attendance and wellbeing. Echo360 could be used as more than simple lecture-capture technology; some staff actively use it to actively engage students so more nuanced understanding is necessary.

- Over-assessment adds to students' stress and anxiety and for some this begins at high school and continues at university. There is currently not much programme level analysis at UC of assessments: comparing timing, weightings etc across courses within a degree.

Other students ask for more assessment as they feel this drives them to learn and achieve more.

The Assistant Vice-Chancellor (Academic) added that the Learning and Teaching Committee is establishing a working group to rewrite the University's Assessment policy with the aim of simplifying and reducing the detail of the policy, bearing in mind changes to the nature of assessment including online assessment.

- Sexual harassment at universities has made national news lately, so is it not mentioned in the strategy?

Ms McClelland said that this is an important component of UC's work and an anonymous reporting tool has recently been introduced for complaints in addition to the existing Harassment Policy. A current focus is on bystander training, recognising when harassment is taking place and support for appropriate intervention. Sexual consent training has been well received in the Halls and it is intended that this will be extended more widely. All staff and students need to be vigilant to ensure a safe campus.

- Is the University obliged to act on the findings of the Wellbeing survey and is there money to support this?

The University will take on board the findings of the survey and work with academic staff and the UCSA to take actions, but these will need to be prioritised in line with the 2020 budget. There have already been changes in this area, for example specific research has been carried out into students identifying with the Rainbow community which had not been sought previously.

Members were encouraged to send further comments to Ms McClelland.

CHILDREN'S UNIVERSITY UPDATE

Amy Underdown presented a report on her work as Project Manager for the Children's University Canterbury partnership. She started work in January with a pilot scheme which was deliberately kept small – seven schools - to get it right for the New Zealand context. Currently 192 children, the majority from low decile schools, have been issued with Passports to Learning in Canterbury with the aim of raising their aspirations to higher education.

Children's University started in the UK and is aimed mostly at 7 – 14 year olds and has issued over 17,000 passports since the 1990s. In Canterbury there are 66 public learning destinations where the children can collect stamps in their passports, many of which such as the Council libraries, are free. The children and their families will be encouraged to visit campus, with the first event organised in July including activities related to earthquakes, Antarctica and volcanoes. Lincoln University is a partner and they have organised farm visits. The year will conclude with a graduation ceremony in the Town Hall, all staff are welcome. The aim for 2020 is to extend to 1,000 children and grow from there, but there is always a need for more money and people to get involved.

Members offered their congratulations for the excellent work to date and asked if it was possible to track the children's progress over time. Ms Underdown said she would like help with research, reporting and tracking as this was not currently addressed and it would be an ideal time as the project is still relatively small. A member suggested that the University's Field Centres might be a good resource and that UC student volunteers should be encouraged to record their participation

via the co-curricular record. A member asked if the scheme is related to Charter schools, and was assured that it was not, that the focus is on raising aspirations for low decile school children.

PRESENTATION ON COURSE CREATION

Rachel Montejo gave a presentation on the new Course Creator which is part of the Student First programme. This is intended to allow staff to spend less time on administration and to help with version control during the course consultation process by having a single source document. She thanked the team of staff who have helped develop the project. The new course creator is now available on the intranet Blue Book site and during 2020 the process will move wholly online.

Fields in the Course creator have been simplified to include drop down menu choices, closed text boxes and helpful links. Consultation with colleagues, students, employers etc can still take place before a course is submitted for consultation to the Academic Managers and Deans and subsequently the Board of Studies and College meetings.

RESEARCH REPORT

A member asked what discussions had taken place around the suggestion in the report that UC might lead the way in New Zealand universities in opening up more postdoctoral fellows, as these had proved a sound investment in the past. The Chair noted that this had been raised as a possible opportunity by the Vice-Chancellor to explore as part of the academic strategy discussions. There was interest in prioritising investment in research and how to incentivise academic staff to obtain external research grant income, and increasing postdoctoral fellows is part of that discussion. The university also needs to be able to demonstrate how the teaching research nexus is working and what can be done to recognise the scholarship of teaching. Future direction might involve establishing multidisciplinary research institutes, and there would need to be criteria in place if these were to be established. A member noted that some post-doctoral students felt that they needed more time rather than more money – the Chair welcomed further comments by email.

Professor Ian Wright

Chair

Te Poari Akoranga – Academic Board

15 June 2019

TEMPLATE 3 – REGULATION CHANGES**DETAILS**

Title of qualification	Certificate in University Preparation (CUP)
Year of introduction of the proposed change	2020
Department or School	Student Transitions and Engagement

1. Purpose of the proposal

This proposal seeks approval to make regulation changes to the Certificate in University Preparation (CUP) as specified below:

- i) Changes to the Schedule to the Regulations for the CUP
 - a) Change the existing BRDG course code prefix to TRNS and replace the subject “Bridging “ with “Transitions”
 - b) Change the schedule of courses by adding 5 new courses and discontinuing 10 courses
 - c) Use the course code prefix TRNS to define the structure of the qualification
 - d) Add MATH101 Methods of Mathematics to the Schedule to the Regulations for the CUP
- ii) Changes to the requirements for Admission to the qualification

To rewrite the admission requirements to incorporate different criteria for different categories of applicant, and re-itemising for clarity

Justification**Proposal i)**

Changes to the Schedule to the Regulations for the CUP

The academic review of the Certificate in University Preparation in November 2017 recommended a review of the CUP graduate profile to serve as a basis for the development of appropriate programme learning objectives and outcomes. In addition, course offerings are to be rationalised to ensure viability and a conducive learning environment. This proposal seeks approval for changes that go with implementing this recommendation. Justification for each specified change is below:

Proposal ia) Change the existing BRDG course code prefix to TRNS and a new subject called “Transitions” to replace “Bridging”.

The prefix BRDG became a misnomer when the Certificate in Foundation Studies was discontinued and Bridging Programmes was disestablished. The latter meant Bridging Programmes as a subject area ceased to exist. This development provides an opportunity to put in place a course code that better represents the

programme in its present form. Firstly, TRNS, an acronym for 'transitions' aligns with other similar programmes in New Zealand that have codes denoting programme name or pre-degree study acronyms. In the case of CUP, the change to TRNS is an apt code for courses on the CUP schedule of courses that are offered by Student Transitions and Engagement, generally referred to as Transition Programmes for brevity. Furthermore, TRNS (transitions) is preferred to other possible pre-degree study acronyms, such as FOUN (foundation) or BRDG (bridging), because of its more positive connotation as it does not imply filling a gap or deficit in knowledge.

Proposal ib) Change the schedule of courses by adding 5 new courses and discontinuing 10 courses. In response to the review recommendation regarding the CUP graduate profile and related rationalised course offerings, the CUP programme outcomes and graduate profile attributes were reformulated (see accompanying memo). Corresponding changes to individual courses and the schedule of courses became necessary. The main consideration was the need to ensure the programme outcomes and graduate attributes are met through a combination of courses that constitutes a study pathway for each student. On the proposed new schedule, there will be five new courses and nine revised existing courses. Ten courses, currently offered and not offered, will be discontinued. Template 4 for each new course, and a tabulated summary of information on courses to be offered or discontinued are attached.

Proposal ic) Use the course code prefix TRNS to define the structure of the qualification. The structure of the qualification to be reworded to reflect the change in course code prefix to TRNS.

Proposal id) Add MATH101 Methods of Mathematics to the Schedule to the Regulations for the CUP. With the proposal to offer TRNS017 Mathematics with Calculus (formerly BRDG017 Mathematics Part Two) in SU1 only, the CUP programme will be left with one mathematics course TRNS007 Preparatory Mathematics (formerly BRDG016 Mathematics Part One) in its regular three intakes over the year. Reworked to focus on preparing students for MATH101, TRNS007 may not be ideal for students who have a stronger background in Mathematics. Assessment during the application process will determine the most suitable mathematics course. More advanced students will be directed to MATH101.

Proposal ii)

Changes to the requirements for Admission to the qualification

It has become apparent that the admission requirements have to be revised to be relevant and fit for current purposes in view of the diverse profile of students interested in the programme. The present criteria do not adequately capture the potential for successful completion of the programme. In this proposal the criteria for each category is set at a level that, post entry, allows for the contribution of student engagement and skills development in the learning outcomes. The admission requirements are being reformulated to incorporate this thinking, and re-itemised for clarity on each category. Specific reasons for rewriting item (a) i are, firstly, the recognition that applicants of 18 years and above who have completed high school would have been in the education system and have engaged in studies. Secondly, those who have been out of school for a year would have gained life experiences and skills that would support a second chance attempt at study. For both groups, the requirement that applicants must have achieved NCEA Level 1 is to ensure that the numeracy requirement for university entrance (ten credits at level 1) has been met.

Item (a) ii, for those who are below 18 years old, specified academic achievements are required as evidence of adequate academic background and potential for success in the programme.

Item (a) iii gives room for an ad hoc decision on an application that does not fit neatly in a) i and a) ii.

2. Proposed new regulations

Below, amendments to the admission regulations (in italics) and the proposed new schedule to the regulations that will replace the current schedule.

(Page 513 - 515 of the 2019 Calendar)

Academic Board

Certificate in University Preparation (CUP - 60 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

(a) These Regulations came into force on 1 January ~~2018~~ 2020.

(b) This Certificate was first offered in 2004.

2. Variations

In exceptional circumstances the Deputy Vice-Chancellor may approve a personal programme of study which does not conform to these Regulations.

3. The structure of the qualification

To qualify for the Certificate in University Preparation a student must:

(a) be credited with, either:

- i. *TRNS 001, or*
- ii. *BRDG 006, or*
- iii. *PREP 001, and*

(b) Be credited with 45 points from the Schedule to the Regulations.

4. Admission to the qualification

To be admitted to the Certificate in University Preparation, a student must:

(a) be a New Zealand citizen or holder of a residence class visa, or Australian citizen or permanent resident, who demonstrates English language proficiency and either:

- i. ~~have been out of the secondary school system for a minimum of at least one school term and reached the age of 18 years at course commencement in the year the programme commences; or~~
- ii. ~~have been out of a secondary school for at least one term; and attained a minimum of 14 credits at NCEA Level 3 in at least one subject or equivalent; or~~
- iii. ~~from 2005 have gained the following NCEA credits:~~
 - a. ~~ten NZQA approved credits in Level 1 Numeracy~~
 - b. ~~ten NZQA approved credits in Level 2 Literacy (five credits must be in reading and five credits must be in writing);~~
 - e. ~~14 credits at Level 3 in at least one subject or equivalent on the approved list; or~~
 - i. *have NCEA Level 1 and completed High School or left school for one year, or*
 - ii. *for those below the age of 18 at programme commencement, have gained the following NCEA credits:*
 - a. *ten NZQA approved credits in Level 1 Numeracy;*
 - b. *ten NZQA approved credits in Level 2 Literacy (five credits must be in reading and five credits must be in writing);*
 - c. *14 credits at Level 3 in at least one subject or equivalent on the approved list: or*
 - iii. *have their application approved by the Programme Manager; or*
 - iv. *have been granted provisional admission by the Deputy Vice-Chancellor.*

(b) be approved by the Programme Manager.

Schedule to the Regulations for the Certificate in University Preparation

For full course information, go to www.canterbury.ac.nz/study/qualifications-and-courses

Course Code	Course title	Pts	2020	P/C/R/RP/EQ
TRNS 001	Academic Writing and Study Skills	15	SU1 B1 B2 B3	P: Subject to approval of the Programme Manager. R: PREP 001, BRDG 006
TRNS 002	Te Uku: Perspectives on the history and political expansions of Aotearoa and the Pacific	15	B1 B2 B3	P: Subject to approval of the Programme Manager.
TRNS 003	An Introduction to Social Issues and Challenges	15	B1 B2 B3	P: Subject to approval of the Programme Manager.
TRNS 004	Teacher Education and Educational Studies	15	B1 B2 B3	P: Subject to approval of the Programme Manager. R: PREP 018, BRDG 014
TRNS 005	Exploring the Psychology and Biology of the Human Mind	15	B1 B2 B3	P: Subject to approval of the Programme Manager.
TRNS 006	Chemistry: An introduction to atoms, bonding, and reactions	15	SU1 B1 B2 B3	P: Subject to approval of the Programme Manager. R: PREP 010, BRDG 023
TRNS 007	Preparatory Mathematics	15	SU1 B1 B2 B3	P: Subject to approval of the Programme Manager. R: BRDG 015, FOUN 046, BRDG 018, BRDG 016
TRNS 008	Fundamental Physics	15	SU1 B1 B2 B3	P: Subject to approval of the Programme Manager. Students enrolling in this course need familiarity with algebra. Recommended course TRNS 007 or BRDG 016. R: FOUN 060, BRDG 024
TRNS 009	An Introduction to Statistics and Probability	15	SU1 B1 B2 B3	P: Subject to approval of the Programme Manager. R: PREP 005, BRDG 019
TRNS 010	Digital Data: An exploration of the use and pervasiveness of data in a digitised society	15	B1 B2 B3	P: Subject to approval of the Programme Manager.
TRNS 011	An Introduction to Business	15	B1 B2 B3	P: Subject to approval of the Programme Manager.
TRNS 012	An Invitation to Law	15	SU1	P: Subject to approval of the Programme Manager. R: PREP 016, BRDG 031
TRNS 013	Special Topic	15	B1 B2 B3	P: Subject to approval of the Programme Manager. R: BRDG 032
TRNS 017	Mathematics with Calculus	15	SU1	P: Subject to approval of the Programme Manager. R: FOUN 047, BRDG 017 Recommended preparation TRNS 007 or BRDG016 Students enrolling in this course without the recommended preparation are required to complete a pre-entry test.
MATH 101	Methods of Mathematics	15	S1 S2	R: MATH 199

TEMPLATE 2

Amended Qualification

Title of qualifications	Minor in Biomedical Engineering in BE(Hons) Mechanical Engineering		
Year of introduction	2020		
Department or School	Mechanical Engineering		
College	College of Engineering		
Contact person	Deborah Munro	Phone number	90446

Executive summary

The Dept of Mechanical Engineering will create a Minor in Biomedical Engineering as part of the BE(Hons) Mechanical Engineering degree. This Minor comprises relevant courses with a total of 75 points at 300 and 400 levels, including both taught courses and a research project (ENME 408) that focuses on the medical aspects of design.

1. Justification

The Dept of Mechanical Engineering currently enrolls about 160 students each year. Total undergraduate enrolment is 405 students and 17% of them are female. There are approximately 86 postgraduate students (20% female). It is a goal of the Department to increase undergraduate enrolment to 200 students per annum and to diversify and increase the percentage of female students to at least one third, as well as encourage students to study Bioengineering at postgraduate level. Feedback from surveys of current students indicate positive interest in the Biomedical Engineering minor from female, Māori and Pacific Islander demographics. Based on this and other feedback in the proposal we feel that the Biomedical Engineering minor will be of interest to new students from these demographics. The objective is to bring in new students to the University of Canterbury (UC), College of Engineering, and Dept of Mechanical Engineering who would not otherwise have chosen UC or engineering. For a number of reasons outlined below, biomedical engineering was selected as a target for achieving these goals.

In New Zealand and the USA, females make up 14 to 18% of engineering graduates and constitute 11% of the engineering workforce; however, in biomedical engineering, the results are much different, with

approximately 40% of graduates being female, as can be seen in the graph below from Catherine Gutierrez' research in 2017.

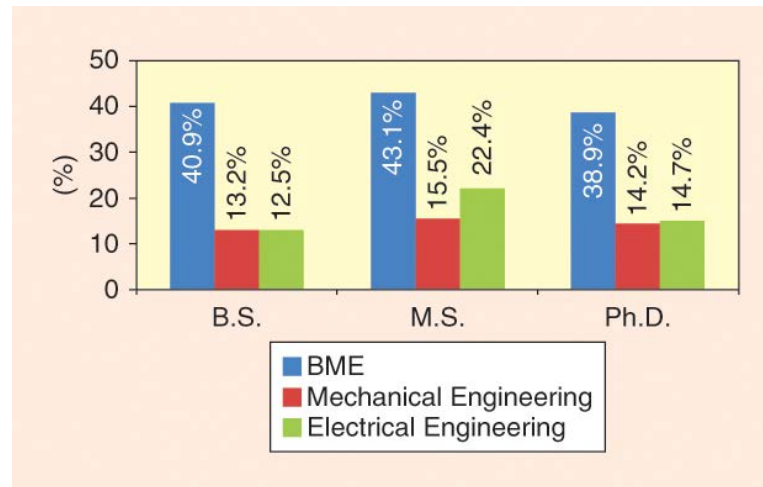


Figure 1 Female Graduates in Engineering in the USA for 2015

Overall, engineering still has an unfortunate masculine image in our culture. It is hypothesized that women are attracted to biomedical engineering because of its connections to helping others and improving lives. Other fields such as medicine (50.7%), nursing (90.4%), teaching (77%), life sciences (50-75%), and psychology (74%) have large percentages of women, perhaps for similar reasons. We believe that Māori and Pasifika students, with strong cultural values around community and honouring their elders would have similar interests in biomedical engineering. At the University of Canterbury in 2019, Māori students are under represented, making up 8.27% of EFTS, which does not reflect their percent of New Zealand's population for ages 16 to 26 (19.5%). In engineering, these numbers drop further to just 5% of all students; whereas, engineering students comprise over 29% of all UC students.

Biomedical engineering is an important sub-discipline in mechanical and mechatronics engineering, and thus the Dept of Mechanical Engineering already has a long tradition of postgraduate study and research in the biomedical engineering and medical device fields. This interest culminated in the development of the Bioengineering Centre, which aims to be an internationally recognised interdisciplinary research centre of excellence, dedicated to servicing the biotech/bioengineering industry in New Zealand and throughout the world. The University of Canterbury has considerable research expertise (of international standing) in areas that could provide significant advances in the biomedical and bioengineering areas. In order to solve some of the "Grand Challenge" problems of the 21st Century, New Zealand has made it a national objective to grow the health research sector of the economy [1]. It will require the close collaboration of both medical personnel and engineers to achieve relevant solutions. Having a Minor in Biomedical Engineering brings undergraduate students to this endeavour.

The Department of Mechanical Engineering already has undergraduate courses that focus on biomedical topics, as well as multiple faculty conducting in-house research in this field. Currently there are a majority of academic staff in Mechanical Engineering who have expertise in bioengineering. The proposed Minor in Biomedical Engineering will materialise research-based teaching at the undergraduate level and will provide

mechanical and mechatronics engineering students a holistic education in bioengineering to develop a local and global awareness of health-related issues.

Students who satisfy the requirements of the Minor will be acknowledged on their transcript upon graduation. This will enhance the employability of our graduates who desire to pursue their career as a professional engineer in the health sector. The new Minor programme, especially the multiple years of medical design experience culminating in a final year research project (ENME 408) with a medical focus, will help stimulate students' interest in pursuing postgraduate studies (e.g. taught Masters or PhD) in Bioengineering within the College of Engineering.

2. Graduate Profile and University graduate attributes

Graduate Profile

Graduates with a BE(Hons) Mechanical with a Minor in Biomedical Engineering will be able to:

- Apply knowledge of mathematics, biostatistics, science, and fundamental mechanical engineering concepts to medical and healthcare problems;
- Critically analyse the appropriateness of the use of specific medical device and biomaterial technologies to address the current and future needs in healthcare both within New Zealand and in a global context;
- Understand the need for sustainability and end of life disposal of medical devices in the design of solutions to healthcare challenges;
- Describe emerging healthcare technologies and processes along with their limitations;
- Design a medical device, component, or process to meet specific healthcare needs and be able to evaluate the design from economic, environmental, social, cultural, ethical, and health and safety perspectives;
- Design appropriate research methodologies and conduct experimental investigations to acquire relevant information and be able to analyse and interpret data critically;
- Communicate effectively and function in teams;
- Understand the nature of biculturalism in Aotearoa New Zealand and how cultural misunderstandings and unconscious bias contribute to the disparities in Māori health, [BCC K1,3,6,7] and
- Extrapolate the knowledge and skills of being biculturally competent and confident to international domains [BCC K6,7].

Proposed new regulations

2019 UC Calendar page number 374:

Mechanical Engineering

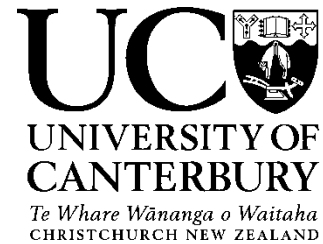
35. Minor in Biomedical Engineering

- (d) ENME 311 Engineering Design & Production Management
- (e) ENME 401 Mechanical Systems Design
- (f) ENME 408 Engineering Honours Research & Development Project

Plus 30 points of the following:

- (g) DATA 430 Data Science in Medicine
- (h) ENME409 Physiological Simulation
- (i) ENME419 Biological Fluid Dynamics
- (j) ENME 451 Biomechanics
- (k) MDPH 401 Anatomy & Physiology
- (l) MDPH 406 Medical Imaging
- (m) Any 15 point 400-level option with a biomedical focus approved by the Director of Studies

Note: ENME311: Engineering Design and Production Management, ENME401: Mechanical Systems Design and ENME408: Honours Development Project must be taken with an approved biomedical engineering focus as approved by the Director of Studies.

TEMPLATE 5 – REPORT TO CUAP**PROPOSAL DESCRIPTION****1. CUAP Unique Identifier**

UC/19 GradDipFor

2. Name of Qualification(s)

Graduate Diploma in Forestry

3. Rationale

The Graduate Diploma in Forestry was introduced in 2003 to provide exposure to forestry for graduates with non-forestry degrees. Graduates with a degree from any university were considered. Marketing material at the time noted a background in biology and statistics would be advantageous, and in introducing the qualification, School of Forestry staff anticipated that it would mainly attract New Zealand students with a related undergraduate degree (e.g. in agriculture or biology).

With the change in UC marketing policy to generate international enrolments in more recent years, it increasingly became apparent that international students, while meeting degree admission requirements, did not have the depth of understanding in the recommended backgrounds for the GradDipFor. The degree regulation was updated in 2017 to include a requirement for applicants to have a bachelor's degree that included relevant science, commerce, economics and statistics courses. This enabled the department to better vet applicants. In the case of international applications, the department was guided by the qualification comparison information provided by the Admissions Office.

Enrolments in the GradDipFor have been minimal since introduction. In the period 2003 - 2013 enrolments were solely NZ citizens. From 2014 - 2019 we have had two NZ and four international enrolments, and two additional international enrolments in 2018 that were withdrawn shortly after commencing study.

There is one student currently enrolled in the programme who will complete study at mid-year 2019. There are no students approved for admission in to the programme after 2019.

Figure 1 provides completion date for the programme since introduction in 2003.

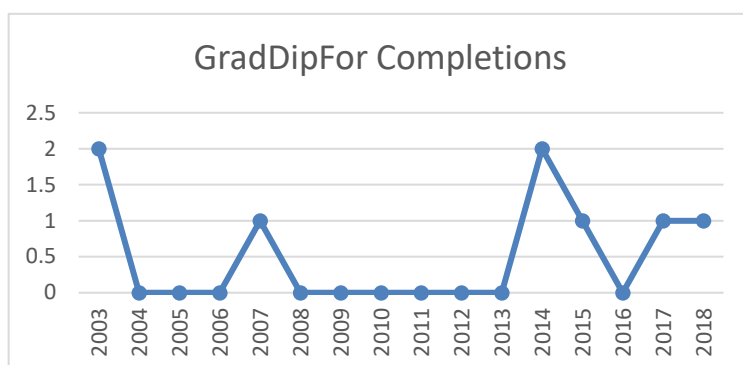


Figure 1 GradDipFor Completions 2003-2018

The qualification is a stand-alone programme that does not offer a pathway to a higher qualification or an exit point to another qualification at UC or any other NZ university. The Postgraduate Diploma in Forestry remains the most relevant degree for individuals wishing to transfer into forestry, particularly following the 2013 UC review of NQF-Level course descriptors for FORE400 level courses that enabled inclusion of these courses in to the degree schedule for the PGDipFor. The PGDipFor also provides an exit point to the Master of Forestry Science for people wishing to advance in to research. The PGDipFor has proven popular with international students and we believe this is the most appropriate qualification at this level.

Comment and recommendations from the 2013 and 2018 programme review Panels that support this proposal are summarised hereunder.

2013 Review

Few students have enrolled in the GradDipFor degree programme, with only three students completing the programme over the past decade. There appears to be little interest in and little value of the programme and, thus, little justification for its continued existence.

The School's other postgraduate degree programmes, particularly after implementing the other proposed changes, should provide an ample array of alternatives for those seeking postgraduate education in forestry.

Recommendation 16: Discontinue the Graduate Diploma in Forestry programme.

2018 Review

The Graduate Diploma in Forestry Science in Forestry has had few enrolments and has not attracted high quality students. The panel supports the School proposal to discontinue this qualification.

Recommendation 10: Terminate the Graduate Diploma in Forestry.

4. Proposed new regulations

UC Calendar Page 404 Remove the entry for the Graduate Diploma in Forestry.