

# COUNCIL

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**EMBARGOED UNTIL 4pm WEDNESDAY 27 SEPTEMBER 2017**

## Agenda

Date **Wednesday 27 September 2017**

Time 4.00pm

Venue Council Chamber, Matariki

Refer to  
Page No.

1. APOLOGIES: Professor Roger Nokes, Mr Warren Poh
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 (30 August 2017) 1-7
4. MATTERS ARISING
5. FROM THE CHANCELLOR  
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5.2 2017 Council Work Plan (to be tabled)
6. FROM THE VICE-CHANCELLOR  
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7. FROM THE FINANCE PLANNING AND RESOURCES COMMITTEE 57  
7.1 Pasifika Strategy Update 59-86
8. FROM THE ACADEMIC BOARD 87-94
9. 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:**

<b>Item on Public Excluded Agenda</b>	<b>General Subject Matter</b>	<b>Reason for passing this resolution in relation to each matter</b>	<b>Grounds under section 48(1) for the passing of this resolution</b>
4	Minutes of the meeting held on 30 August 2017 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	<b>From the Chancellor</b>	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. 7.1	<b>From the Vice-Chancellor</b> Risk Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i)  7(d)
8. 8.1	<b>From the Finance, Planning and Resources Committee</b> UC Futures Update - UC Futures Summary - Rehua Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	Locke and Logie Stage 1 BC	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	Student First 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)
8.4	Financial Forecast Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.	<b>Strategic Discussion</b>	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

**I also move that 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.**

10. REPORT FROM THE PUBLIC EXCLUDED SESSION

11. GENERAL BUSINESS

12. NEXT MEETING –Wednesday 25 October 2017

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## Minutes

Date	<b>Wednesday 30 August 2017</b>
Time	4.00pm
Venue	Council Chamber, Level 6 Matariki
Present	Dr John Wood (Chancellor), Dr Rod Carr (Vice-Chancellor), Mr James Addington, Mr Peter Ballantyne, Dr Rosemary Banks, Ms Catherine Drayton, Professor Roger Nokes, Mr Warren Poh, Mr Malcolm Peterson Scott, Mr Shayne Te Aika, Mr Steve Wakefield.
Apologies	Ms Sue McCormack (Pro-Chancellor)
In Attendance	Mr Jeff Field, Registrar and University Council Secretary Professor Ian Wright, DVC (Research and Innovation) Dr Hamish Cochrane, DVC (Academic) Ms Alex Hanlon, Executive Director, Learning Resources Mr Keith Longden, Chief Financial Officer Dr Andrew Bainbridge-Smith, Academic Registrar Mr Adrian Hayes, Financial Controller Mr Bruce White, Deputy Registrar Mrs Raewyn Crowther, University Council Coordinator
<b>CONFLICTS OF INTEREST</b>	Mr James Addington noted a conflict in respect of the item on the election of the student representative.
<b>MINUTES</b>	The minutes of the meeting held on 26 July 2017 were approved and signed as a correct record.
<b>MATTERS ARISING</b>	The Vice-Chancellor noted that there had been correspondence with the Productivity Commission and the Minister for Tertiary Education regarding the tertiary education report of the Commission.
<b>FROM THE CHANCELLOR</b>	<b>Chancellor's Meetings</b> The schedule of meetings was provided for information.  <b>Council Work Plan 2017</b> An updated copy of the Work Plan was tabled and Mr Field noted the changes made. This was a dynamic document that provided information on the upcoming programme of work for Council.

### **Executive Committee Minute**

As had been foreshadowed, the Executive Committee had passed the resolutions in respect of the six-monthly accounts.

### **Election of Student Representative**

The student election had been held and Mr Josh Proctor elected as Student President. The out-going President, Mr Addington, said this had been UCSA's most successful election with the whole student body being able to participate and a 45% voter turnout achieved. Mr Proctor was the current UCSA Financial Officer.

Moved

***That: Council congratulate Mr Josh Proctor on his election as UCSA Student President and appoint him to the University Council for the 2018 calendar year as the student representative in terms of section 3.1(e) of the constitution.***

Carried

### **University Medal**

Council discussed the paper prepared by Deputy Registrar Bruce White and noted that:

- The proposed award fills a gap in Council awards available
- There was precedent at other universities for such an award
- The award would be for excellence rather than for long service
- The Honours and Appointments Committee would be asked to develop guidelines for awarding the medal which would not constrain its use for future Councils.

Moved

***That: Council approve the introduction of a University Medal and request the Registrar prepare guidelines for its use for consideration by the Honours and Appointments Committee.***

Carried

## **FROM THE VICE- CHANCELLOR**

### **Monthly Report**

Dr Carr took his report as read and noted a correction on page 43 of the printed agenda – the forecast full year deficit was \$2.5M, not \$25M. He then provided an update on a number of matters:

- The regional Mayoral Forum had been held on campus
- Sir John Key had accepted an invitation to open the Trading Room on 16 October
- A proposal to extend teaching hours in 2018 by two hours and in 2019 by three hours per day would be consulted upon. There was provision within the collective and individual employment contracts for the University to operate within these hours and this was required due to the reduction in rooms available and the proliferation of courses.
- UCSA had reached 20% of its fundraising target, achieving its first \$1M.
- Mr Ngau Boon Keat would be visiting campus on 15 September
- \$5M savings was needed for the 2018 budget, to be workshopped by Council in October.
- A ceremony to dedicate the Cycleway plinth would be held in 2018 on the anniversary of the February 2011 earthquake.

Questioning raised several points:

- The service provided by the Disability Resource Service in comparison with other universities was well regarded and attracted applications from disabled students due to the level of support offered.
- UC had staff skilled in identifying and applying for research funding, particularly in the Research and Innovation team which was skilled at matching research opportunities with business. Capability within Colleges was more heterogeneous but there was a willingness to push proposals and success in achieving funding was a criteria for academic promotion.
- Good progress was being made with mapping graduate attributes to undergraduate degrees.

Moved

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

Carried

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

The Chair of the Finance, Planning and Resources Committee, (FPRC) Ms Drayton, presented her report from the meeting on 21 August, summarising the discussion at that meeting.

**CAPEX Report to 30 June 2017**

There were no further comments or questions.

Moved

**That: Council note the CAPEX Quarterly report to June 2017.**

Carried

**Fees and Fines Regulations**

It was noted that the Regulations would take effect from 1 October 2017 while the Schedule of Fees would apply for 2018. The low fine for missing library books was noted and would be corrected along with the 2018 Student Services Levy figure.

Moved

**That: Council approve the Fees and Fines Regulations as amended.**

Carried

**FROM THE AUDIT AND  
RISK COMMITTEE**

The Chair of the Audit and Risk Committee, (ARC) Mr Peter Ballantyne, presented his report from the meeting on 21 August.

**Health and Safety Report**

The report was a work in progress which would ensure that Council's health and safety obligations would be met, that notifications would come to Council and mitigations put in place. Health and safety was also to be the subject of an external review.

Moved

**That: Council note the Health and Safety Report.**

Carried

### **Appeals, Discipline and Grievances Report 2016**

Mr Ballantyne noted the various components of the report and invited the Registrar Mr Jeff Field, to comment:

- The emphasis was on resolution of issues at the lowest level and this had resulted in no appeals coming to the Council Appeals Committee once again.
- An increase in harassment cases had been noted recently and steps were being taken to address this growing issue:
  - Support through Student Health and counselling services
  - Student Services and Communications Division were active in this area
  - Council itself had been proactive
  - Orientation of new students included behaviour expectations, the student code of conduct and awareness of various policies.

Moved

**That: Council note the Appeals, Discipline and Grievances Report 2016.**

Carried

### **FROM THE ACADEMIC BOARD**

The Chancellor welcomed Dr Cochrane to his final meeting, noting that an opportunity would follow the meeting to acknowledge his contribution to the work of Council.

Dr Cochrane presented the report from the meeting of the Academic Board noting that good progress was being made to the review of academic regulations.

Moved

**That: Council note the Academic Board Report.**

Carried

Council discussed the Academic Board proposal to introduce two conjoint degrees:

- A conjoint degree was a single qualification comprising two degree courses completed in a shorter time frame.
- Enrolment in papers from each degree course was required each year.
- A heavier workload of 135 points per year was required and candidates would need to be of strong academic ability to succeed in the course.
- Some institutions awarded two separate degree certificates on completion but it was agreed that to do so would be disingenuous.
- The introduction of these degrees was to meet demand from potential students wishing to link the new Product Design degree with other mainstream degrees.

- There was concern that this would result in an influx of conjoint degrees. A strategy for conjoint degrees would be considered by Council in 2018.

Moved

***That:*** Council approve the introduction of the following qualifications and forward them to CUAP for approval:

- Conjoint Bachelor Degree in Product Design and Commerce*
- Conjoint Bachelor Degree in Product Design and Science*

Carried

Dr Cochrane advised Council of a number of qualifications that were to be discontinued. CUAP needed to be advised of these.

Moved

***That:*** Council approve the removal of the following qualifications from the New Zealand Qualifications Framework and report these to CUAP:

- Master of International Law and Politics*
- Master of Fine Arts in Creative Writing*
- Te Pourua: Diploma in Māori and Indigenous Studies*

Carried

A further set of regulations including the General Regulations of the University were provided to Council for approval.

Moved

***That:*** Council approve the revision of the General Regulations of the University and the revision of the following qualifications:

- Doctor of Musical Arts*
- Doctor of Education*
- Bachelor of Product Design*

Carried

**PUBLIC EXCLUDED  
MEETING**

Moved

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

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8. 8.1	<b>From the Finance, Planning and Resources Committee</b> Report from GOG meeting	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	UC Futures Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2.1	- Rehua Update		
8.2.2	- UC Futures Summary	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)
8.2.3	- EBITDA		
8.2.4	- International Growth		
8.2.5	- UC Futures Benefits		
8.3	Student Accommodation Strategy	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)
8.4	Student First Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i)
8.5	Financial Forecast Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(a)
9. 9.1	<b>From the Audit and Risk Committee</b> Draft minutes of the Audit and Risk Committee meeting of 21 August 2017	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
9.2	Internal Audit Plan 2017	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.3	Half Year SSP Summary	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
10.	<b>Strategic Discussion</b>	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)
11.	<b>Vice-Chancellor Employment Committee</b>	To protect the privacy of natural persons	7(a)

*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**

Members returned to public meeting at 6.05pm. There were no matters to be confirmed for the public record.

**GENERAL BUSINESS**

There were no items of general business.



The meeting closed at 6.06pm

**NEXT MEETING**

The next meeting is scheduled for 4.00pm on Wednesday 27 September 2017.

SIGNED AS A CORRECT RECORD: \_\_\_\_\_

DATE: \_\_\_\_\_



# Memorandum

## Vice-Chancellor's Office

Email: [chancellor@canterbury.ac.nz](mailto:chancellor@canterbury.ac.nz)



<b>To:</b>	Council Members
<b>From:</b>	Dr John Wood, Chancellor
<b>Date:</b>	20 September 2017
<b>Subject:</b>	<b>CHANCELLOR'S MEETINGS</b>

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

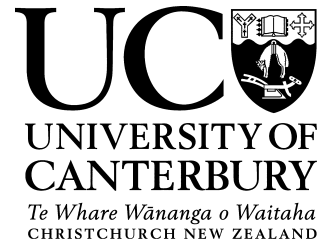
- UC Foundation Board Meeting
- Briefing on Rehua by project team in preparation for meeting with Downer.
- Hosted welcome function for visiting group of interns from Oxford University
- Welcomes students to Model EU Parliament exercise
- Met with Steve Killeen of Downer re Rehua
- Meeting of the Canterbury History Foundation
- Attended UCSA Staff of the Year Awards
- Health and Safety Site visit to CETF
- Attended Finance Planning and Resources Committee meeting
- Attended Canterbury History Foundation AGM
- Welcomed Minister Gerry Brownlee onto campus to deliver the 2017 Europa Lecture
- Attended a meeting of the UC Council Appeals Committee
- Attended a DSG meeting

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

Dr John Wood  
**Chancellor**



Dr Rod Carr  
 Vice-Chancellor  
 Tel: +64 3 369 3836  
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**VICE-CHANCELLOR'S REPORT TO  
 UNIVERSITY OF CANTERBURY COUNCIL SEPTEMBER 2017**

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## **1. INTRODUCTION**

It is now clear that UC is moving from a focus on recovery from the effects of the earthquakes to a focus on transformation and managing growth. 2018 is the 'change over' year when the cushion provided by interest on capital committed to buildings falls away and Crown funding to support lower student numbers and under-delivery of teaching is in the last year. Achieving a budget for 2018 which is consistent with a forecast that in 2019 will see revenue from business as usual activities cover the cost of business as usual is a challenge, but in my view feasible.

UC now surpasses pre-2010 levels of activity in a number of areas including research income, postgraduate student numbers, enrolments in engineering, full-fee paying international students, doctoral students, philanthropic support, students from Auckland, and students in Halls of Residence, to name a few.

The development of the Graduate Profile and graduate attributes is taking hold – attracting a different type of student and in time leading to a different type of graduate. In the next six months we will complete the largest building programme in the history of the University since the move to Ilam. While we may not be there yet, we are definitely making a difference.

## **2. STRATEGIC MATTERS**

### **2.1 UC Futures**

The UC Futures Kia Mua programme is partly funded from a government grant of up to \$260m agreed through our Crown Funding Agreement, signed in September 2014. This agreement includes key milestones and targets which UC has agreed to meet. The Government has so far provided UC with \$210m less a recovery of \$8 million on UC's insurance settlement. These funds have been used in three main construction projects (CETF, RRSIC, Rehua). The Treasury and the Tertiary Education Commission require that with Government investments of this size, there is external review of the quality and benefits of the investment. To meet this requirement, UC has commissioned Deloitte and KPMG to undertake a series of Independent Quality Assurance Reviews. These are designed to meet both Treasury and TEC requirements.

This programme of review began with the business cases for investment in each large construction project and reaches its peak in 2017 and 2018, when the buildings are being completed. The RRSIC Stage One pre-opening review has started to check on whether plans are fully developed for construction to be completed by the end of October. The current IQA programme finishes with the last building completion, RRSIC Stage Two, in 2019.

The Governance Oversight Group (GOG) meets quarterly to review progress and approve or recommend approval to Ministers of changes in milestones (dates) and targets (numbers). The most recent report to Ministers is supportive of progress to date and the University's oversight of the UC Futures Kia Mua Programme.

### **2.2 Rutherford Regional Science and Innovation Centre (RRSIC)**

RRSIC Stage One building commissioning is going well, with pre-commissioning and commissioning testing recovering some lost ground. Commissioning is about 45% complete at this stage, 10 percentage points above last month's report. Commissioning this building means testing all the building's numerous systems such as the heating and air-conditioning; the gas articulation and vacuum systems; the water and drainage systems; the IT wiring; the lighting; and the fume hood and extraction systems. Overall the commissioning is expected to take 39 weeks from start to finish. Many tasks within this part of the work run in parallel with construction, and runs right up until the building is complete.

Commissioning this building is so complex that UC has appointed an Independent Commissioning Agent (ICA) to provide design review, verify proper installation, operation, and performance of the systems and equipment installed, the review of contractors' commissioning plans and recommendations for improvement, the overview of all commissioning and testing, ensuring that commissioning is consistent with the Green Star Credit "Man-2 Commissioning Clauses" to achieve a Five Star Green Star Design rating equivalent under the Green Star New Zealand - Education 2009 tool – although formal application for the rating will not be made at this stage.

Dominion Constructors continues work to complete the 'soft strip out' of the von Haast building and to remove asbestos. Significantly more asbestos has been found in the building than was anticipated and this is likely to impact both the schedule and demolition cost.

### **2.3 Canterbury Engineering the Future (CETF)**

The project team has indicated the final wings of this large project, the Mechanical Engineering Wing and the Civil and Natural Resources Engineering wing, will be completed by the end of October. The College of Engineering will then progressively occupy the new wings and get them ready for teaching in the New Year. UC continues to monitor the quality of the work on these wings to ensure that pressure to complete on time does not compromise the quality of the construction. The Chancellor's dinner, sponsored by Lane Neave, celebrating the completion of the CETF project, will be held in the Engineering Core on 10 November 2017.

### **2.4 Rehua completion and commissioning**

The construction of this building continues to lag behind the original milestones, and UC is putting pressure on the contractor to increase the number of people on the site to complete the building safely, to a high quality and by the end of the year. The College of Education, Health and Human Development and the College of Business and Law are working to prepare for a later occupation date, if that eventuates. This means that 2018 timetables, to be published shortly, will not show activity in the building. Should the contractor meet its contractual deadlines, the building will be occupied progressively.

Installation of the terracotta façade is ongoing, the first move away from cement or concrete panels and beams on the Ilam Campus. This terracotta façade will also be used on the von Haast replacement building that is RRSIC Stage Two which will be named for Beatrice Tinsley.

### **2.5 Graduate Attributes**

#### **Core Attribute: Critically competent in a core academic discipline of their degree**

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

Curriculum mapping is the main focus of the current work on implementing the UC wide graduate attributes. This involves cross matching the framework requirements for each attribute against the curriculum for each course to identify which elements of the skills and knowledge needed for the attributes are already included in our current courses (and therefore degrees). This important exercise will inform where UC needs to focus new curriculum development and where students are already well on the way to achieving the UC graduate profile. Mapping is planned to be complete by December of this year for all the undergraduate degrees. The professional degrees are already largely complete.



### **Attribute 1: Employable, innovative and enterprising**

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

UC students have had extensive opportunity over the past month and in the coming weeks to engage in innovative and enterprising experiences. Recent activities through the University Centre for Entrepreneurship (UCE) involving students across Colleges include the Business Case Competition, the UCE Kathmandu NZ Social Enterprise Challenge, and a one-day intensive boot camp. In addition, the UC Innovators Summer Start-Up Scholarships are being offered in conjunction with the Summer Startup Programme for students wishing to work on their commercial or social enterprise over the summer.

### **Attribute 2: Biculturally Competent and Confident (BiCC)**

*Learning Objective: Students will be aware of, and understand the nature of biculturalism in Aotearoa New Zealand, and its relevance to their area of study and/or their degree.*

Te Wiki o te Reo Māori (Maori Language Week) was an opportunity for staff and students to embrace te reo and build on bicultural competence and confidence. A range of activities happened across campus for students and staff. UC Te Reo Resource packs were available for staff and students and there were interactive displays and activities throughout the week. Colleges are continuing to examine ways of enhancing bicultural competence and confidence in their courses and many are looking to re-map the courses to reflect the enhancements in the attributes. The School of Business, in the College of Business and Law, is in the second term of its newly-offered Culture and Business course. Recent and unsolicited feedback from Engineering students shows that they are enjoying this aspect of their engineering education at UC.

### **Attribute 3: Engaged with the community**

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

Students have the opportunity to extend the notion of Community Engagement in the context of being globally aware by linking with Rice University in Houston and Universities in Florida to look at the Student Volunteer Army model and the CHCH 101 model in the wake of the recent hurricanes. As the Community Engagement attribute is currently being mapped across programmes of study, course co-ordinators are identifying areas where students are engaging with the community relative to their discipline and highlighting that to students.

### **Attribute 4: Globally aware**

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

The UC Global Experience Hub continues to run workshops to support UC students going on exchange. Likewise the UC Global Experience Hub, Community Engagement Hub, UCE, and International Relationships Office have worked together to host eighteen students from Oxford University and students from several universities in China.

## **2.6 International Growth Strategy**

UC continues to be an attractive destination for Study Abroad students, largely from US universities, where it is either considered best practice or is compulsory for students to experience studying away from the US. These students have a large number of destinations to choose from, and New Zealand is an attractive destination as a place with an English speaking Western style education system.

## **2.7 International Partnerships**

The 14 UC students to go to Peking University in November-December have been selected. This was a very competitive process, with 104 applications received. Peking University has recently climbed to 27<sup>th</sup> equal in the Times Higher Education World University Rankings (THE) 2018, making it the highest ranked Chinese University.

## **2.8 Study Abroad and UC Exchange**

In August the Mobility team hosted a group of nine US Study Abroad advisors and providers for a familiarisation visit. The group spent time on campus, with a particular focus on exploring the experiential learning opportunities on offer to Study Abroad students at UC. The Mobility team also attended the NZIEC conference in Auckland the same week, at which the US delegation were guests and the US the country of honour. Further visits hosted in August included a two-day visit from new partner Hampshire College in Massachusetts and a site visit from Wheaton College.

Fall recruitment travel in the US is set to begin in early September and will include fairs and visits at UC partner institutions, as well as attendance at the IIE summit. The team is also beginning to work with incoming Study Abroad and Exchange applications for February 2018, and is in the process of selecting outbound exchange nominees for Semester Two 2018.

## **2.9 Recruitment**

IRO recruitment staff attended Education New Zealand marketing fairs and agent recruitment events in Malaysia, Singapore, India, Korea and the Philippines in August.

The Director International Growth Strategies, Associate Director, and the IRO China, India, Korea/Japan recruitment staff attended the annual Education New Zealand Conference held in Auckland on 22-23 August. College of Business and Law and IRO staff took the opportunity to meet with Auckland agents following the conference.

## **2.10 Pre-assessment**

IRO's Conversion Management Team processed about 370 applications during August.

The agents continue to use UCLink portal to submit applications ensuring a quick turnaround time. About 30 applications were received in August. A new high conversion agent, Raven Trading, has been moved to the portal recently. The agent will be given adequate training by UC's visiting staff in mid-September, after which they will be expected to submit applications via the portal.

On request, no further applications for EDP's October intake are being processed. The team is now focussed on processing and converting applications received for 2018 intakes. By the end of September the team should be at its full potential with turnaround times of 48-72 hours.

Also, 114 applications made by students from African countries with low conversion ability have been removed from the pipeline. These are being managed by Hobsons to confirm their feasibility to convert.

### **3. CHALLENGE**

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

#### **3.1 Marketing**

Social media activity continues to be high with good engagement across Facebook, Instagram and Twitter. Student takeovers, Promotions with Halls of Residence and promotions with student clubs have driven growth. The Online WCMS phase III project continues with the College of Business and Law the current focus Google AdWords has experienced good growth as have video views and banner advertising response. Total online results (clicks, likes and video views) are up 97% year-on-year.

A Mature Market campaign utilising newspaper and online marketing is in market within the local catchment area. A Facebook and banner advertising campaign has been in the Australian market targeting New Zealand-born residents. There have been over 8,000 unique visitors to the website but relatively modest further inquiries at this stage. An accommodation online campaign is in market to emphasise application dates. Campaigns are being developed for Summer School, the College of Arts and the School of Law.

Development of specific 'brand stories' for the College of Education, Health and Human Development, the College of Engineering and the School of Law are progressing well. This has involved interviews with students, staff and alumni. A suite of videos will be implemented progressively over the year.

The Postgraduate prospectus and Enrolment Guide are being developed for launch in late September.

#### **3.2 Liaison**

The Senior Engagement Coordinator (Liaison) continued to meet with Auckland secondary school International Directors and also accompanied the Vice-Chancellor to his annual meetings with local principals. The Pro-Vice Chancellor of the College of Education, Health and Human Development also attended some of the local visits. Sixty local academically gifted secondary school students were hosted on campus with the assistance of Mechanical Engineering and the School of Law as part of the Future Problem Solving curriculum.

#### **3.3 Admissions**

The new Easy Enrolments (Early Release) went live on 1 August. This new online application for teaching removed what was previously a manual application process. Admissions Officers have been working through the assessment of the 151 new applications received during August.

The Admissions Team has identified key lessons learned from the Early Release, and have been involved in workshops with the College of Education, Health and Human Development and Student First Teams to develop a summary of findings which will be used to inform future delivery plans.

A reduction in incomplete applications and greater clarity for recruiters and agents on entry requirements from key markets has helped the Admissions Team to ensure all applications are being dealt with promptly. Currently only a handful of applications (12) are being progressed by Admissions Officers and these are being cleared daily. We anticipate this will change very soon as applications flow in for 2018 enrolment.

### **3.4 Contact Centre and Enrolment**

The Contact Centre has employed four additional casual staff members for the peak October-March period. Training will commence with an induction on 20 September.

Shared Services has organised “Spring into Action” which will launch in September as a wellness initiative for staff. The focus is on the five winning ways to wellbeing: to connect; to be active; to take notice, to keep learning; and to give. This empowers staff to be the change within their own teams and create opportunities for meaningful engagement in the wider community through participation in health and wellness initiatives.

Support of staff wellbeing was highlighted when the initiative was a winner in the 2017 Vice-Chancellor’s Health and Safety Awards.

### **3.5 Scholarships**

Twenty eight school leaver scholarships closed on 15 August with 2,136 individuals applying for at least one scholarship – in total 6,179 applications were submitted. The objective to ensure scholarship offers are made to prospective students at the same time as accommodation offers is progressing ahead of plan.

The October UC Master’s and Doctoral scholarships and other postgraduate scholarships opened this month.

The Scholarships Office hosted the Universities New Zealand Scholarships Manager, Jon Winnall, and the Scholarships and Projects Advisor, Darren Reddiex, on 9 August and discussed the processing of Universities New Zealand scholarships. It was noted that Universities New Zealand and the UC Scholarship Office have a very good relationship.

The Team Leader Scholarships attended the annual national meeting of tertiary scholarship providers which was held in conjunction with the New Zealand Deans and Directors of Graduate Studies annual meeting. It was agreed the University of Canterbury and Lincoln University will host this meeting in 2018.

### **3.6 Accommodation**

The accommodation application process opened on 1 August with a \$100 application fee implemented for the first time. The application numbers are down on 2016 at 1,377 compared to 1,466, but up on 2015 numbers of 1,285. This was expected as students will consider their options more carefully and are less likely to apply to multiple Universities if required to pay non-refundable application fees. We expect a higher number of students committed to UC at the end of the process, providing much greater efficiency in application processing and greater certainty on numbers.

Affiliated housing (houses we own or hold head leases over) is at 96% occupancy with only three rooms vacant. The number of inquiries for the Executive Development Programmes (EDP) starting in October is increasing daily.

A new flexible Postgraduate accommodation contract is being offered by CLV to cover the course length of the Taught Masters’ programmes, which should increase the number of these students living on campus.

The Dovedale One development of new student accommodation (90 beds) is on schedule with a show home to be completed by the first week of October, for marketing purposes.

## **3.7 UC RecCentre**

### **3.7.1 Visits**

August has seen 30,787 turnstile visits, the third biggest month this year, beaten only by March and May which both saw more than 32,500 visits. If attendance stays on trend, higher numbers are expected in September, with a slight easing from October onwards as the academic year concludes.

### **3.7.2 Memberships**

As at 31 August, the RecCentre has about 7,770 student members (91.7% of members) and has seen a growth in non-student type memberships to about 650, with the largest increase coming in alumni memberships.

New Technology to improve service and experience is being trialled, as is new Technogym cardio equipment, which is supported by My Wellness, a complimentary cloud based wellness app. The 10-year equipment replacement plan includes a move toward Technogym weights and cardio to provide better engagement with students.

UC Information Technology Services is assisting with an update of membership software, with the software provider. This should provide more online capability, automate membership processing, and also allow provision of online booking in the future.

## **3.8 UC Sport**

Work to consolidate UC Sport's strategic vision continues, with a draft plan being submitted for further refinement. UC Sport is also collaborating with Go Canterbury to promote UC via sport, through the Sports Academy and associated programmes.

Sport Competitions are under way for Semester Two with more than 90 teams competing in social sport events. August saw three Inter-Hall Sport events hotly contested with College House and Uni Hall now jointly leading the competition.

## **3.9 Student Success**

### **3.9.1 Student Care Service**

During August Student Care had 293 student engagements, bringing the year-to-date total to 2,372 student engagements. In addition, during August the team managed:

- Ongoing staff enquiries about particular students for whom they need guidance/advice.
- Prospective enquiries – two to three enquiries per week from prospective (mostly international) students for information. Students were re-directed to the right service as necessary.
- Academic Progress Review, including 200 phone calls/follow ups.
- Six International Student Welfare Fund (ISWF) applications and assessments.

Student Care Service completed all New Zealand scholarship-related reports and requests while supporting key transition needs of new international students. The team continues to engage with the wider UC community and contribute to the International Student Experience and Retention Group. The new Student Care Manager started in the role during August.

Highlights of this month include supporting and advocating for a number of Emerging Leaders Development Programme students and resolving their visa issues successfully, a trip to Hanmer

Springs with New Zealand Scholarship students, and implementing the first meeting for 60 Language and Cultural Experience (LACE) and MGMT228 students.

### **3.10 Pacific Development**

#### **3.10.1 Retention**

August marked the first month that the Pasifika Development Team (PDT) recorded its case notes on the UC CareerHub system. Careers Hub is far superior to the JADE tool that was being used and the move has increased productivity. Case notes now take half the time they used to, and much of CareerHub's other functionality is more student friendly.

The Academic Progress Review has been the biggest focus during the term break, with advisors using this as a chance to follow up on all those who received warning and advice letters from Semester One. The goal is to ensure these students do not end up on the faculty exclusion lists at the end of Semester Two.

The 'Old Skool Dinners' project had its third event for the year, and attendance and feedback indicate that these events should be continued in 2018, with many students noting it is the only occasion they have where they feel they are being specifically cared for as mature/adult students.

#### **3.10.2 Recruitment**

The Jandals 3 Fiafia night event saw 130+ Pasifika students and community visit the UC College of Education Health and Human Development, which marks one of the biggest Pasifika outreach opportunities the College has each year.

#### **3.10.3 UC Pasifika Strategy**

A progress report against the goals of the UC Pasifika Strategy demonstrate that UC has made good progress to date and have met many of its Key Performance Indicators (KPI) targets. The overall target of increasing Pasifika staff from 20 in 2013 to 25 in 2018 has been comfortably met with the total Pasifika staff headcount standing at 36 in August. Our student recruitment targets have also been consistently met over the past three years. An area of concern is the declining numbers of International Pasifika student enrolments, largely attributed to students on NZ AID scholarships being directed to AUT, where academic programmes may be seen as less demanding.

#### **3.10.4 Ako Research Project**

This project is due to end in March 2018 and has been an influential in progressing Pasifika strategy goals.

The Project Lead Project Coordinators were delighted to have received a Vice-Chancellor's award that will allow them to attend the ISANA/ANZSSA conference in Australia. They will be delivering a workshop that will unpack the Pasifika Resource Kit that emerged from these Ako research projects and showcasing how this has been implemented within both UC and Ara Institute campuses.

Currently the project is looking at setting up a Pasifika Learn site with resources for staff to access. The project is also currently reviewing and reprinting current hard copy resources that are made available for participants at professional development sessions.

#### **3.10.5 Full day Pasifika Professional Development**

PDT and Human Resources have agreed to add a programme in their Professional Development (PD) offerings to all UC staff for 2018. The programme will be a full day Pasifika-focused session and will cover topics such as *Understanding Pasifika Perspectives*, *Effective Engagement with Pasifika students*, *Historical*

*Connections, Exploring Multiple Pasifika Identities in a Bi-cultural Space*, and other relevant topics. These two full days will be offered at the end of April and the end of October 2018.

### **3.11 Student Experience**

#### **3.11.1 Emerging Leaders Development Programme (ELDP)**

The second ELDP workshop of 2017 welcomed the team from Thankyou, an NGO that takes a holistic approach to combating poverty around the world. Thankyou channels 100% of its profits from bottled water sales into funding for safe drinking water, food, hygiene and sanitation initiatives. The presentation prompted students' thinking about how they could make a difference using the skills and resources they have. This informed the planning of ten community service projects which will run over the coming weeks. Other social events and team building opportunities during August included a quiz night and team dinners led by the Executive.

#### **3.11.2 UniLife**

The UniLife programme received 16 new registrations in August, bringing the number of students enrolled in the programme to 198. UniLife students' attendance at events was tracked throughout Semester One to measure engagement levels with the programme. Post event analysis suggests that students attending more events are more likely to achieve a good academic pass rate.

Four UniLife events were held in August. A guide to flatting prepared and presented by Go Canterbury Student Leaders was delivered during a pizza dinner. The Community Award students worked with UniLife Student Leaders to organise a Community Soup kitchen and spent a day making soup and set up a free soup stall at three campus libraries that fed 300 students in one evening. The final event for Term Three was 'breakfast for dinner' followed by a film screening. A special Co-curricular Record (CCR) session was run to help UniLife Leaders with the CCR claim submission process. Leaders talked about the graduate attributes and work readiness skills as well as how to use the reflective process to think about their experiences of being UniLife Leaders in 2017.

#### **3.11.3 Post-graduate Research Student Orientation**

Ten students – two New Zealanders and eight international students from six different countries including Asia, the Middle East and the United Kingdom attended the August Research Student Orientation. All were encouraged to embrace New Zealand's bicultural context and opportunities. Eight of the ten were enrolled in a PhD and two in research Masters. All regarded the session favourably, especially meeting staff from the service units. Of special note was this comment from a North Island Māori PhD student, "Awesome to hear Te Reo Māori and bilingual framework".

#### **4. CONCENTRATE**

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

#### **4.1 Deputy Vice-Chancellor**

##### **4.1.1 Academic Services Group**

Academic Services support for qualification and course quality assurance at this point in our annual cycle moves into a role of supporting the following activities: CUAP Round Two Reviews, including our own submissions; Graduating Year Reviews, including peer review of those from other institutions; and gearing up of UC course development for eventual CUAP submission in 2018. The Group is also planning evolutionary changes to the UC development process in order to respond to changes being introduced by CUAP in 2018, a desire to bring forward the development of financial cases in the process for both planning and communication to Senior Management and Council, and as always, methods to streamline processes. The Group continues to provide support for the development of the next Learning and Teaching Strategy, and there is good engagement within Colleges and Service Units on this topic. Similarly, initiatives to support teaching portfolios and continuing academic professional development will be progressed.

Work in the area of institutional research is progressing. Data gathering for the Postgraduate Student Experience Survey is about to close with an impressive response rate of 55% to date. The annual Graduate Destinations Survey will commence in early October, and the usual end-of-year course surveying will be initiated later in the year. The new system for student evaluation of teaching continues to be effective with high response rates, and we continue to strongly encourage academic staff to feed back these results to students. Finally, work is under way to develop a long-term solution to our institutional surveying needs.

As the end of year approaches, staff and students will be working towards the final examinations, and includes an academic progression process that occurs at the end of the examination period. Finally, high-level planning for 2019 is being finalised, which includes a schedule for staff and students around examination processes, marking, progression meetings and course selection for the next study period.

Summer School enrolments for summer 2018 are now open, a process managed by Academic Services. The Group is also supporting the Admissions Team with changes related primarily to Student First's Easy Enrolment project and changes to some AES processes and to Provisional Admission.

##### **4.1.2 Timetabling**

Timetabling for 2018 is progressing, and the team is on track to reach our target of a released or "public" timetable in the first week of October, to coincide with enrolments opening. Uncertainties in building availability has meant that the 2018 timetable will assume the College of Education, Health and Human Development will remain on the Dovedale campus for Semester One.



The Timetabling manager and coordinator recently attended a conference with our software supplier JDR Software regarding the student allocation tool (Allocate +), and this will provide additional benefits for the academic and administrative staff.

At its September meeting, the Academic Board discussed the requirement (especially in flat-floored teaching spaces 20-40 in size and large lecture theatres with >240 capacity) for an extension to teaching hours for 2018 and 2019.

For 2018, the teaching day will be extended from an 8am start to a 6pm finish, though every effort will be made to timetable as much as possible between 9am and 5pm. Some 10% of the timetable is expected to be programmed in the extended teaching day. The timetable will be built around Programmes of Study, which should limit, as much as possible, students and staff having a day extending fully between 8am and 6pm for the 26 weeks of the academic year when most teaching occurs. The Colleges, Academic Services Group, and Timetabling Team will continue to work through “easy wins” in course delivery and offerings, so that appropriate pedagogy is balanced with effective space utilisation.

Finally, the Learning and Teaching Committee will commence work to understand current and future use of technology in teaching. Our preferred outcome is that we reduce if not eliminate the prospect of having to further extend the teaching day in 2019.

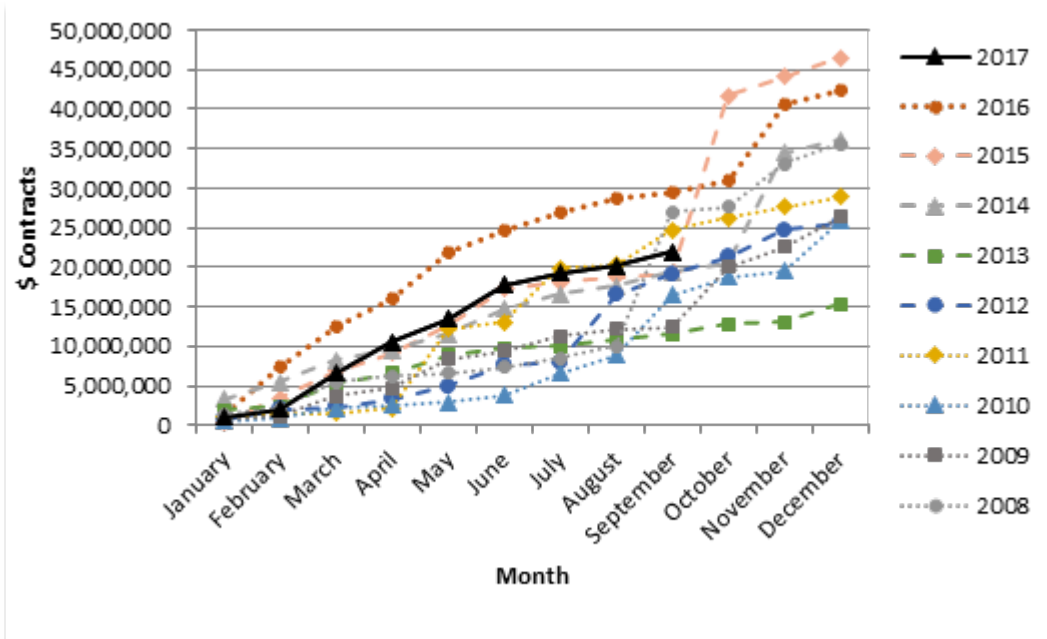
### **4.1.3 Research Funding**

The results of the MBIE Endeavour Round 2017 have been announced. UC was successful with two Research Programmes and five Smart Ideas (success rate of 30.4%), totaling \$10.8m in funding. A further \$0.8 M has been secured where UC is a sub-contractor with another institutions success in the same round. . Overall, UC had the third highest success rate from across the 8 universities and 7 CRI's that submitted proposals, with University of Auckland, University of Otago, and Victoria University of Wellington having success rates of 17.1%, 25.9%, and 13.5%, respectively.

Research Programmes support the development of ambitious, excellent, and well-defined research ideas which, collectively, have credible and high potential to positively transform New Zealand's future in areas of future value, growth or critical need. Smart Ideas are fast-fail projects to catalyse and rapidly test promising, innovative research ideas with high potential for benefit to New Zealand.

R&I is working with academics on the development of potential MBIE Endeavour Fund 2018 bids.

R&I is managing 386 research contracts, worth a total value of **\$132.1m**. In 2017 year-to-date, 150 contracts worth a total value of \$21.7m have been executed (which doesn't yet include the recent \$10.8m of MBIE announcements), and 30 contracts worth at least \$3.1m are pending (i.e., in the process of being executed). UC holds 56 National Science Challenges contracts worth \$21.3m and 44 CoRE contracts worth \$27.2m (with 7 NSC/CoRE contracts pending, worth \$0.05m pending).



#### 4.1.4 Research Reputation

The annual Times Higher Education (THE) university ranking has been released, with UC maintaining its 351-400 ranking for 2018. The University of Auckland fell from 165 to 192, University of Otago remained at 201-250, University of Waikato increased from 401-500 to 351-400, Lincoln University increased from 501-600 to 401-500, while Victoria University of Wellington fell from 351-400 to 401-500. A recent analysis from Hobsons International Student Survey shows QS Rankings and THE Rankings are now the first and second rankings schema, respectively, that influence international student choice the most in applying for particular international universities including those in New Zealand.

#### 4.1.5 Postgraduate Research

Postgraduate research student numbers have plateaued with current PhD numbers at 1,064 (as at the end of August), however this does not include about 100 on enrolment suspension.

Highlights for the month include:

- 21 new PhD students enrolled in August exceeded the number of PhD students finishing, with 15 PhD submissions.
- The UC Thesis-in-three finals were held on 15 August. A total of 16 competitors presented their research in three minutes and using one Powerpoint slide to an audience of several hundred. The overall winner Philipp Suelthrop (Electrical Engineering) will be representing UC at the Asia-Pacific PhD finals in Brisbane in September. The best Masters presentation was given by Jess McHale (Geological Sciences). Jess represented UC at the NZ Masters University finals in Wellington at the end of August.
- The Dean and Academic Development lecturer Dr Erik Brogt have just completed a series of Workshops for 20 new academics on supervising thesis research students.
- The latest Masters and PhD Scholarship round is currently being finalised.

- The Dean recently attended the annual New Zealand Deans and Directors of Graduate Research (DDOGs). Several wide ranging discussions occurred including; 180 point Masters, and Immigration and VISA rules for postgraduate students.

#### **4.1.6 Student First Programme**

The College of Education, Health and Human Development (CEHHD) Early Release went live as scheduled in early August and provided learnings that will be incorporated into the next release scheduled for October (Easy Enrolment – New Students). The Academic Regulations work also remains on track to meet October release commitments. Concurrent with ongoing development activity, the Programme facilitated a Student First Programme Workshop with senior University stakeholders, with a view to refreshing the current Investment Logic Map (ILM). This ILM workshop and associated output provides an informed view of Student First Programme focus for 2018.

### **4.2 Office of the AVC Maori**

#### **4.2.1 Te Wiki o te reo Māori**

This has been a very popular celebration of te reo. Thanks to many SMT colleagues for their participation in both the mihi whakatau on Monday and for their willingness to contribute to the te reo videos. On Tuesday of Te Wiki week the Nuts and Bolts café offered a discount on coffee ordered in te reo and had about 300 te reo coffee orders. The UCSA Executive also participated in the mihi whakatau and their involvement is really appreciated.

#### **4.2.2 Tangata Tū, Tangata Ora staff professional development programme:**

As there is significant demand for this programme and a long waiting list, another general session will be scheduled in November 2017.

#### **4.2.3 Te Ohu Reo**

There have been a large number of requests over the mid-year break and into Semester Two and it is very pleasing to note the number of requests received via the online form. To best manage this mahi and provide guidance about timeframes, the Office intends to provide a schedule for requests for 2018 and will publicise this later in 2017.

#### **4.2.4 Kaiārahi Colleges**

The Kaiārahi are continuing their mahi with colleges.

#### **4.2.5 Kaiārahi Service Units**

In collaboration with International Relations Office, BICC workshops have been held for international students and the IRO staff have been practicing their Māori role titles. Human Resources have noted that 13 vacancies have been listed as opportunities for Kia Ngaringari appointments. The UCSA is receiving some support from the Kaiārahi to build their bicultural competence and confidence. The new Executive will participate in Tangata Tū, Tangata Ora and the UCSA staff have already completed Tangata Tū, Tangata Ora.

#### 4.2.6 Te Ratonga Ākonga Māori - Māori Student Development Team

We now have 1,205 Māori students enrolled at UC, which is significantly above pre-earthquake numbers.

Some examples of Te Wiki posters are below:



#### 5. Māori Outreach and Recruitment

The Outreach and Recruitment Advisor has been doing extensive planning with Liaison colleagues for 2018. Ekea? Ana! Programme will be held in early October and the homework programme for senior high school students will also start in October 2017.

#### 6. CONNECT

<i>Engagement Data</i>	
Intercom	Open rate 42% (International benchmark = 21.8%) Click rate on a story 57%
Insider's Guide (student newsletter)	Open rate 47.13% (International benchmark = 21.8%)
Twitter	Ranked second for Twitter engagement. 5,452 followers (64 new followers in August)
Stakeholder Newsletter	878 Recipients Open rate 45.7% (industry average = 17%) Clicks 11.6% (industry average = 2.2%)

## **6.1 Project Communications**

The UC Legends initiative is being revived online and will integrate with initiatives being developed by the Alumni and UC Foundation team to celebrate Honorary Doctorates and alumni and the inspiration they provide UC students.

Support for the Chancellor's Dinner and UC Council Awards has begun, with production of medal winner videos and historic displays and slideshows for the CETF project completion which will be celebrated at the event.

Updates have been made to the UCSA, Arts Centre and Rehua webpages on the UC website. A new health, safety and wellbeing webpage for prospective students and their parents has also been developed. The Capital Works web pages are being prepared for conversion to the Web Content Management System (WCMS) in October.

New Think first Te Reo collateral was rolled out on campus. An interactive Think first game/competition using existing Instagram and Snapchat channels is being developed, with a planned roll-out in October.

## **6.2 Media**

August coverage of UC-related topics was overwhelmingly positive, much of it generated proactively. Three of the four August UC Connect public lectures prompted media requests to interview the speakers. As well, Associate Professor Bronwyn Hayward commented on the upcoming general election on various media channels. The Chancellor, Dr John Wood, was interviewed after the announcement of Sir John Key's honorary doctorate. UC's contribution to tall timber buildings was prominent, as was the Student Volunteer Army, and news that the new UCSA building is under way. Associate Professor Ekant Veer spoke on mental health following his popular 26 July UC Connect lecture on the topic. Dr Jarrod Gilbert commented on National's crime-related policies.

An analysis of coverage produced between 1 and 31 August (Broadcast, Internet, Print) found 560 items. This coverage reached a cumulative audience of 13,168,661 and had an advertising space rate of \$3,406,555.

## **6.3 External Engagement**

There were four UC Connect public lectures in August: UC Law's brain 'finger-printing' research in *Beyond lie detectors: The brain does not lie*, Chances, Secretary for the Treasury Gabriel Makhoul's *Choices and Challenges: New Zealand's Response to Globalisation*, visiting Canterbury Fellow (from the University of Stirling, Scotland) Professor David Lavalley's ideas about turning athletes into future leaders in *More than medals*, and UC Law lecturer David Round's *Who speaks for the trees? The possible futures of conservation*. These lectures attracted 493 members of the public. There are four remaining UC Connect public lectures this year.

## **6.4 Stakeholder Relations**

There have been a few recent complaints about student behaviour in Ilam and Riccarton neighbourhoods. The Community Meeting on 7 August was well attended and well received with speakers receiving applause at its conclusion. The next meeting is on 2 October.

## 6.5 Events and Partnerships

Ninety-nine young women from 11 Canterbury schools joined us in August for the recruitment-focused Women in Leadership breakfast, which showcases the immense leadership opportunities for female students at UC. Year 12 and 13 female leaders hear of the opportunities for women at UC from current and past female UC student leaders, have an opportunity to ask questions and network and leave with the knowledge that UC is the place for them to study. Our guest speaker this year was NASA astronaut candidate Dr Sarah Kessans.

Partnership activity came to a close during August. The finals for the school boys' and school girls' rugby competitions, UC Championship and UC Cup respectively, attracted large crowds and strong social media coverage. As the major sponsor, UC had a visible presence with on-field advertising and promotional giveaways. The Registrar spoke and presented the trophies at the medal ceremonies. The social media activity had a reach of 134,779. 3,000 people attended the games. The UC Championship final was live streamed on Facebook and watched by 7,500.

UC has recommitted to its community partnership with the Crusaders for a further three years, 2018 to 2020. The Events and Partnerships team is currently working with the Student Volunteer Army to continue with that partnership as well.

Planning is under way for September through to December activities: Postgraduate Options Evening, the Trading Room opening, Chancellor's Dinner and CETF opening, UC Bound, Year 10 Ekea! and the end of year Careers Advisors breakfast. The 2018 recruitment event dates have been set.

## 6.6 Alumni and UC Foundation

	<b>Income</b>	<b>Distribution</b>
2016 Year End	\$8.6m	\$4.1m
2017 Target	\$9.5m	\$4.5m
2017 YTD	\$6.0m	\$6.7m

	<b>Donors</b>	<b>Gifts</b>
2001 to date	7,516	24,245
2017 to date	648	1,157

### 6.6.1 UCFA (US)

The Alumni Team secured Facebook and Berkley Research Group venues for San Francisco and Silicon Valley events and are arranging meetings for the upcoming October visit. It also met with the Education New Zealand representative who is based in California and visited the UC campus with a party of representatives from US Universities.

### 6.6.2 NZ Trust (UK)

There were meetings in Aberdeen, Edinburgh and London with 15 alumni/potential supporters. The Chair of UK Trust visited the campus for 2018 planning.

### 6.6.3 Fundraising

The Team remains on target to achieve the goal of \$9.5m in total income for the year. \$775,000 of legacies were received in support of undergraduate scholarships for those with financial need (Bright Start).

Department drawdowns of funding held by UCF continues to be higher than previous years. PriceWaterhouseCoopers (PwC) has been conducting an internal audit of UCF processes and procedures around gift handling and disbursement of funds. Meetings with Arts, Music, the Rose Centre and Business School have been held to develop the case to support 2018 fundraising activity. Development of the Legacy Programme for launch early 2018 is progressing well.

The Team attended the retiring staff workshop and is developing relationships with Perpetual Guardian and Lane Leave to offer free benefits and workshops for staff and alumni financial planning. It is engaging with Human Resources to deliver these to staff. The Team continues its ongoing stewardship of those who have made the University aware of their intention to leave a bequest. It is delivering an overview of the plans for the programme and bequest giving in general to the UCF Trustees.

#### **6.6.4 Stewardship**

The UC Foundation's annual report went to print, and is expected back in mid-September. This will be posted with UC publications on the website and sent to donors. Follow-up emails were sent to Malaysian and Singaporean alumni who attended recent events. Trustees attended the annual Malaysia Day Dinner in Christchurch. Planning for International Travel in 2018 with IRO and SMT has started.

The team also liaised with the family of Beatrice Tinsley on the naming of the new College of Science building that will be part of the RRSIC precinct.

#### **6.6.5 Alumni**

Facebook continues to see an increase in followers and likes for posts. Mt John Observatory, US alumni events, 30 Year and 50 Year reunions are being worked on. We are also finding "lost" alumni. The development of 'Alumni Heroes' campaign is progressing, working with the Marketing team.

### **7. ENABLERS**

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

#### **7.1 Staff Matters**

Effective from 1 September 2017 Professor Catherine Moran took on the role of interim Assistant Vice-Chancellor (Academic) reporting to Deputy Vice-Chancellor Professor Ian Wright. We are finalising the position description, job size and remuneration for the permanent continuing role that will be recruited nationally and in targeted offshore markets.

Effective 1 January 2018 Professor Gail Gillon will commence a six month sabbatical and Professor Letitia Fickel will assume responsibility as Acting Pro-Vice-Chancellor of the College of Education, Health and Human Development.

Alex Hanlon will be taking a period of professional development and annual leave from 20 November 2017 through to the end of March in 2018. I am very grateful to Darryn Russell, AVC Māori, who has agreed to act in the role of Executive Director, Learning Resources while Alex is away. The role of AVC Māori will be backfilled by Liz Brown.

## 7.2 Health and Safety

An independent review of Health and Safety Policies, Processes and Practices is to be undertaken in the final quarter of this year.

## 7.3 Infrastructure

Refer to Appendices

## 8. Financial Outcomes: (Management Accounts to 30 August 2017)

<b>August 2017</b>	Actual Year to Date \$000	Budget Year to Date \$000	Budget Variance Year to Date \$000 Fav/(Unfav)*	Budget Full Year \$000	Forecast Full Year \$000	Full Year Forecast to Budget Variance \$000 Fav/(Unfav)*
Total Operating Income	236,076	234,733	1,343	351,050	357,653	6,603
Total Operating Expenditure	231,620	238,750	7,130	360,170	356,294	3,876
<b>Net Surplus/(Deficit)</b>	<b>4,456</b>	<b>(4,017)</b>	<b>8,473</b>	<b>(9,120)</b>	<b>1,359</b>	<b>10,479</b>
Net Surplus/(Deficit) as a % of Total Operating Income	1.9%	(1.7%)		(2.6%)	0.4%	
<b>Capital Expenditure</b>	<b>118,881</b>	<b>169,370</b>	<b>50,489</b>	<b>205,980</b>	<b>180,000</b>	<b>25,980</b>
<b>Cash/ Short Term Investments/ Short Term Government Stock</b>	<b>267,213</b>	<b>177,430</b>	<b>89,783</b>	<b>138,268</b>	<b>239,462</b>	<b>101,194</b>
<b>Working Capital</b>	<b>180,042</b>	<b>112,939</b>	<b>67,103</b>	<b>107,074</b>	<b>189,559</b>	<b>82,485</b>

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

Actual Total Operating Income is favourable to budget as at August 2017. This overall favourable position is due mainly to favourable variances in research external income and interest income. This has been partially offset with unfavourable variances to budget in tuition fees and Government grants. Actual Total Operating Expenditure is favourable to budget. This favourable variance relates to operating expenses, depreciation and total personnel expenses.

We had been budgeting for an operating deficit as at the end of August 2017 of (\$4.017)m, but have returned an operating surplus of \$4.456m. This is a favourable variance to budget of \$8.473m.

Capital expenditure is currently \$50.489m below budget. \$94.530m of the expenditure incurred to date is UC Futures related (CETF, RRSIC, and Rehua) against a year to date budget of \$125.799m. At this stage of the year the remaining capital spend (excluding UC Futures), against budget, is favourable by \$19.220m. While UC Futures main building projects are expected to complete by 31 December, other projects are being delayed and the forecast capital expenditure for the year was reduced to \$180m in the July forecast.

## 8.1 Cash Flow

The August 2017 cash position of \$267.213m is higher than budget by \$89.783m due largely to higher than expected balances at 31 December 2016, maturing term deposits, and failure to meet budgeted capital expenditure expectations. We are holding adequate short-term cash reserves to meet expected capital costs for all mainstream projects.



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

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

There are no specific additional MOE covenants, but the Funding Agreement with the Government sets out certain financial targets to be reported to the Governance Oversight Group (GOG) appointed under the Funding Agreement. The University's achievement for 2016 was within the ranges set.

## **8.2 Working Capital**

Working capital<sup>1</sup> of \$180.042m at 31 August 2017 is \$67.103m more than budget, mostly due to the higher cash balance explained above partially offset by lower other current assets.

## **8.3 Forecast full year result**

While we are currently forecasting a small surplus for 2017 compared to a significant budget deficit some of the favourable variance relates to deferred costs and extra interest income arising from the delayed completion of the three major buildings. Also included in the forecast is the last insurance claim arising from the earthquakes (\$4m) from EQC in relation to 70 self-contained residences within the Students Halls of Residence.

Recent Tribal Benchmarking suggests that in 2016 the University was around break even on its core research and teaching activities.

# **9. COLLEGE SUMMARIES**

## **9.1 College of Arts (Te Rāngai Toi Tangata)**

As anticipated in the Arts Plan proposal earlier in the year, the College has established a working group to review the BA degree. Principal terms of reference include finding ways of simplifying the degree, and ensuring that its value in securing the employability of graduates is as transparent as possible. We have also been working on making more courses available fully online, and expect to offer the BA with a major in Education and minors in Linguistics and Philosophy from 2018. We have undertaken a review of technical support in the School of Fine Arts, and this has led to proposed changes which are in the consultation stage. We have recently been interviewing applicants for the College Marketing and Outreach Coordinator role.

UC Arts – our location at the Arts Centre in town – has been making a great impact. It featured prominently in the highly successful Arts Centre Winter Warmer Night Market, with 1,200 visitors through the Teece Museum on the Friday night, and Gary Morrison's talk on Roman Antics After Dark packed to capacity and people turned away. The Saturday night Mozart concert presented by Mark Menzies and performance students also had the audience overflowing into the foyer. The School of Music contributed a number of events to the Christchurch Arts Festival, including a series

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

of ‘Virtuosity’ concerts, and an impressively ambitious performance of Xenakis’s opera *Oresteia*. Our professorial lecture series, ‘An Evening With ...’ on the first Tuesday of every month, is also attracting interest, with recent presentations from Amy Fletcher and Steven Ratuva on the impact of new technology, and of Donald Trump’s presidency on the Pacific, respectively. More examples of the wide range of scholarly and cultural activities undertaken by the College are listed in our weekly newsletter, Arts Update, available at the following link: <http://www.canterbury.ac.nz/arts/arts-news/archive/arts-update/>

The Head of School of Language, Social and Political Science, and Dean (International) Professor Beth Hume is leaving UC in October to take up a position as Vice-Provost for Undergraduate Studies at Ohio State University. Beth has made a huge contribution to the College in these roles, and we wish her well for the future. She is being replaced as Head of LSAP by Associate Professor LindaJean Kenix from the department of Media and Communication.

## **9.2 College of Business and Law (Te Rāngai Umanga me te Ture)**

### **College Planning for Growth**

The College Executive team is currently focused on the strategic and operational challenges associated with the strong growth in student numbers in both Business and Law. The College is currently reviewing all academic administrative roles in the College shared services hub to ensure existing staff resources are able to support growth, as well as the relocation of the Executive Development Programmes (EDP) and the Centre for Entrepreneurship (UCE) to the Rehua Building next year. Meanwhile, the College Executive Team has been meeting with members of the Learning Resources Team to determine what additional accommodation on the Ilam campus the College needs to accommodate current and forecast student and staff growth. The College hopes to be able to submit a business case for additional space to Council for consideration before Christmas.

### **National Law School Symposium on Teaching and Wellbeing**

The UC Law School hosted the first National Law School Symposium on Teaching and Wellbeing on 30 August. Law teachers and general staff from all New Zealand law schools attended, including the Dean of VUW Law School, Professor Mark Hickford. Topics discussed included: Engaging technology in teaching and wellbeing; Scaffolding for student confidence: reflective practice; Wellbeing initiatives within Law School – why and how; and Working with first year classes. Ursula Cheer, Lynne Taylor and Natalie Baird presented on the UC Law School longitudinal study following the teaching and employment experience of the 2014 cohort of students at UC, Auckland and Waikato Universities. (Victoria Law School joined the study in 2017.)

### **EDP Thought Leadership Series**

On Wednesday 6 September the UC Executive Development Programme Thought Leadership Series featured Mike Bennetts, CEO, Z Energy. Mike shared his experience of Z’ Energy’s focus on achieving extraordinary outcomes by setting the appropriate context, rather than by trying to control people. The event was held in partnership with Canterbury Employers Chamber of Commerce and Brannigans employment agency.

### **UC Centre for Entrepreneurship**

*Sir Paul Callaghan Eureka Awards:* Three of the twelve finalists at the Sir Paul Callaghan Eureka awards evening on Friday 8 September were UC students. They each had to give a 10-minute talk about a STEM discovery followed by five minutes of intense questioning from a panel in front of a live audience. Our students did extremely well. At the gala evening, hosted at Government House,

George Mander (BSc/LLB) won a top award and Logan Williams (BA Hons) and Claire Elliot (BSLP Hons) both won scholarships. Congratulations to these students.

*Team New Zealand:* Final year BCom/LLB student, Daniel Chan has been selected to join Team New Zealand to compete in the Heavener International Case Competition in Florida, USA in February 2018. Daniel was selected based on his previous experience in UC case competitions, his exceptional public speaking capabilities as well as his strong strategic thinking skills.

### **9.3 College of Engineering (Te Rāngai Pūkaha)**

Early in September we had our second Strategic thinking day “Back on Track 2”, led by Darren Levy of Human Synergistics. The day took the form of giving attendees some tools to help in strategic planning, including how to involve others and how to be user-centric when thinking of new innovations. To follow up, in 2018 we will use these ideas to develop more detail under the headings in our new College Strategy on a Page. This will be done by creating specific groups of people interested in particular areas of strategy. Finally – when we have done that, this will feed forward into operational plans from 2019 onwards. The main theme of that Strategy, and planning to achieve our targets and goals, is to “Capitalise on our new Facilities”. Therefore our attention is already turning to next year, with ideas of more activities in the new Core and other spaces, to engage especially the new Intermediate students and to attract visitors and industry.

This month Dr Moffat Mathews from Computer Science and Software Engineering went to India to help our UC recruitment officers with education fairs, agent visits and high school student visits. The College Dean (International) also helped out at the Edwise and Global Opportunity fairs in New Delhi and then travelled to Chennai visiting Edwise agents. He has also given two recruiting lectures at a couple of engineering colleges. There continues to be high interest in our offerings from the Indian market.

Our new buildings have offered an ideal opportunity to refresh our Health and Safety practices. Increased compulsory Personal Protection Equipment (PPE) – specifically safety footwear – for students will be mandatory in some labs and all workshops throughout Engineering from 2018 onwards. Departments are currently identifying the respective areas and these will be communicated. Once these areas are confirmed, any staff or visitor entering those areas will also be required to wear the relevant PPE. We have recently invested in some new more modern lathes.

The College H&S Induction is now on LEARN and anyone with a UC log-on can access it.

Finally, we have been delighted to see over 60 students already completing all the online steps required to enrol in our new BProdDesign degree. A further 26 students have started the process. There are many more who have started the process. We are tracking the origin and qualifications of the students and we are confident that these students would not have enrolled in our engineering degree had this new degree not been developed. In many cases we are seeing interest from schools who have not previously sent us any Intermediate students.

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

We hosted 48 Principals from Canterbury Primary Schools on campus this month to meet with our third year Bachelors of Teaching and Learning students graduating at the end of this year. The Principals value the opportunity to meet our students, learn of the students’ specialist interest areas in the primary school curriculum and the opportunity to promote their school context to our students. In return, our students greatly value gaining insights from the Principals as to what they

are looking for when they interview graduates for teaching positions and what different schools offer to support their teaching in their early years. The Primary School Principals' Day followed a very successful Secondary School Principals' Day held earlier in the Semester.

Our research team within the College who are part of the *Better Start National Science Challenge, E Tipu e Rea* showcased their research through an excellent series of short presentations highlighting the interrelated series of studies that are part of the Literacy and Learning theme. The presentations were part of a visit from MBIE leaders who visited our College to meet with the research group. The mission for the Better Start National Science Challenge is to find better ways to predict, prevent and treat obesity, literacy and mental health problems in children and teenagers.

The Education Council for Aotearoa New Zealand is interested in learning about effective practices to enhance the skills of graduating teachers, and teachers within schools and early childhood centres to support students with diverse learning needs (e.g. students with dyslexia dyspraxia and identified as having Autism Spectrum Disorder). They have sought our advice regarding effective practices we integrate into our teacher preparation programmes and this advice will help shape new guidelines for graduating teacher standards and professional development and learning opportunities for teachers.

### **9.5 College of Science (Te Rāngai Pūtaiao)**

We are now looking forward with eagerness to our relatively imminent occupation of the RRSIC building. Detailed decanting plans are in place, and we are in the process of finalising some operating procedures for the new building. We have commissioned some work to assist with profiling the bicultural elements of the design of the building, and are looking forward to being able to use that work. We are also working with the Events team and the College of Engineering in our planning for a range of events over the next six months for staff, for the local community, for prospective students, and a range of stakeholders to celebrate the new building.

This is a time of year that involves intensive work on converting *interested* students into *enrolled* students, and our student advisor is working closely with the Liaison team as part of course planning visits to schools around the country. In terms of future planning for increasing enrolments, the Executive Planning Day in May focused on our BSc which – like the BSc at all but one university around the country – has experienced a decline in enrolments over the last few years. We are now well advanced with market research to address some key questions that arose during that planning day, and the Executive will be reviewing the results of that work – and its implications for our 'what next' actions, at our next planning day in early November.

As usual, a series of international searches are under way at this time of year for vacant academic staff roles to be taken up in 2018. A new and pivotal role for which a search is under way is for the new Professor and Head of School of Physical and Chemical Sciences. The recruitment agency assisting us informs us that the response they are getting to the role – both in New Zealand and internationally – is extremely positive. Based on their conversations with prospective candidates, they attribute this response to our strong, long-standing reputation in these areas. This new School was formed in July by the merger of the Departments of Physics & Astronomy and Chemistry, an auspicious moment that we marked with a good-spirited afternoon tea. The interviews for this role will take place in November, and we anticipate that the incumbent will take up the role in the first half of next year.

We have also now begun work in earnest on the possible formation of the next new School, which – if a decision is made to proceed – will lead to the establishment of the third large School in the College, and the penultimate to complete the vision. This next School would be formed by the merger of the Departments of Psychology and Communication Disorders, and the current stage in the process involves some detailed discussions with various staff in focus group format. The two

Departments already share a Head of Department – Associate Professor Katharina Naswall – and have recently re-organised the administration between the two Departments to work as one team. The decision on this is expected to be made before the end of this year.

At the time of writing, the College received notification of the outcomes of the highly contestable MBIE Endeavour Fund evaluation process for 2017. The outcomes are very pleasing for us. Two of our MBIE Endeavour Research Programmes have been funded: Dr Rita Dionisio, a Postdoctoral Research Fellow in the Geospatial Research Institute *Toi Hangarau*, has secured \$2.6m for her research on map-based tools for community and rūnanga town planning. This research involves collaboration with Ngāi Tahu and an iwi in central Te Ika a Māui. Professor Dave Schiel, of the School of Biological Sciences, has been awarded \$3.2m for his work on recovery of coastal marine ecosystems after the Kaikoura earthquakes. In the Smart Ideas portfolio, through which \$1m is awarded to each of the successful grantees, Associate Professor Ren Dobson (Biological Sciences/BIC) will conduct work on a biomarker assay platform; Professor Antony ‘Fez’ Fairbanks (Chemistry/BIC) will continue his work on glycoprotein production, Professor Andy Nicol (Geological Sciences) will explore the discovery of oil and gas associated with volcanoes in New Zealand, and Associate Professor Paul Gardner (Biological Sciences) will work on tuning protein expression. Congratulations to all of our successful grantees.

## **10. Conclusion:**

I am increasingly confident that we may see an increase in our share of Canterbury high school leavers who go to University, choose the University of Canterbury. We are seeing strong interest in new programmes, the Bachelor of Criminal Justice, Bachelor of Product Design and taught Masters degrees. We are also seeing increased success in securing research income and philanthropic support. That said I am aware of the challenges all staff face in operating under tight budgets, uncertain project completion dates and changing student expectations. For many staff it has been a long seven years since September 2010. We have achieved a lot. We have much to be proud of but fatigue is real. We all need to take a moment to thank each other, to assume the best in all our colleagues and work to make someone else to have a better day.

## **11. Appendices**

### **11.1 Appendix 1: Building Update**

#### **Overall**

All campus projects continue to be very busy though the number of tradespersons on campus has increased to about 500 persons with an increase of trade labour on the Rehua project. Work is continuing safely on sites with no major injuries again reported for the last period.

#### **Campus Construction Safety Group**

The Campus Construction Safety Group continues to meet focussing on the construction projects and their Health and Safety implications on the University's day-to-day business and reputation. UC recently undertook independent Health and Safety Audits of each of the UC Futures Projects and these have now been provided to, and the results discussed with, each of the contractor teams.

The recently expanded Contractor Round Table Forum (including Leighs Construction Limited) continues to benefit from the increased participation by all construction project Health and Safety teams in the sharing of new safety initiatives. The new attendees have adapted quickly to the UC agenda for improvement and have already fed back their appreciation of the UC Forum initiative and the transparency of dialogue concerning Health and Safety processes, challenges, organisational resourcing and improvements shared by both UC and the other contractors attending the meetings.

#### **Current Building Status**

#### **Key Progress this month:**

#### **Major work**

#### **Rutherford Regional Science and Innovation Centre (RRSIC)**

#### **RRSIC Stage 1**

The Construction Programme status is as follows:

- Baseline Practical Completion date – 10 April 2017
- Contract completion date 2 May 2017
- Current forecast Practical Completion date – 20 October 2017

Programme delay is largely due to delays in commissioning of services as completion of building works is achieved across all floors and to the exterior of the building. Occupation for UC will be in mid-October for research only as all teaching has now been moved to alternate accommodation for the remainder of the 2017 Academic year. UC is closely monitoring the works against the current completion programme with an emphasis on the contractor ensuring critical building activities in advance of commissioning are being met. Capital Works together with the College of Science have worked closely to facilitate a decant from von Haast into temporary accommodation, ensuring the handover to Dominion was completed on time.

On site works are as follows:

- The installation of V baffle ceilings and decortech panels to the atrium is complete
- Carpet and vinyl flooring is complete on all levels and has been covered to prevent damage
- Rubber flooring has started on level 5 and will progress down through the atrium as areas are finished
- Services installations, fire, electrical, HVAC, lab gasses, AV, security and hydraulics are substantially complete to Levels 2 to 5
- Commissioning activities continue across all levels with BMS point to point testing, pressure testing of the gases and all Air Handling Units have all been started and are in the final stages of air balancing. First pass testing of Fume cupboards is complete
- Novalab laboratory joinery installation throughout the building continues, with final positioning of loose benches under way
- First defects inspections by UC consultants to be carried out in early September.

The percentage of progress reported by Fletcher at the fortnightly Site Meetings on 9 and 23 August 2017 is as follows:

- Overall progress on the Construction Programme: 96%, an increase of 1 percentage point;
- Major building works in progress Building. Services 97%, an increase of 1 percentage point;
- Façade Curtain Wall 97% no change;
- Interior Fit out 90%, an increase of five percentage points; and
- Commissioning 45%, an increase of ten percentage points

## **RRSIC Stage 2**

- Testing for contaminants and asbestos on level 1 and 2 is under way with more asbestos has been identified on level 3. The project team are working with Dominion to sequence activities as a means of mitigating delays to the main program milestones, due to the discovery of additional asbestos.

## **Canterbury Engineering the Future (CETF)**

### **Tranche One**

- Practical completion has been awarded for both ECE and CAPE.
- As part of the application for Practical Completion, Hawkins have confirmed works to all outstanding areas are complete. The complete areas have been inspected by consultants and the inspections have identified a number of issues. The issues are being reviewed by the external Project Manager to determine whether Practical Completion can be awarded and confirm close out actions.
- The close out of outstanding items within Tranche One buildings remains a priority issue however whilst good progress is being made to complete the list of items a number of them have significant levels of complexity that require multiple actions/resources to achieve close out. These complicated items remain a focal point for the project team.

## **Tranche Two**

- Under the conversion of the Hawkins contract to a Fixed Price Lump Sum (FPLS) the University elected to pursue a staged occupancy strategy for the Civil and Natural Resources (CNRE) wing. The following practical completion dates were agreed within the FPLS terms and conditions:
- Fluids and Structures labs – 30 June 2017
- Whole of the contract works (balance of CNRE and all of the Mechanical wing) – 30 September 2017
- The University took occupancy of the Fluids and Structures laboratories on 1 August, a month late therefore Liquidated Damages (LD's) will be applied beyond any approved extension of time
- As part of the handover procedure the recommissioning of the gantry cranes in the Structures and Fluids Labs are still required and Hawkins are aware of the potential to disrupt Department business as usual activities. Practical Completion will not be awarded until this work has been concluded with care being taken not to impede occupation or the College conducting its business
- The Independent Programme Expert has raised concerns around progress on site and noted that trades are not able to fully complete areas and require multiple visits to complete sequenced works. Hawkins have advised the following completion dates for the remaining work areas:
- Balance of Tranche Two – 20 October 2017
- Noting the historical trend for significant programme slippage to occur in the later stages of the project and the current trend for programme slippage to the Fluids and Structures Lab, contingency planning has begun for reoccupation of the balance of Tranche Two if the completion date slips beyond 20 October.

## **Electrical Link Reclad**

- Installation of the windows, alucobond cladding and the rain screen panels is progressing at a good rate
- Some program delay has been experienced but the latest programme revision by Dominion still has completion of works by the end of September 2017 with scaffold removal and site demobilisation continuing into mid-October and as such will not cause any delay on the current plans for reoccupation of the building

## **Relocation of the College of Education Health and Human Development – Rehua (NEB)**

- Hawkins recently submitted a new programme Rev L.3 with a CPU date of 11 December 2017. There is general agreement across the project team that this is not achievable and Hawkins are reviewing the options.
- UC contingency plans for delayed occupancy until Easter 2018 are in progress in conjunction with the Colleges and the UC Timetabling team given lack of PCG confidence in the contractor achieving the program.
- Construction cash flow to complete the project is unlikely to be achieved at circa \$5-6m per month on account of lower than expected cash flow over the past three months (average \$2-3m). On site resource levels through August moved from 120 to 170 average per day. To achieve \$5-6m per month will now require 250-300 workers per day on site.
- Hawkins are aware of the scale of 'ramp up' that would be required to achieve the programme due date and are currently implementing processes to increase on site contractor resources subject to market resource constraints.



- UC works for AV and FF&E installation have been reprogrammed to take place in January and February in anticipation of programme delay.
- Progress is being monitored weekly by TPO with a report copied to UC Senior Management and Hawkins. The report has gained the attention of Hawkins management and appears to be influential in the lift in site resources from 120 -180 workers per day.
- Delays in grid B10, D16, Level 1 E16 and West curtain wall continue to allow water into the building and further delay the fit-out works. The basement that was previously flooded is now drying out and the waterproofing risk in this area is reducing.
- Internal façade panels are now fitted to 90% of the building elevations and façade glazing is 90% complete.
- Completion of the external façade remains a critical programme risk with numerous unresolved quality issues and ongoing delays with shop drawings.
- Fit-out works are proceeding behind schedule across the North and South buildings. First fix fit-out work is near completion in both building wings.
- Gib installation has commenced however many of the current delays are Gib fix tasks. Painting has commenced where spaces are complete.
- The Tower Crane is scheduled to be removed 22-25 September subject to construction progress and weather.
- A 6 September independent Health and Safety report identified lack of management support resulting in ongoing issues with housekeeping, expired equipment tags, PPE, façade team inductions/method statements and their gold cards. The increase in site numbers and push for productivity has resulted in a reduction in site safety.

### **Other Buildings/ Projects**

#### **UCSA**

- The project is on track for the building to be operational by February 2019.
- Unfortunately the current forecasted project cost does not remain within the approved Business Case budget as a result of an error. This recently revealed budget challenge is being reviewed by the PCG.
- Construction documentation has been issued to Leighs Construction Limited which is currently engaging key subtrades.
- Leighs Construction Limited are established on site with physical works now under way as the majority of the off-site planning process is almost completed.
- The UCSA site has been surveyed and the building footprint set out. Construction for the concrete ground beams and excavation works below the concrete slab are under way and on schedule.
- The Wellness Precinct Infrastructure programme is being monitored carefully to ensure this critical dependent but smaller portion of the project is successfully delivered according to the UC Contract parameters to minimise disruptions to BAU.
- The Health Centre and New Sub-Station construction works is now also under way.
- There has been some initial slippage identified to the procurement of key subtrades. As such, procurement meetings are being held in order to monitor the subtrade engagement, shop drawing/technical submissions and procurement of long lead items relative to the programme.

## **Logie and Locke refurbishment**

- The first phase of the toilet refurbishment on Levels 1, 3 and 5 is now complete. The contractor is now stripping out the existing toilets on Levels 2, 4 and 6. There has been some delay due to the discovery of asbestos, but this has been removed..
- Plans to further consolidate the College of Arts into Locke and Logie have been agreed with the College and have formed the basis of the Business Case for the refurbishment of the buildings, which is now on its way to UC Council for consideration.

## **Postgraduate apartments at Dovedale**

- All concrete slabs have been poured on site and roof framing on Block Five is completed.
- The prefabricated bathroom and wall units for Block Five are assembled on site and Block Four has started.
- Learnings from these initial assembled components are being applied on the other blocks by Naylor Love and they anticipate the process of assembly on the other blocks to now speed up.
- The project remains on programme for occupation in February 2018.

## **Warehouse Lecture Theatre Project**

- The business case has been approved and the project is under way and on track.
- The design is now completed with Building Consent documentation lodged in mid-September and is under way for pricing by the sub-contractors.
- An agreed methodology has been agreed with the Council to ensure that the space will be operational under a Certificate of Public Use in time for Semester One 2018.
- Brosnan Construction Limited are the successful contractors who has been involved with the detailed design process to ensure buildability and reduce programme risks. Their approach to date has been collaborative and value for money.
- Long-lead items and early procurement has been placed to ensure the programme is still on track with as much off-site pre-fabrication as possible with construction details finalised prior to starting works on site. Site measures and shop drawings have also been undertaken to reduce design errors and issues on site.
- The construction programme from Brosnan remains challenging at 10 weeks which is constrained from the CETF decant but is still achievable. The Warehouse is to be fully cleared by 8 November so that the construction works on site begins at full speed with off-site works already constructed and ready for delivery/install of the pre-fabricated components.

## **Projects in planning this month include:**

- Vacating Dovedale and Kirkwood Villages.
- New Learning and Teaching Spaces planning for 2018/2019.
- NZ Fire Station/Education Centre proposal.

## 11.2 Appendix 2: Upcoming Events Calendar

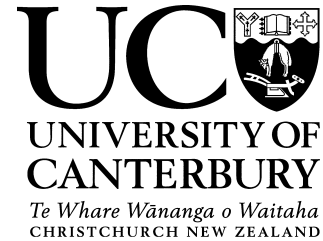
<b>Date (day/date/month)</b>	<b>Event name</b>	<b>Key goal</b>
Wednesday 20 September	Professorial Lecture Series: Professor Colleen Mills & Professor Natalie Chaban	Engage
Wednesday 20 September	Postgraduate Info Evening	Recruit
Wednesday 20 September	UC Connect public lecture: New Zealand's rivers: Can we learn from history? Presented by Catherine Knight	Engage
23-Sep	SCHOOL TERM 3 ENDS	-
Saturday 23 September	UC Chch Youth Orchestra concert	Engage
Monday 2 October	Community Meeting	Engage
Friday 6 October	Antarctic Season Opening and Civic Reception	Engage
10-Oct	SCHOOL TERM 4 BEGINS	-
Wednesday 11 October	UC Connect public lecture: How product designers will shape the world. Presented by Professor Conan Fee	Engage
Monday 16 October	Trading Room opening	Engage
20-Oct	UC TERM ENDS	-
Saturday 21 October	Waitaha Secondary Regional Kapahaka Competition	Engage
23-Oct	LABOUR DAY	-
Thursday 26 & Friday 27 October	Literacy and Learning Symposium	Conference
30 OCT - 16 NOV	UC EXAMS	-

### 11.3 Appendix 3: VC Activities

<b>Past</b>	
31 August	<ul style="list-style-type: none"> <li>• Hosted member of the Synlait Management Team on campus regarding the PIPs project</li> </ul>
05 September	<ul style="list-style-type: none"> <li>• Attended the QuakaCore Board Meeting in Taupo</li> </ul>
15 September	<ul style="list-style-type: none"> <li>• Attended Staff of the Year Awards</li> </ul>
18 September	<ul style="list-style-type: none"> <li>• Attended Health and Safety Visit at CETF with Council</li> </ul>
20 September	<ul style="list-style-type: none"> <li>• Attended UC Professorial Lecture Series</li> </ul>
20 September	<ul style="list-style-type: none"> <li>• Hosted dinner with Oxford Students</li> </ul>
22 September	<ul style="list-style-type: none"> <li>• Attended a lunch with Oxford Students</li> </ul>

<b>Upcoming Events</b>	
25 Sept	<ul style="list-style-type: none"> <li>• Hosting a lunch at Arts Centre for Robin Mann</li> </ul>
2 October	<ul style="list-style-type: none"> <li>• Attending Community Meeting</li> </ul>
4 October	<ul style="list-style-type: none"> <li>• Meeting with Connor English regarding Postgraduate PIPs</li> </ul>
4 October	<ul style="list-style-type: none"> <li>• Hosting a table at Champion Canterbury Business Awards 2017</li> </ul>
5 October	<ul style="list-style-type: none"> <li>• Speaking at 2017 Tech JumpStart Award Ceremony</li> </ul>
6 October	<ul style="list-style-type: none"> <li>• Speaking at official opening at the Antarctic Season Opening</li> </ul>
6 October	<ul style="list-style-type: none"> <li>• Attending Supreme Club Awards</li> </ul>
10 October	<ul style="list-style-type: none"> <li>• Attending Entre \$85K Annual Awards</li> </ul>
11 October	<ul style="list-style-type: none"> <li>• Attending What If... How Product Designers will shape the world</li> </ul>
12 October	<ul style="list-style-type: none"> <li>• Attending trip to Synlait Factory</li> </ul>
12 October	<ul style="list-style-type: none"> <li>• Meeting with Maggie- Lee Huckabee</li> </ul>
16 October	<ul style="list-style-type: none"> <li>• Meeting with Sir John Key</li> </ul>
16 October	<ul style="list-style-type: none"> <li>• Attending Trading Room opening</li> </ul>
16 October	<ul style="list-style-type: none"> <li>• Speaking with International Board of Advisors (teleconference call)</li> </ul>
17 October	<ul style="list-style-type: none"> <li>• Speaking at VC Welcome to New Staff</li> </ul>
18 October	<ul style="list-style-type: none"> <li>• Speaking at New Staff Induction</li> </ul>
19 October	<ul style="list-style-type: none"> <li>• Attending UNZ Meeting in Wellington</li> </ul>

# Memorandum



## Registrar's Office

Office: Level 5, Matariki  
Extension: 94511  
Email: Bruce.white@canterbury.ac.nz

To:	University Council
From:	Bruce White
CC:	
Date:	19 September 2017
Subject:	Educational Performance Indicators (EPI)
Purpose:	For Information

The Educational Performance Indicators are four metrics that are generated by TEC for all tertiary institutions. Institutions are then ranked against other institutions in the same subsector by each of the metrics.

TEC does monitor the results and therefore there is a reputational importance to these metrics. It should also be noted that for the most part the differences between institutions are relatively small intervals.

The measures are:

- Cohort based qualification completion
- First year retention rate
- EFTS weighted course completion rate
- Student progression to higher study

In 2016, a new methodology was introduced for the qualification completion and retention rate metrics. The comparative rankings for UC under the old and new methodologies are show in charts on pages 9 and 11 of the report.

Bruce White  
Deputy Registrar





## Content of this report

### 1. 2016 Rates for the four educational performance indicators showing the new methodologies

This report provides the 2016 rates for the educational performance indicators (EPis) for University of Canterbury:

- first year retention rate (new methodology)
- cohort-based qualification completion rate (new methodology)
- course completion rate (existing methodology)
- progression rate (existing methodology).

The new methodologies provide a more meaningful reflection of a tertiary education organisation's performance. Unlike the EFTS-weighted qualification completion rate, the cohort-based measure tracks individual enrolments in qualifications and is not susceptible to rate changes due to external factors such as fluctuations in enrolment patterns or counting multiple completions for the same learning (e.g., through embedded qualifications). The methodology and rules for calculating the cohort-based qualification completion and the first year retention rates can be found [here](#).

The rules and methodologies for the course completion rate and the progression rate have not changed. However, this report uses different grouped register levels than in previous reports to align with the groupings for the new cohort-based qualification completion and first year retention rates.

Note that the overall cohort-based qualification completion rate can be impacted by the proportion of part-time students at a provider. The rate may also not include completions where learners are enrolled in longer qualifications and does not reflect when learners transfer to another TEO before completing a qualification.

Note the new cohort-based qualification completion rate and first year retention rate counts enrolments for all funding sources while the course completion and progression rates only include student achievement component funded enrolments.

### 2. Supplemental information for cohort-based qualification completion and first year retention rates

The report also includes supplemental information to support the cohort-based qualification completion rate and first year retention rates:

- Information comparing the relative ranking of a TEO within its sub sector when using the existing and new methodologies for the qualification completion and retention rates
- Because of significant differences in how part-time students engage in and complete qualifications we show the volume and proportion of part-time versus full-time learners
- Because students may change their course of study part-way through we show:
  - o For qualification completions – when students complete or progress to a lower or higher level qualification without completing a qualification at the same level that they initially enrolled in
  - o For 1st year retention - When students complete a qualification or progress to a lower or higher level qualification without being retained at the same level after the year they enter the cohort

## Cohort-Based Qualification Completion Rate

This measures the number of learners out of a starting cohort who complete a qualification at the same level after a given time-frame. The rate includes, based on level of study, learners who started in 2011, 2013 and 2015. The percent of learners who either progressed to or completed at a different level than the cohort they were enrolled in is shown in the section on Supplemental and Comparative Information at the end of this report.

### All learners

### Overall TEO cohort-based qualification completion rate

<b>Overall</b>	University of Canterbury	66%
	All universities	65%
	All TEOs	65%
<b>Level 8 to 10</b>	University of Canterbury	68%
2011 starting cohort	All universities	69%
6 year: completions up to 2016	All TEOs	67%
<b>Level 7 degree</b>	University of Canterbury	65%
2011 starting cohort	All universities	65%
6 year: completions up to 2016	All TEOs	61%
<b>Level 4 to 7 (non degree)</b>	University of Canterbury	56%
2013 starting cohort	All universities	55%
4 year: completions up to 2016	All TEOs	69%
<b>Level 1 to 3</b>	University of Canterbury	n/a
2015 starting cohort	All universities	79%
2 year: completions up to 2016	All TEOs	64%

# 66%

	Number of learners	Completion Rate
Full-time	4,320	70%
Part-time	758	43%

### Full-time learners

<b>Overall</b>	70%
<b>Level 8 to 10</b>	72%
<b>Level 7 degree</b>	70%
<b>Level 4 to 7 (non degree)</b>	59%
<b>Level 1 to 3</b>	n/a

### Part-time learners

<b>Overall</b>	43%
<b>Level 8 to 10</b>	52%
<b>Level 7 degree</b>	32%
<b>Level 4 to 7 (non degree)</b>	26%
<b>Level 1 to 3</b>	n/a

n/a values or blank fields indicate that there is no data for the indicator for this organisation.  
\* indicates that the data has been suppressed as one or more of the values is less than 10.



## First Year Retention Rate

This rate measures, for longer qualifications, how many learners re-enrolled at the same level in the year after they enter the cohort. The percent of learners who either completed or re-enrolled at a different level is shown in the section on Supplemental and Comparative Information at the end of this report.

### First year retention rates of 2015 starting cohort by levels

<b>Overall</b>	University of Canterbury	77%
	All universities	78%
	All TEOs	56%
<b>Level 8 to 10</b>	University of Canterbury	79%
	All universities	77%
	All TEOs	75%
<b>Level 7 degree</b>	University of Canterbury	77%
	All universities	78%
	All TEOs	72%
<b>Level 4 to 7 (non degree)</b>	University of Canterbury	n/a
	All universities	56%
	All TEOs	46%

# 77%

### Overall TEO first year retention rate

n/a values or blank fields indicate that there is no data for the indicator for this organisation.  
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## EFTS-Weighted Course Completion Rate

This measure shows the proportion of Student Achievement Component funded courses that are successfully completed.

**Note:** The methodology for the EFTS-weighted course completion rate has not changed, however the rates are presented using different register groups from those used in the current report.

### By level of study

### Overall TEO EFTS-weighted course completion rate

<b>Overall</b>	University of Canterbury	87%
	All universities	86%
	All TEOs	81%
<b>Level 8 to 10</b>	University of Canterbury	91%
	All universities	92%
	All TEOs	84%
<b>Level 7 degree</b>	University of Canterbury	85%
	All universities	86%
	All TEOs	87%
<b>Level 4 to 7 (non degree)</b>	University of Canterbury	81%
	All universities	79%
	All TEOs	81%
<b>Level 1 to 3</b>	University of Canterbury	n/a
	All universities	78%
	All TEOs	76%

# 87%

48

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## Student Progression to Higher Level Study

This measure shows the proportion of students in a given year who progress to study at a higher level after completing a Level 1 to 4 Student Achievement Component funded qualification.  
**Note:** The methodology for the student progression to higher level of study rate has not changed.

### By level of study progressing from

Level	University of Canterbury	All universities	All TEOs
<b>Overall</b>	94%	90%	29%
	94%	90%	20%
	n/a	46%	30%
<b>Level 4</b>	n/a	34%	44%
	n/a	45%	44%
	n/a	45%	44%

### Overall TEO progression rate

# 94%

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## Relative Results Across Educational Performance Indicators

### Cohort-based qualification completion

This measures the number of learners out of a starting cohort who successfully complete at the same level after a given time-frame.

Name	Rate
University subsector median	65%
All of sector median	65%
1 University of Otago	73%
2 University of Auckland	71%
3 University of Waikato	67%
4 University of Canterbury	66%
5 Victoria University of Wellington	65%
6 Auckland University of Technology	63%
7 Lincoln University	55%
8 Massey University	45%

### First year retention rate

This rate measures, for longer qualifications, how many learners re-enrolled in the same level in the year after they enter the cohort.

Name	Rate
University subsector median	78%
All of sector median	56%
1 University of Otago	84%
2 University of Auckland	83%
3 Lincoln University	80%
4 Victoria University of Wellington	78%
5 Auckland University of Technology	78%
6 University of Canterbury	77%
7 University of Waikato	75%
8 Massey University	70%

### EFTS-weighted course completion

This measure shows the proportion of Student Achievement Component funded courses that are successfully completed.

Name	Rate
University subsector median	86%
All of sector median	81%
1 University of Otago	89%
2 University of Auckland	89%
3 Victoria University of Wellington	87%
4 University of Canterbury	87%
5 University of Waikato	85%
6 Lincoln University	85%
7 Auckland University of Technology	85%
8 Massey University	82%

### Student progression to higher levels of study

This measure shows the proportion of students in a given year who progress to study at a higher level after completing a Level 1 to 4 Student Achievement Component funded qualification.

Name	Rate
University subsector median	90%
All of sector median	29%
1 University of Otago	96%
2 University of Waikato	94%
3 University of Canterbury	94%
4 University of Auckland	92%
5 Massey University	87%
6 Auckland University of Technology	79%
7 Victoria University of Wellington	70%
8 Lincoln University	25%

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## Supplemental and Comparative Information Cohort-based Qualification Completion and First Year Retention Rates

The following tables and graphs provide supplemental information on the cohort-based qualification completion rate and the first year retention rate, and should support a fuller understanding of these two rates.

### Cohort-Based Qualification Completion Rate

#### Part-time vs full-time study and completions/progressions to lower or higher levels

The following table shows the volume of part-time versus full-time learners studying at different register levels. It also shows when learners have completed a lower-level or higher-level qualification from which they originally started.

Cohort	Starting cohort year	Number of learners in starting cohort			Qualification completion	Other qualification completion		Non-completion progression					
		Full-time	Part-time	All		Rate	Higher level	Higher level	Lower level	Lower level			
							Rate	Rate	Rate	Rate			
Level 1 to 3	2015												
Level 4 to 7 (non degree)	2013	254	23	277	56%	0%	0%	10%	0%				0%
Level 7 degree	2011	2,516	325	2,841	65%	0%	0%	2%	0%				0%
Level 8 to 10	2011	1,550	410	1,960	68%	0%	1%	2%	1%				6%

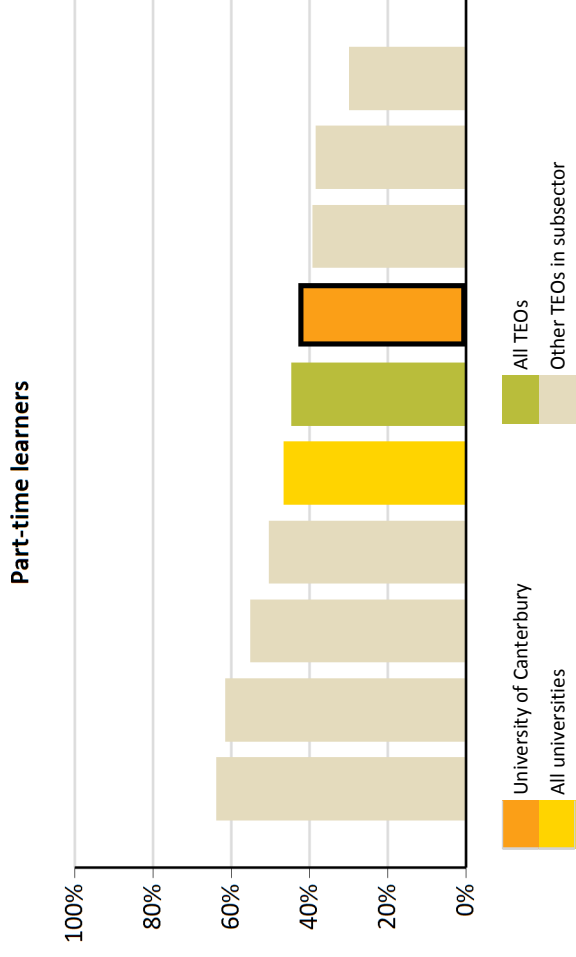
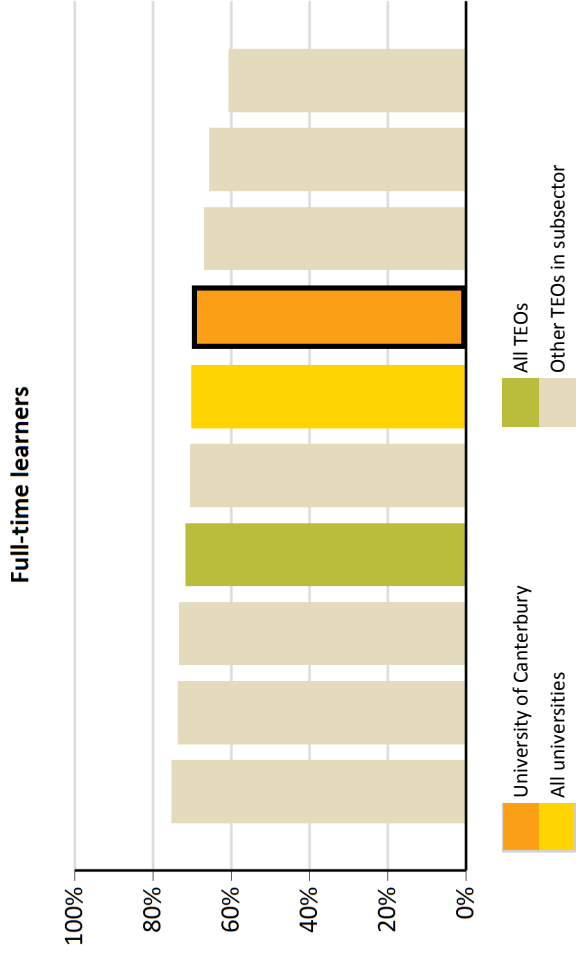
**Qualification completion:** This measures how many learners in a cohort successfully complete at the same level.

**Qualification completion at other levels:** This measures how many learners in a cohort, who have not completed a qualification as part of the cohort but have completed a qualification at a higher or lower level.

**Non-completion progression:** This measures how many learners in the cohort progress to a higher or lower level without having completed a qualification at the level they started.

n/a values or blank fields indicate that there is no data for the indicator for this organisation.  
\* indicates that the data has been suppressed as one or more of the values is less than 10.

## TEO Comparison vs. Sub-sector: Cohort-Based Qualification Completion Rates for Full-time and Part-time Learners



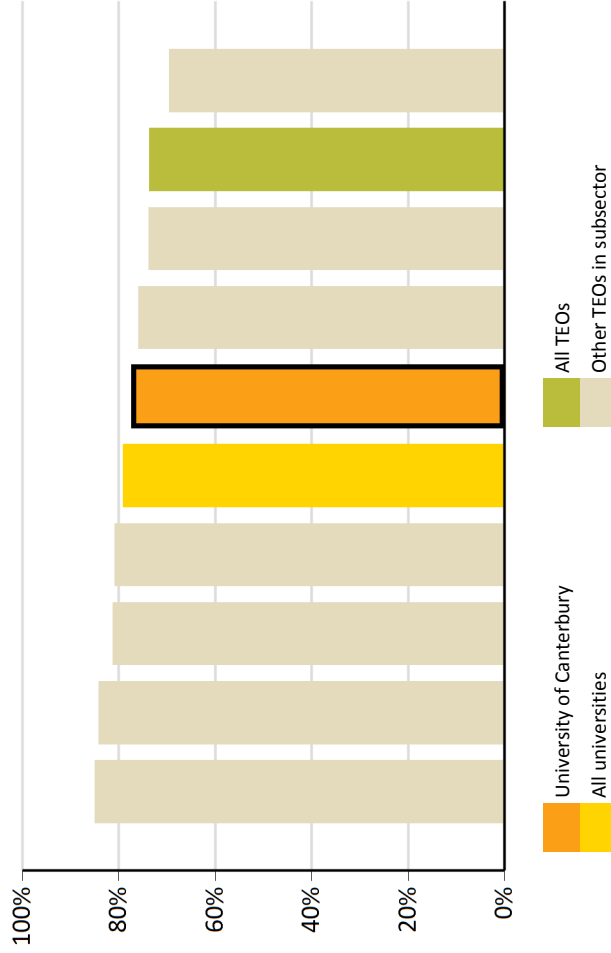
n/a values or blank fields indicate that there is no data for the indicator for this organisation.  
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## Comparing Relative Rankings: EFTS-Weighted Qualification Completion Rate vs. Cohort-Based Qualification Completion Rate

### EFTS-weighted qualification completion rate (original)

#### *Student achievement component provision only*

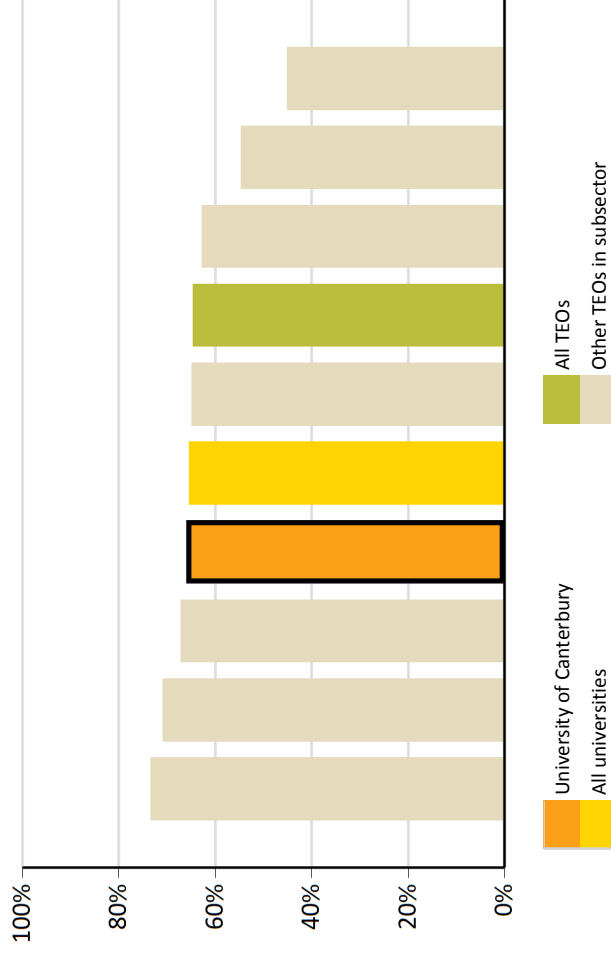
The measures the number of qualifications completed at each TEO, weighted by the 'size' of the qualification, divided by the total number of EFTS delivered for the total course enrolments in a given year.



### Cohort-based qualification completion rate (new)

This measures the number of learners out of a starting cohort who successfully complete at the same level after a given time-frame.

In contrast to the EFTS-weighted qualification completion rate, the cohort-based measure counts unique individuals and is not susceptible to rate changes due to external factors such as fluctuations in enrolment patterns or artificially increased rates through counting multiple completions (e.g., through embedded qualifications).



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## First Year Retention Rate

The following table provides supplemental information on the first year retention rate, and should support a fuller understanding of these rates.

Cohort	Starting cohort year	Cohort		First year retention		Completion		Progression	
		Total number	Rate	Rate	Rate	Higher level	Lower level		
Level 4 to 7 (non degree)	2015								
Level 7 degree	2015	2,419	77%	1%	2%		0%		
Level 8 to 10	2015	1,466	79%	3%	0%		4%		

**First year retention rate:** This rate measures, for longer qualifications, how many learners from the starting cohort are retained in study in the year following the year they enter the cohort.

**Completion:** This measures how many learners have not been retained because they completed the qualification.

**Progression:** This measures how many learners who have not been retained but have progressed to either a higher or lower level.

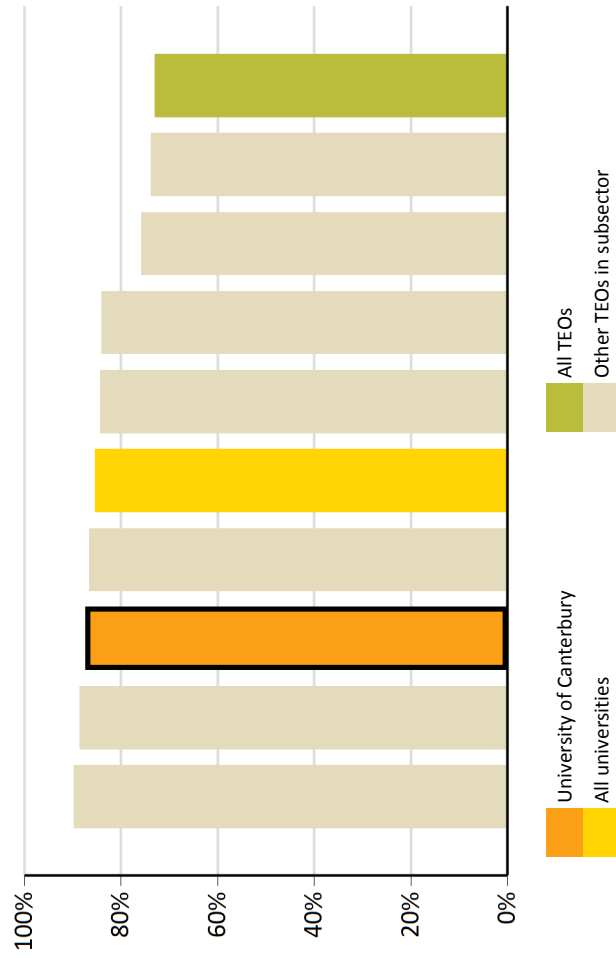
n/a values or blank fields indicate that there is no data for the indicator for this organisation.  
\* indicates that the data has been suppressed as one or more of the values is less than 10.



## Comparing Relative Rankings: Student Retention Rate vs. First Year Retention Rate

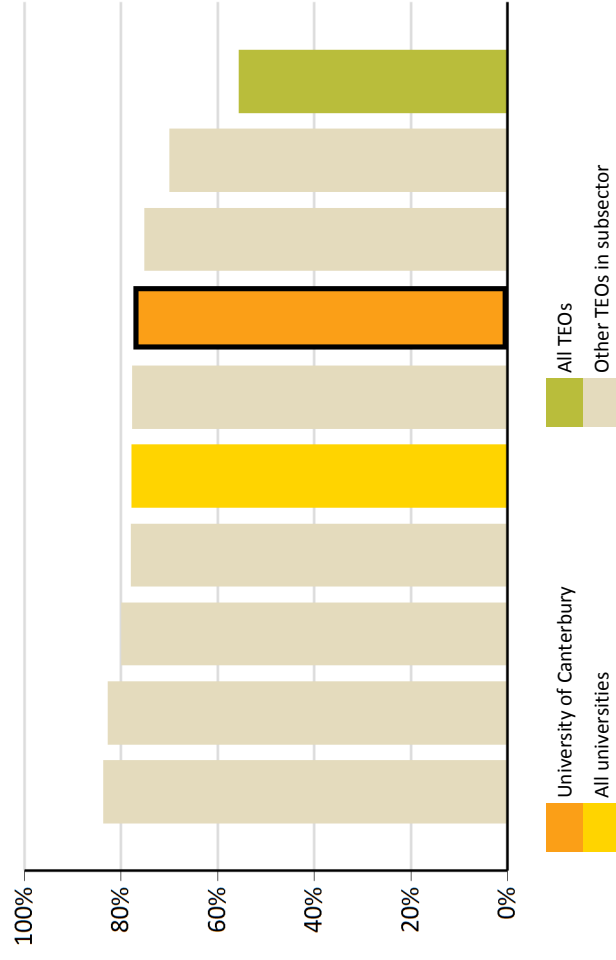
### Student retention rate (original)

This measure shows the proportion of students in a given year that complete a qualification or re-enrol at the same tertiary education organisation in the following year.



### First year retention rate (new)

This rate measures, for longer qualifications, how many learners re-enrolled in the same level in the year after they enter the cohort.



n/a values or blank fields indicate that there is no data for the indicator for this organisation.  
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Report to the Council from a meeting of the  
Finance, Planning and Resources Committee  
held on Monday 21 August 2017

The Committee recommends:

1. Pasifika Strategy Update

***THAT:*** Council note the Pasifika Strategy Update report

Ms Catherine Drayton  
**Chair**  
**Finance, Planning and Resources Committee**

20 September 2017



# Memorandum | Pukapuka

To:	Ki:	UC Council
From:	Nā:	Lynn McClelland
Date:	Rā:	September 2017
Subject:	Kaupapa:	Pasifika Strategy Update
Purpose:	Aronga:	To provide information

Please find attached the Report against UC Pasifika Strategy Goals 2014-2018. This report highlights the progress UC has achieved against the goals of the current UC Pasifika Strategy which was endorsed by Council in late 2014.

We are delighted to advise Council that the University has made some good progress and has achieved a good number of its Key Performance Indicators. More work is required to address Pasifika academic performance (GPA) and completion rates.

## Key Highlights

- 1. The Pacific Development Team (PDT)** continues to be a proactive and energetic pastoral care team with recruitment of Pasifika students meeting key performance targets each year since 2014 -the year UC Pasifika Strategy was launched (see pg. 22).
  - UCount student survey consistently reports on feedback from Pasifika students enjoying increased feelings of belonging when engaged with the team.
  - Engagement figures have doubled as the team has engaged with new methods and tools of monitoring student progress (Info graph pg. 10).
  - An attrition report (pg. 17, Appendix *ii* in the report) shows that Pasifika students not engaging with PDT during orientation programmes are more likely to withdraw due to a sense of isolation and lack of a sense of belonging. This includes some students with good GPAs.
- 2. Progress with Colleges.** Initial discussions at the beginning of the year with Executive Director of Student Services, PDT and Pro-Vice-Chancellors of the different Colleges resulted in the strategy being given serious attention.
  - Ongoing discussions with department heads has also made the Pasifika strategy more visible, with different departments seeking advice and support in effective student engagement as well as Pasifika input and content into a variety of courses. While there is still much work to do, it is clear that interest and commitment is growing.
  - 13 presentations/training workshops on Cultural Responsiveness to Pasifika/ Effectively engaging with Pasifika students' families and communities –eight within UC and five external.
  - 40 staff attended our first Pasifika focused Professional Development workshop. Academics/General staff attending our Professional Development (PD) sessions are open to meeting the needs of Pasifika learners in seeking out culturally responsive pedagogical practice.

- Human Resources (HR) report on a record number of Pasifika staff employed in some capacity with UC. There are now 36 staff that have identified as being of Pasifika descent, seven of them Academics and the rest employed as General staff (KPI pg. 25).
3. **AKO Collaborative Research Project** - The current AKO collaborative research project that PDT leads has been a significant factor in being able to progress the strategy throughout UC. In building on what Colleges and staff are currently doing to engage Pasifika students, we have also been able to offer a number of strategies through the Pasifika Resource kit. These strategies encourage and enable Academics and General Staff to increase their awareness of Pasifika perspectives in the first step to increasing effective engagement with Pasifika students.
4. **Next Steps**
- HR to begin advertising and promoting a Pasifika focused Cultural Responsiveness PD day for all UC staff twice a year beginning 2018. While this is being developed PDT is happy to still tailor professional development for Colleges and service units for this year.
  - AKO project continues to develop resources for staff – i.e. a web page collating Pasifika resources accessible for all staff. This includes student and staff interviews, Pasifika frameworks/models, links to Pasifika research, literature, videos, documentaries, community events and references etc.
  - The AKO research team will be delivering a workshop at ISANA and ANZSSA conferences this December.
  - The team are also exploring the concept of another AKO project to build on this last project.
  - Further identification of appropriate intervention strategies to support Pasifika students.
  - Collaboration with Learning Resources and Colleges to further develop a sense of belonging for Pasifika students through culturally appropriate spaces and artwork.

We would like to thank staff across campus for their openness and willingness to learn of Pasifika perspectives and factors that impact on Pasifika students. It has been a challenging yet exciting and rewarding space to be working within.

Ngā mihi

Lynn McClelland  
 Executive Director Student Services and Communications  
 Kaihautū Matua Te Ratonga Ākongā me te Whakapā

# Report against *UC Pasifika Strategy Goals* 2014-2018



## Contents

<b>Goal 1 - Connect</b>	<i>with key stakeholders to foster quality relationships shared knowledge and mutual respect</i>	pg 2
<b>Goal 2 – Confidence</b>	<i>respond to the cultural needs and educational aspirations of Pasifika people to strengthen access and transition opportunities and enhance confident engagement in tertiary study</i>	pg 4
<b>Goal 3 – Challenge</b>	<i>rise to the challenge of empowering Pasifika learners to achieve at unprecedented levels and succeed on par with the highest achieving group</i>	pg 7
<b>Goal 4 – Concentrate</b>	<i>concentrate on growing and promoting academic excellence in teaching and learning and research by ad about Pasifika people</i>	pg 11
<b>Goal 5 – Contribute</b>	<i>UC graduates will prepared to contribute to the aspirations of Pasifika communities and become leaders in a changing global world</i>	pg 14

## Appendices:

Appendix I	<i>UC Scholarship list for Pasifika students</i>	pg 16
Appendix ii	<i>Attrition report and analysis</i>	pg 17
Appendix iii	<i>Key Performance Indicators – Pasifika numbers</i>	pg 22



<b>GOAL ONE - CONNECT</b> Actions:-	<b>Progress</b>	<b>Next Steps</b>
<p><b>1.1.</b> Engage effectively and appropriately with Pasifika families and communities, including key Pasifika advisory groups, committees and Pasifika staff for input and partnership on Pasifika development and success at UC.</p>	<p>PDT put on regular events that welcome Pasifika families and communities on Campus. This includes Get Fresh Pasifika orientation day and this year included a session for parents. Welcome day, and 3 'Janimals' events that invite Pasifika families and community members to participate all had good numbers attending. We have an internal Pasifika Strategic Advisors group that have met twice this year and an external Pasifika Advisory board that has also met twice.</p>	<p>Maintain regular events. Ensure PVC's and College staff are notified in advance and invited to Pasifika events. PDT will look at expanding on parenting sessions at Get fresh and refresh. PDT will look at working more collaboratively with individual Colleges around ideas for morning teas for Pasifika parents.</p>
<p><b>1.2.</b> Ensure high engagement with local secondary schools and participation in relevant youth programmes, cultural events and projects to connect with local Pasifika students and their families, and promote opportunities available at UC.</p>	<p>PDT has run another successful outreach programme to local high schools this year. The University has supported the PYLAT (Pacific Youth Leadership Transformation) Parliamentary Simulation (report available), PDT and MSDT ran a stall at the LYFE festival this year. PDT attended and participated in SPAC PAC events including Pacific Speech competitions, Polyfest and Career expo.</p>	<p>Wish to extend the outreach programme to include year 9 and 10s and to improve the quality of the pipeline particularly in regard to STEM subjects.</p>
<p><b>1.3.</b> Participate in high profile community events and youth programmes in priority regions outside Cant to create engagement opportunities and attract Pasifika students, including international students, to UC.</p>	<p>Liaison Advisors from UC attended ASB POLYFEST in Auckland. UC Student care team with support from PDT co-hosted with Pacific Foundation a gathering of MFAT scholarship students (Reported on in Chronicle).</p>	<p>Build on current work in other regions. Work on a more rigorous orientation and promotional opportunities in island nations with other universities in the region.</p>
<p><b>1.4.</b> Develop links with international stakeholders and explore partnership opportunities with universities in the South Pacific region to attract postgraduate students and emerging academics.</p>	<p>College of Education has good networks with NUS and the Kaiarahi Pasifika from COEHS led a team of students and staff to Samoa this year. UC continues its Talanoa Nation- wide network with Postgrads from all major NZ Universities as well as National University of Samoa and University of South Pacific. Opportunity for PG to share their research. UC hosted last Talanoa session and feedback was very positive. MBC has regular contact with South Pacific University and other Universities through collaborative research work of Professor Steven Ratuva- MBC are able to report on this more comprehensively.</p>	<p>Looking at activating an Alumni branch in Samoa and getting an Alumni Pasifika branch activated here in Christchurch. UC Student success ISPERG committee to focus on international student support PDT included on this committee. MBC via Pro Ratuva establishing closer networks with University of South Pacific (USP) and National University of Samoa (NUS) – exchange students?</p>
<p><b>1.5.</b> Foster and strengthen the unique relationship between Pasifika and Māori to support common and distinct interests, enhance areas of strength and promote collaboration for mutual benefit.</p>	<p>PDT and MSDT enjoy joint informal lunch gatherings. PDT and MSDT ran a stall at the LYFE festival this year and worked together with UCSEA in delivering an orientation event – Kia Ora bro that had high numbers attending. MSDT and PDT leaders often support one another e.g. discussion around student declaration form, privacy training, equity and diversity issues. MSDT members often join us in our events and vice versa. Maori rep on PaSAG advisory group.</p>	<p>A meeting between AVC, MSDT and PDT is planned for later in the year looking at building on what we already do together. Also a discussion around respective strategies here at UC and wider education sector</p>



*Connect!*



<b>GOAL 2 CONFIDENCE – Action</b>	<b>Progress</b>	<b>Next</b>
<p>2.1 Ensure Pasifika aspirations and values are visible in the University's learning environment, campus culture, service delivery and brand identity.</p>	<p>PDT represented on EDAC, SERG, ISERG. We continue to work collaboratively with student care, health centre and MDT which includes discussions around student issues and engaging effectively with Pasifika re different world views. Pacific Engagement Coordinator works closely with Comms and Marketing and attends Comms and Marketing meetings. Director regular attendance at SSAC meetings</p>	<p>Would like to have more involvement /input into Graduate profile and Co-Curricular transcript re visibility of Pasifika values. Believe there is a good fit there and our frames can easily map these out. Director to advocate more in this space</p>
<p>2.2 Ensure UC's outreach and transition initiatives are inclusive and responsive to Pasifika students in ways that will attract, engage and increase their ongoing success at UC.</p>	<p>PDT delivered another successful Outreach programme to High Schools with a good number of Pasifika students. XL ran in July school holidays with an average of 80 students despite the wintry conditions - more than was anticipated. XL will run again in October PDT looking to pilot an extension of XL to Year 9 and 10</p>	<p>Recognised as a specialist service, the Pacific Development Team will be widely promoted, supported, resourced and easily accessible to advocate for and respond effectively to the diverse multi-layered needs of Pasifika learners</p>
<p>2.3 Strengthen its dedicated focus on Pasifika students through the work of the Pacific Development Team to appropriately and effectively transition, develop and support students successfully through the provision of advice, engagement programmes, advocacy support and pastoral care services, from pre-enrolment to alumni.</p>	<p>PDT has developed some new initiatives this year -study sessions for current students that were appreciated and well attended. -Mature students were also offered opportunities to gather together through term 'old school' dinner events. -More formalised tutor training which included a cultural responsiveness component. -Train the trainer sessions were also led by PDT re engaging effectively with Pasifika students. - PDT have moved to a more efficient student engagement tool – Career hub - In discussions with Alumni regarding activating an Alumni groups in Samoa and Christchurch</p>	<p>Plans to develop these new initiatives further will be part of our team planning days. <b>We want to secure continuing roles for Team Leader and Pacific Engagement Coordinator.</b> <b>We are looking to find ways to be able to begin employing a dedicated Kaiārahi Pasifika roles to work intensely in Colleges when they are requesting input for Pasifika content or context in the review and development of their courses</b></p>

<p>2.4 Create visible and accessible Pasifika spaces and facilities on campus to attract and welcome Pasifika students and staff, their families and communities to UC.</p>	<p>Dedicated Pasifika spaces on campus for students are provided – Pasifika student house, OKEOVER room, Talanoa room at Dovedale, Lali room 37 Creyke Rd to welcome, transition and support students. Community access to available spaces has been limited due to the inadequate facilities or unavailability. This makes the goal of community access to strengthen community engagement and connections a continual challenge as there is need for a dedicated bigger space.</p> <p>Director and PDT consulted re Copper top design and name, PDT also consulted re Flag designs. JOAB requested to pay for Pasifika graphic designed motifs by Pasifika alumni.</p> <p>PDT met with Curator of Pasifika Art at UC and able to share with Colleges a way they can get Pasifika art for their buildings</p>	<p>Plans for a dedicated Pasifika design facility and spaces, accessible by all students, staff and visitors on campus will remain part of the ongoing campus remediation and development discussions, and UC's 10 Year Campus Master Plan. The copper top is seen as a solution to these needs. This remains to be seen. A Pasifika Fale continues to be an aspirational goal of students, families and Pasifika communities.</p>
<p>2.5 Profile Pasifika staff achievements and visiting academics in UC internal and external communications, online news announcements, media articles and publications to promote UC as the University of choice for Pasifika students and staff.</p>	<p>Pasifika staff and student achievements, community news stories and language week celebrations have been regular items in UC online communications and have featured in relevant publications (Chronicle) and promotional materials. Images and headlines from these articles are pictured on next page.</p> <p>Dr Melanie Anae from Auckland University was guest speaker at the COEHS Pasifika PD day for College of COEHS staff.</p> <p>Emma Tavola a Pasifika artist from Auckland is currently Artist in Residence for MBC.</p>	<p>PDT will continue to profile Pasifika staff and student achievements through the new Pasifika Engagement role.</p> <p>More involvement in planning and working closely with Comms and Marketing team.</p>
<p>2.6 Continue to offer Pasifika scholarships to address participation barriers, attract talented students and promote high demand career pathways and leadership development opportunities.</p>	<p>Please see attached list of current scholarships being offered in Appendix i</p> <p>The committee responsible for appointing PhD scholarships has met and streamlined application form making it more user friendly and looking at a more proactive promotions and communication strategy</p>	<p>The goal for allocating more emerging leaders Scholarships for Pasifika first year students will increase from six to 10 by 2018. – Follow up discussion with scholarships Office to be planned this year.</p>



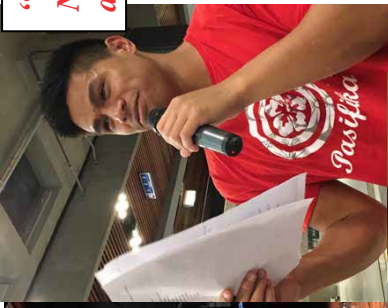
***“UC hosts Pacific fono”***



***“Going to a new home in Tonga”***



***Diversity in action at UC – ‘Jandals’***



***“UC student wins 2017 New Zealand Youth award”***



***“Enhancing Pasifika Student Success”***



***“Pasifika voice on the rise”***



***“Pacific academic wins Fulbright award”***



***“Building on a legacy of service...”***



***“Niue experience ‘priceless’”***



***“UC Pasifika students drive positive change”***

**Quotes and images from articles in the Chronicle**

<b>GOAL 3 - CHALLENGE Action</b>	<b>Progress</b>	<b>Next</b>
<p>3.1 Demonstrate a high level strategic commitment, led by the Senior Management Team, to build and integrate an institution-wide response to actively prioritise and improve educational performance outcomes that align with Tertiary Education Commission objectives for Pasifika learners.</p>	<p>College discussions with the 5 PVC's led by SMT member Lynn McClelland with Director of Pasifika were completed this year and helped formulate an action plan that is assisting Colleges to progress the UC Pasifika Strategy.</p> <p>Kaiārahi Pasifika (AKO project) will follow up with email to College of Arts re offer of PD around cultural responsiveness to staff in courses/programmes where there are a high number of Pasifika students or high interest as already undertaken by Psychology department.</p> <p>Kaiārahi Pasifika to follow up with email to Engineering PVC in regard to another rep on PaSAG and opportunities to share Pasifika Resource Kit.</p>	<ul style="list-style-type: none"> <li>- Keep meeting with PVC's annually to discuss progress of UC Pasifika Strategy within individual Colleges.</li> <li>- PaSAG members from each College to keep reporting to Colleges re Strategy keeping Pasifika visible and in focus.</li> <li>- PPAC/PaSAG combined Pasifika community meeting in Dec</li> <li>- Propose a meeting with SMT</li> </ul>
<p>3.2 Ensure all Colleges, Faculties and service areas incorporate the Pasifika strategy into their strategic and operational plans to become more responsive to the learning needs and aspirations of Pasifika learners. Additionally, College policies, actions and decisions relating to enrolment processes, recruitment and retention practices, should reflect a good understanding of the Tertiary Education Strategy in relation to Pasifika learners.</p>	<p>This continues to be a work in progress.</p> <p>PDT staff part of different College committees that seek to be responsive to learning needs and aspirations of Pasifika learners</p> <p>Team leader on Retention strategy for UC PD workshop for all UC staff provided culturally responsive training focused on Pasifika. Next year a full day Pasifika PD will be offered to staff and HR have agreed to promote as part of their PD offerings.</p> <p>Acting Director guest teaching directly into Clinical Psychology year 2 and year 3 for students on placement around effective cultural responsiveness to Pasifika</p> <p>Pasifika input invited to provide feedback to Review of Science papers</p> <p>Pasifika invited onto working group of Business school in the development of Maori, Pacific and Indigenous Research Paper</p> <p>Kaiarahi Pasifika (COEHS) sits on College Management meetings</p>	<p>PDT to assist in getting Colleges to pull their own Pasifika student lists in the first instance so they know the number of Pas in individual programmes.</p> <p>Work more collaboratively with Pas advisors to get benefits from early alerts.</p> <p>Be more proactive in working with College administrators and service units.</p>
<p>3.3 Ensure UC policies and processes, data analysis and performance reporting regarding</p>	<p>Data analysis and performance reporting has been a strength and a helpful analysis of trends has emerged as a result. The recent departure of Kaylene Sampson who</p>	<p>Find a workable alternative to ensure data analysis is reported on and continues to provide</p>

<p>student information, participation, retention, achievement, completion and progression incorporates a strong focus on Pasifika goals and outcomes to monitor UC's progression against government expectations and targets.</p>	<p>did considerable work in providing data and data analysis leaves a gap in needed data analysis.</p> <ul style="list-style-type: none"> <li>• PDT Infographic of student engagement (attached, pg. 10)</li> <li>• Report on student attrition (appendix ii)</li> </ul>	<p>evidence and a rationale for PDT programmes and strategies.</p>
<p>3.4 Provide best practice guidance and cultural competence training to staff on how to engage effectively with Pasifika learners and their communities.</p>	<p>This has been a focus for the Pasifika Director and Kaiārahi Pasifika roles this year.</p> <ul style="list-style-type: none"> <li>• 13 presentations/training workshops on Cultural Responsiveness to Pasifika/ Effectively engaging with Pasifika student's families and communities -8 within UC and 5 outside of UC.</li> <li>• Planning meeting was held with Pasifika staff, Pasifika academics to progress a proposed Cultural Responsiveness Pasifika Focused Professional Development all day event for all UC staff. Discussions with HR have been planned.</li> </ul>	<p>Proposal sent to HR in the offering of a Pasifika focused Cultural Responsiveness PD day for all UC staff twice a year beginning 2018. While this is being developed PDT is happy to tailor a PD for Colleges and service units for this year.</p>
<p>3.5 Actively encourage and support the recruitment and retention of Pasifika staff, and provide mentoring and professional development training to increase Pasifika leadership capacity and career progression pathways within and beyond the University.</p>	<p>UC continue to build the capacity of Pasifika within over the past year.</p> <ul style="list-style-type: none"> <li>• Pasifika staff have had a number of promotions (5) promotions within UC.</li> <li>• At the end of the year we will have two more Pasifika staff with PhD's, and two more with Masters both with distinction.</li> <li>• We have also been able to ensure our two new advisors have had a number of PD opportunities.</li> <li>• UC have supported two PDT staff members in their study</li> <li>• We have a new Pasifika artist in residence who will be joining us in August – Emma Tavola</li> </ul>	<p>Continue to promote employment opportunities within UC throughout our wider community. Continue to encourage Pasifika staff to step up to more senior roles within UC and encourage PD for all Pasifika staff.</p>
<p>3.6 Profile our Pasifika role models across UC and collaboratively celebrate our efforts and successes in the community to boost the achievement, completion and progression outcomes of Pasifika learners at UC.</p>	<p>PDT has a Pacific Engagement Coordinator who posts achievers and Pasifika achievements and successes on several Facebook pages, blogs and UC communication. Suggests storylines and profiles to UC communications team. The Chronicle have written a number of articles on Pasifika individuals and Pasifika initiatives this year and we have had the following role models  Professor Steven Ratuva – Full bright fellowship  UC BA student -Josiah Tuala- Prime Ministers Youth Award  UC Engineering student Wesley Mauafu – NZ Youth Award  UC Education student Misikuki Pepa – Kupe Scholar High Achiever</p>	<p>Continue to be aware of Pasifika student and staff achievements and to profile them within UC and outside of UC in our local Pasifika communities and wider communities.</p>



Culturally Responsive  
 How do we demonstrate cultural responsiveness in our teaching and learning? ① Awareness  
 from support systems:  
 - give useful feedback  
 - provide students with timelines for guidance

Programme Development  
 - water funding times/sessions/situations when there are student obligations & organising assessment etc to meet these (We do this always for Ramadan: Lunar New Year...)  
 Underfunding who has the power (the female, the institution)  
 - Adaptability is essential and it varies  
 - Start with ourselves, understand our own place (gender, sex, age) then be open to understanding others  
 - Recognising who our students are  
 - Creating platforms to speak from a Students Centre by engaging with a  
 University students?  
**RESPECT! — E.M. RIVERMENT**









PACIFIC DEVELOPMENT TEAM

**STUDENT ENGAGEMENT DATA 2016 & 17 YTD**

<b>2016</b>	<b>2017</b>
<b>459</b>	<b>457</b>
PASIFIKA HEADCOUNT	YTD PASIFIKA HEADCOUNT
<b>1279</b>	<b>1133</b>
TOTAL ENQUIRIES	YTD TOTAL ENQUIRIES
<b>339</b>	<b>334</b>
UNIQUE USERS (74% OF THE TOTAL PASIFIKA POPULATION)	YTD UNIQUE USERS (73% OF THE TOTAL PASIFIKA POPULATION)

**BREAKDOWN BY ENGAGEMENT**

PHONE	EMAIL	FACE-TO-FACE	NOT INDICATED
			
2016 302	419	365	198
2017 159	401	139	434

**BREAKDOWN BY SUPPORT TYPE**

ACADEMIC	PASTORAL CARE	OTHER
		
2016 368	608	1416
2017 98	773	1066
SYSTEMS		
		
2016 575		
2017 323		

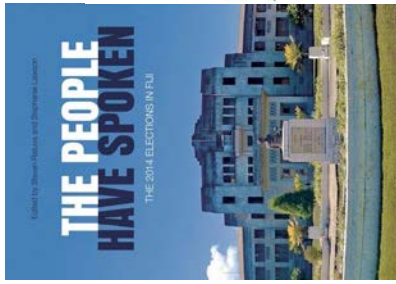
**BREAKDOWN BY MONTH**

	2016	2017
JAN	93	112
FEB	140	309
MAR	197	455
APR	166	116
MAY	135	141
JUN	37	
JUL	110	
AUG	171	
SEP	73	
OCT	54	
NOV	61	

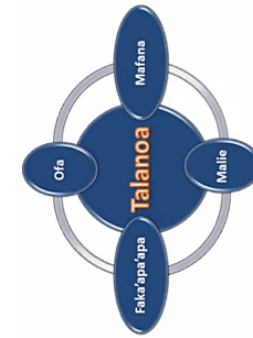
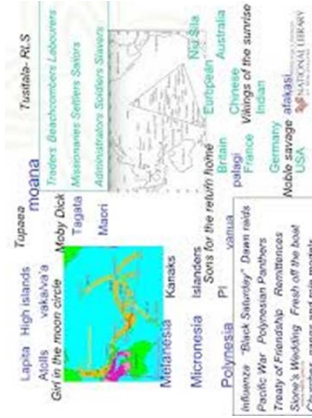
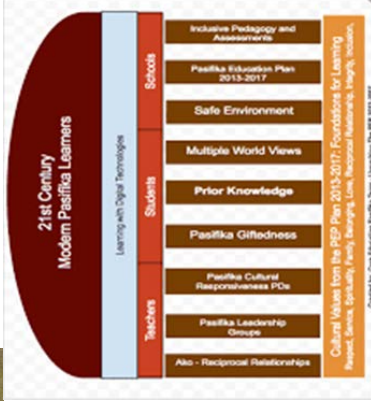
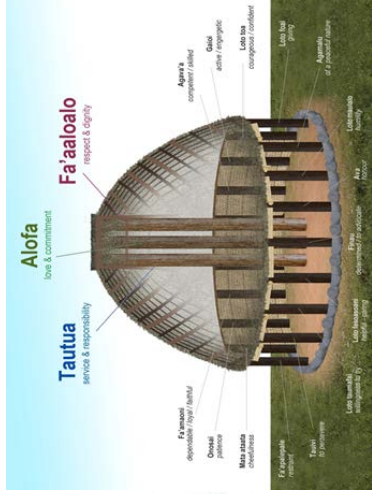


<b>GOAL 4 - CONCENTRATE Action</b>	<b>Current Progress</b>	<b>Next Steps</b>
<p>4.1 Ensure our teaching and learning strategies, practices and environment will enhance Pasifika teaching expertise, engagement and learning outcomes.</p>	<p>Seizing current opportunities to take up invitations to input into courses and reviews.</p> <ul style="list-style-type: none"> <li>• Attended the Review of Science papers (July 2017).</li> <li>• Presented at Teaching and Learning week</li> <li>• Acting Director invited onto working group of Business school re Development of Maori, Pacific and Indigenous Masters Research paper</li> <li>• School of Law -Pacific Legal Studies course - looking at introducing a Pacific legal studies course in 2019. Pacific Law Students' Society -UC will be hosting the Pacific Law and Culture Conference during the mid-Semester break in July, 2018. The conference has been running since 2008 and it aims to inspire Pasifika law students to become academics. Steven Ratuva is looking to build a workshop for Pacific young scholars to become academics. He is interested in seeing how they can collaborate on this event.</li> <li>• PDT represented on BCJ committee and Board of studies meeting <ul style="list-style-type: none"> <li>• MBC Director has been working on several publications Journal (Pacific Dynamics) and Global handbook on Ethnicity.</li> </ul> </li> </ul>	<p>Support the work of the Kaiārahi Pasifika within the COEHS.  Look at the possibility of dedicated Kaiārahi roles within other Colleges  Continue to take up invitations to input.  Celebrate, incentivise and promote innovative teaching practices that foster an environment of belonging that is affirming and open to diverse cultures as part of the UC Teaching and Learning Week</p>
<p>4.2 Support the Macmillan Brown Centre to build quality capacity in Pacific research, scholarship, creative work and teaching capability across UC.</p>	<p>Acting director of Pasifika is a MBC board member and works closely with Director of MBC. Director MBC reports 21 PG students some shared other departments and institutions and 12 PhD students.  Director of MBC encourages PhD students to present their work at different conferences to build networks, confidence and credibility.</p>	<p>Both Directors to continue to work closely together to build Pasifika capacity within research and scholarship  A Pasifika research stock take will be undertaken and will be included as part of the University's Annual Report (DVCR).  A Pasifika Research Protocol/strategy will be developed (DVCR/DMBC).</p>
<p>4.3 Offer effective and relevant courses by and about Pasifika peoples, and support the inclusion of Pasifika content and perspectives in curricula to enhance an</p>	<p>Director Pasifika, Director MBC, Kaiārahi Pasifika (COEHS) are getting increasing requests for feedback from a Pasifika perspective on new courses being offered by Colleges. Due to limited resources (no specific Kaiārahi role), a suggestion was the need to have a collective resource base of Pasifika people/academic/ postgraduate students - able to help with this important opportunity.</p>	<p>Both Directors to work with PaSAG to continue to build on this interest and set up a working committee for Colleges to be able to send material to for feedback.  Ongoing discussion on future revival of Pacific Studies Papers due to growing interest in Pasifika</p>

<p>understanding of Pasifika cultural knowledge and values that will broaden the learning experience and lead to new research and graduate pathways.</p>	<p>- Pasifika epistemologies, pedagogy and political and social issues in the Pacific region also remain significant and of interest to non Pasifika.</p>	<p>papers again – for domestic Pas students the notion of identity development could be a popular topic for course development.</p>
<p>4.4 Encourage, support and celebrate collaborative research by and for Pasifika people, and encourage the use of Pasifika values, epistemologies and methodologies in carrying out research.</p>	<p>Ako Research Project has provided opportunities to work collaboratively with two other institutions. This has been a powerful vehicle for Pasifika development to progress. It provides evidence and the findings have produced tools for staff use. The PD workshops have also encouraged the use of Pasifika values, epistemologies and methodologies in carrying out research.</p>	<p>Both Directors, together with PaSAG agreed that Pasifika needs to be in a space that is competitive and innovative. Discussed a research symposium next year to showcase this to other academics and local Pacific community. A possibility of a number of workshops that might draw together a research strategy for Pasifika.</p>
<p>4.5 Encourage research that promotes and improves outcomes for Pasifika people, and support staff and postgraduate students engaged in Pasifika research.</p>	<p>Director MBC has a number of Postgrads (including staff) that are currently involved in research and presenting at conferences that MBC are co-hosting. This year MBC co-hosted IPSA conference on democratization and the military and will also co-host another conference -Oceanic Memory in November where all MBC PG's will be encouraged to present. The Ako Research project continues to be a powerful way to engage staff The working party are looking at developing Pasifika resource page on the Learn and Moodle sites. Discussed this with UC web designers.</p>	<p>MBC with support from PDT will look at PG research trip culminating with presentations at a conference based in Fiji next year. The development of a Library Services Pasifika Collections Plan or statement in the UC Library Policy to identify how much Pasifika content material exists and is easily accessible for resourcing undergraduate and postgraduate studies. The collections will be more visible and celebrated in key parts of the University to coincide with significant community events and celebrations (DLR).</p>
<p>4.6 Strengthen national and international research networks and partnerships to support Pasifika research, curricula and content development.</p>	<p>Director MBC reports on Collaborations: UNDP, UNDPA, US universities, other international universities The National Inter-university Talanoa Research Grid is held in Psychology 106 by video conference each month for postgraduate students to present their research to other Pasifika postgraduate students and academic staff at other universities, including USP, NUS and ANU. UC hosted the July session and was well received by other participants</p>	<p>Director MBC on leave as full bright scholar next year for 3 months but will continue to develop networks and collaborative links with other universities.</p>



International Political Science Association Research Committee on Democratization and the Military  
**IPSA AISP**  
**UC** UNIVERSITY OF CANTERBURY  
**MASSEY UNIVERSITY** THE UNIVERSITY OF NEW ZEALAND  
 In collaboration with the Memorial Brown Centre for Pacific Studies (University of Canterbury) and Centre for Defence and Security Studies (Massey University), New Zealand  
**Redefining the Role of the Military in Democratization**



Manuatu (2002), Vaoleti (2006), Mahina (1998), Seve-Williams (2009)



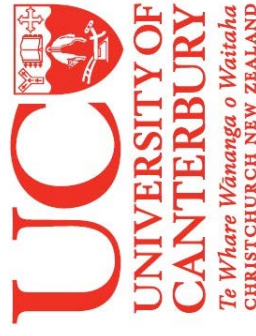
*Pasifika Peoples, Island Nations, Melanesia, Micronesia, Oceania  
 Pasifika research, knowledges, frames, stories, ways of being...*

Goal 5- CONTRIBUTE Action	Progress	Next Steps
<p>5.1 Ensure UC students have the opportunity to engage with Pasifika communities to enhance their learning, develop cultural competence and contribute confidently to different community aspirations.</p>	<p>PDT put on regular events that welcome Pasifika families and communities on Campus. This includes Get Fresh Pasifika orientation day and this year included a session for parents, Welcome day, and 3 'Jandals' events that invite Pasifika families and community members to participate.</p> <p>We have an internal Pasifika Strategic Advisors group and an external Pasifika Advisory board</p> <p>PDT has collaborated with other service teams on their events as well e.g.:</p> <ul style="list-style-type: none"> <li>• Kia ora Bro evening with UCSA and MSDT</li> <li>• Pacific Foundation and Cooperation with UC Student Care</li> <li>• Student Success leadership training</li> </ul>	<p>Maintain regular events. Ensure PVC's and College staff are notified in advance and invited to Pasifika events. PDT will look at expanding on parenting sessions at Get fresh and refresh. PDT will look at working more collaboratively with individual Colleges around morning teas for Pasifika parents.</p> <p>PDT will also look at developing a cultural responsiveness session for Pasifika students to enhance their sense of identity and affirm a sense of belonging.</p>
<p>5.2 Celebrate cultural diversity and promote engagement opportunities with Pasifika communities through work integrated learning experiences, community outreach projects and extracurricular assessments.</p>	<p>PDT represented on EDAC committees</p> <p>PDT members often present, support and participate in diversity week</p> <p>UC has supported the PYLAT (Pacific Youth Leadership and Transformation) Parliament Simulation involving local Pasifika high-school and Tertiary students this year</p> <p>UC support CUSSA and other Pasifika student Associations</p> <p>UC support community events and have a stall at SPAC PAC for Pasifika high school students, LYFE festival and AFFIRM</p> <p>PDT give job experience in helping run their events to a number of Pasifika students, also offer mentoring and PASS experience</p> <p>PDT has reported on availability of Pasifika artworks for Colleges to PVC's</p> <p>PDT will host the Pasifika Canterbury Network Meeting August 24th</p>	<p>-Take up more opportunities to represent Pasifika learners' needs on different College committees.</p> <p>-Continue working in with Pasifika communities where possible maintain and value the input from the PPAC Advisory group</p> <p>-Provide input into the development of the Graduate Profile and the Co-curricular Transcript includes service learning</p> <p>– Increase opportunities for encouraging all students to engage with Pasifika communities.</p> <p>-Internship programmes will proactively engage with Pasifika communities to include and increase integrated service learning opportunities for students</p> <p>-Community engagement success stories and experiences will continue to be shared with all students and staff in all UC communications and publications (SSAC).</p> <p>-Pasifika leaders, academics and successful alumni will continue to be sought and utilized as guest lecturers and tutors in relevant core courses (PVCs).</p> <p>UC alumni fundraising efforts will include a Pasifika campaign to raise funds for outreach, scholarships and retention services.</p>

<p>5.3 Create activities, events and spaces on campus where students and staff are encouraged to engage in the unique cultural attributes of New Zealand and the Pacific.</p>	<p>Liaison Advisors from UC attended ASB POLYFEST in Auckland. UC Student care team with support from PDT co-hosted with Pacific Foundation a gathering of MFAT scholarship students (Reported on in Chronicle). UC have supported Pasifika Law Students Association with a meeting room for them PDT hold a number of events and have had the last two 'Jandals' events. More and more non Pasifika people are attending this event and there is mutual benefits and genuine relationships built.</p>	<p>Would like to look at more designated spaces for Pasifika - Having a Fale is still an aspirational goal that many Pasifika students' community members and staff hold on to. Increased usage of Pasifika student space requiring more computers. Copper top has a Pasifika space that has been earmarked for Pasifika. Director MBC reports on plan for good space allocated for MBC research centre big enough to house the increasing number of PG and also the possibility of a shared community space</p>
<p>5.4 Equip students to become successful and influential graduates that go on to make a difference in their fields of expertise, in their communities and inspire future students.</p>	<p>College of Education has good networks with NUS and take a number of students to the Islands. UC continues its Talanoa Nation-wide network with Postgrads from all major NZ Universities as well as National University of Samoa and University of South Pacific. Opportunity for PG to share their research. UC hosted last Talanoa session. MBC has regular contact with South Pacific University and other Universities through collaborative research work of Professor Steven Ratuva An initial Alumni meeting with a few was recently planned in Samoa</p>	<p>UC Student success ISPERG committee to focus on international student support PDT included on this committee. MBC via Prof Ratuva establishing closer networks with University of South Pacific (USP) and National University of Samoa (NUS) – exchange students</p>
<p>5.5 Engage with Pasifika alumni to profile their successes and promote career and leadership opportunities in all workforce sectors with a particular focus on science, engineering, education and health.</p>	<p>PDT have had meetings with Careers and are looking at working closely with them in regard to developing more awareness of career opportunities for future Pasifika graduates. Pacific Advisors are planning to make use of Alumni in their Colleges and Pasifika graduation ceremonies as well as Welcome days leverage successful Pasifika alumni as motivational speakers.</p>	<p>Explore Pasifika values within the graduate profile and highlighting the value in making them more visible. Looking at developing an Alumni branch in Samoa and getting an Alumni Pasifika branch activated here in Christchurch. The Pasifika alumni database will be kept up to date to develop a targeted campaign effort to seek fundraising support for special projects - i.e. Pasifika Fale or Centre (DSSAC). Pasifika alumni will connect with non-Christchurch based prospective students and distance learners prior to commencing their studies (DSSAC).</p>

### APPENDIX 1 - Current Pasifika scholarship lists

<i>Scholarship Name</i>	<i>Target Audience</i>	<i>Number available</i>
UC Computer Science High Achievers Award	School Leavers	1 reserved for Māori or Pasifika students
UC Emerging Leaders Scholarship	School Leavers	6 for Pasifika students
UC Engineering Pasifika Scholarship	School Leavers	3
UC Mathematics and Statistics High Achievers Award	School Leavers	1 reserved for Māori or Pasifika students
UC School of Forestry High Achievers Award	School Leavers	1 reserved for Māori or Pasifika students
UC Pasifika Doctoral Scholarship	Doctoral Level Study	<b>No scholarship offered in the last two rounds – Marketing and promotion of scholarships need to be improved 1 offered per yr</b>
UC College of Arts Honours Scholarship – College of Arts Pacific Scholar	Honours Level Study	1
Arts Scholars	School Leavers and Current Undergrad Students	No limit – selection panel must ensure Pasifika students are represented in the cohort of people receiving awards.
Three Nations Conference Award	Postgrad Level Study	One or more awards available for Māori, Pasifika or students who are indigenous to states or territories of Australia.
Educ8 Scholarship	Undergrad or Honours Level Study	Seven categories including Pasifika (no numbers stated)
Maini Halasi Prize	Undergraduate Level Study	One prize for Pasifika students.
UC College of Education, Health and Human Development Pasifika Scholarship	School Leavers	3



## First Year Attrition Analysis

This report is written using Retention data and the Early Departure Survey results provided by Academic Services Group, as well as the Pacific Development Team Events and the Student Engagement tool data. Pasifika First Year Retention is very good, however analysis of those who were not retained is useful for identifying trends and patterns.

### Key Findings

12/13 (92%) non-retained Pasifika Students were engaged at least once by PDT, indicating good engagement with our team. However the majority were not engaged with the Pasifika community on campus.

10/13 non-retained were 20 or younger

The high number who never attended any engagement event (7/13) affirms the Early Departure Survey results which indicated students felt no sense of belonging or community.

TEPI101 (D) was failed by all 3 of the non-retained students who did it

The students who did XL before UC, came to GetFresh and attended 3/5 engagement events

7/13 did not attend GetFresh (Pasifika Orientation), which has become important as it can be seen that if a student did not attend Get Fresh they did NOT attend another engagement Event.

TEPI101 (D) was failed by all 3 of the non-retained students who did it

2 students that left possibly to do with failure, were doing excessively heavy workloads which should not have been approved.

Direct correlation between poor academic performance and attrition.



## Recommendations

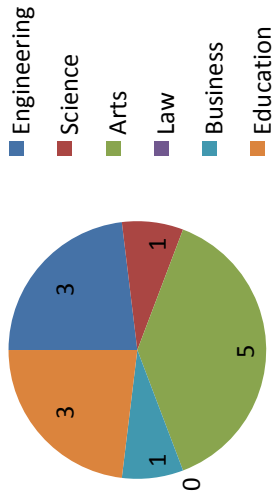
1. Engagement with the Pacific Development Team is important, but lack of engagement at our UC Pasifika community events looks to also be an important factor in terms of attrition. Therefore increasing engagement event attendance should be a priority.
2. Special focus should be put upon students who did not attend GetFresh (Pasifika Orientation) immediately. These students should be strongly encouraged and incentivised to attend Welcome Day. If students aren't engaged early, they do not attend at all.
3. TEPI101 via Distance was failed by all non-retained students who did it. It could be worth looking into this course.
4. Two students who did not return were enrolled in extremely heavy workloads that should not have been approved. This should be looked into.
5. Engagement = Belonging = Achievement = Retention. This should be kept in mind as PDT moves its priority focus towards increasing qualification competitions.

## Snap Shot

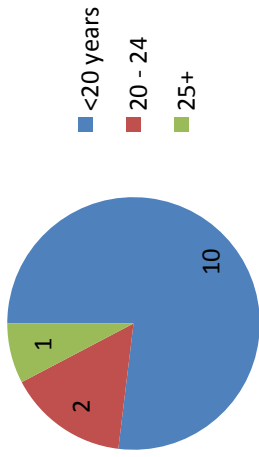
	Pasifika	All UC
<b>First Year Retention (Raw #)</b>	63/76	2084/2531
<b>First Year Retention (%)</b>	83%	82%
<b># Not Retained</b>	13	447
<b>Average GPA of Retained</b>	2.8	4.7
<b>Average GPA of Non-Retained</b>	0.3	1.7
<b>Passed 50% or more (Retained)</b>	81%	94%
<b>Passed 50% or more (Non-Retained)</b>	23%	?

### Breakdown of the 13 non-returning Pasifika Students

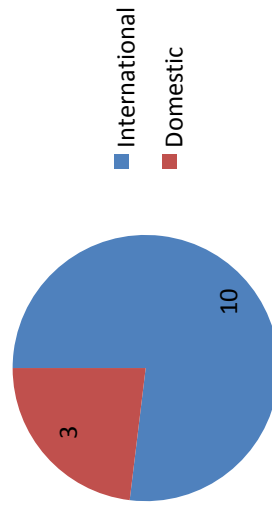
Colleges



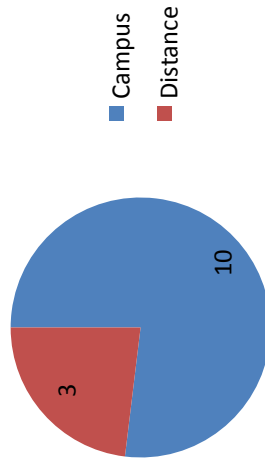
Age Break Down



International/Domestic



Distance or on Campus

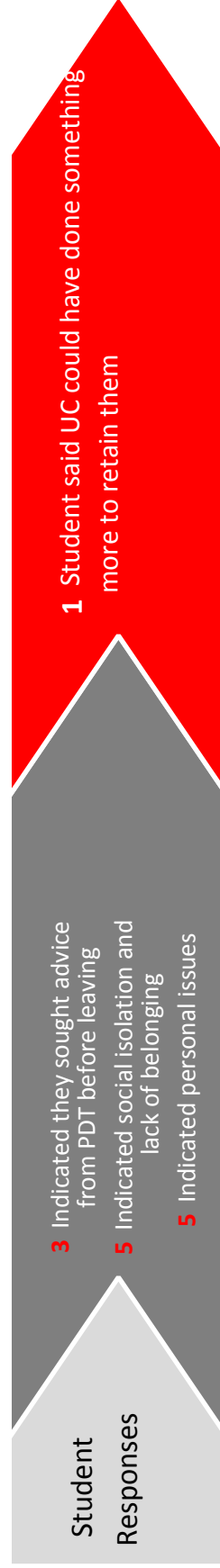


Note: Distance means students do at least one distance paper.

### Non-retained Students Breakdown of Academic Performance and Engagement

	GPA	Courses Passed	XL	Get Fresh	Welcome Day	Jandals 1	Jandals 2	Jandals 3	Mentor	PASS	JADE Engagements
Student 1	-0.5	0/8	NO	NO	NO	NO	NO	NO	NO	NO	0
Student 2	-1	0/10	NO	NO	NO	NO	NO	NO	NO	NO	3
Student 3	-0.2	0/6	NO	NO	NO	NO	NO	NO	YES	YES	6
Student 4	2.5	4/4	NO	NO	NO	NO	NO	NO	YES	NO	1
Student 5	-0.13	2/8	NO	YES	YES	YES	YES	YES	YES	YES	6
Student 6	2.83	5/7	NO	NO	NO	NO	NO	NO	NO	YES	1
Student 7	-0.13	2/11	YES	YES	YES	NO	NO	YES	YES	NO	1
Student 8	-1	0/7	NO	NO	NO	NO	NO	NO	NO	NO	3
Student 9	0.75	2/4	NO	YES	NO	NO	NO	NO	NO	YES	2
Student 10	-0.14	2/7	NO	YES	NO	NO	NO	NO	NO	NO	3
Student 11	-0.38	2/8	NO	YES	NO	NO	NO	NO	YES	NO	5
Student 12	2.5	2/3	NO	NO	NO	NO	NO	NO	YES	YES	3
Student 13	-0.86	0/7	YES	YES	YES	YES	NO	NO	NO	YES	7

### Early Departure Survey Summary





*Launch of the UC Pasifika Strategy 2014*

## Key Performance Indicators

### KPI 1: Increase Total Pasifika student enrolments

Priority Learner Group - Pasifika TOTAL domestic students		Actuals					Target				
Impact	Input commitments	2013	2014	2015	2016	2017	2014	2015	2016	2017	2018
An increase in overall Pasifika student EFTS	Total full-time equivalent students	306 244 (D)	361 285(D)	365 304(D)	369 321(D)	387 354(D)	277	296	319	343	368
	Percentage of all EFTS	2.1%	2.5%	2.7%	2.9%	2.7%	2.5%	2.6%	2.7%	2.8%	2.9%

Total Pasifika domestic EFTS are expected to increase at a greater growth rate than the overall 10 year growth plan. In 2013, Pasifika people made up 4% (14,000) of the Canterbury population. Approximately half are under the age of 20 and more than 60% are New Zealand born. TEC has set a Pasifika participation target of 8.2% for the university sector as a whole.

### KPI 2: Increase first-year Pasifika student enrolments

Priority Learner Group - Pasifika FIRST YEAR domestic undergraduate students		Actuals					Target				
Impact	Input commitments	2013	2014	2015	2016	2017	2014	2015	2016	2017	2018
An increase in first year Pasifika student EFTS	First-year domestic undergraduate Pasifika enrolments as a proportion of first-year domestic undergraduate enrolments	73	77	78	92	108	83	93	100	107	114
	Percentage of all EFTS	2.6%	2.8%	2.7%	2.8%	3.2%	3.2%	3.3%	3.4%	3.5%	3.6%

Growth targets for Pasifika first-year students are above the overall first-year growth rates, which are based on the 10 year growth model.

**KPI 3: Increase Pasifika postgraduate and PhD enrolments**

Pasifika PhD enrolments		Actuals						Target			
		2013	2014	2015	2016	2017	2018	2015	2016	2017	2018
Impact	Input commitments	62	77	70	79	84					
An increase in Pasifika postgraduate and PhD enrolments	Total Pasifika postgraduate headcount	62	77	70	79	84	65	67	67	68	
	Percentage of total UC postgraduates	2.0%									
	TOTAL Pasifika PhD headcount	13	9	8	11	12	14	15	15	16	
	Total UC PhD headcount	1008									

The commitment to grow the number of Pasifika postgraduate students will require an intentional focus on developing and increasing Pasifika academic staff numbers to attract greater numbers and provide highly sought after supervision expertise, mentoring and support.

**KPI 4: Increase Pasifika international student enrolments**

Pasifika international (full fee)		Actuals						Target			
		2013	2014	2015	2016	2017	2018	2015	2016	2017	2018
Impact	Input commitments	28	21	10	5	5	28	31	32	34	
An increase in Pasifika international enrolments	NEW Pasifika EFTS	28	21	10	5	5	28	31	32	34	
	TOTAL Pasifika EFTS	65	74	62	48	33	65	72	76	80	

Actuals are based on the forecasts from UC's longer term plan. UC international Pasifika students made up 14% (the third highest) of the total number of international Pasifika student EFTS across universities in 2013. A coordinated, cohesive and inclusive approach to improve the transition, engagement and support experience of international Pasifika students will help to ensure an increase in future international enrolments from the Pacific Islands. The UC International Growth Strategy (March 2014) aims to improve success rates of students on NZ Aid scholarships through early alert support systems and a well-planned induction and acculturation process.

### KPI 5: Improve the educational performance of priority learner groups

Educational Performance Indicators for TEC		Actuals					Target					
		2013	2014	2015	2016	2017	2014	2015	2016	2017	2018	
Increase in the educational performance of Pasifika SAC-eligible (domestic) students	Output commitments (D = Domestic only)											
	Pasifika course completions	74% (D)	73% 70%(D)	73% 71%(D)	71% 69%(D)	70% (69%)	75%	78%	82%	85%	89%	
	All SAC eligible students University sector overall National Pasifika average	87% 86% 70%					87%	88%	89%	89%	89%	
KPI 3b Increased successful qualification completions by priority learner groups.	Pasifika qualification completions	51%	27%	18%	?	NA	52%	55%	58%	65%	70%	
	All SAC eligible students University sector overall National Pasifika average	88% 81% 59%					76%	76%	75%	74%	74%	
	Pasifika retention rates (D = Domestic only)	78% 76%(D)	81% 79%(D)	79% 78%(D)	81% 81%(D)	77% 75%(D)	78%	79%	82%	84%	86%	
KPI 3c Increased retention of priority learner groups	All SAC eligible students University sector overall National Pasifika average	86% 84% 77%					84%	84%	85%	86%	86%	

Course completion rates for Pasifika have increased from 2012 to 2013 and the retention rate has held steady, retaining the gains achieved in 2012. The significant spike in qualification completions for 2012 is due to the significant drop in enrolment numbers following the 2010/2011 earthquakes. Qualification completions are expected to recover over the next few years, as the recent intake begins to complete their qualifications. UC's performance in course completions for 2013 exceeded the national Pasifika average by 4%.

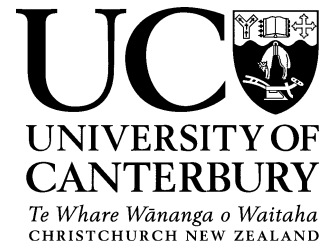
**KPI 6: Increase Pasifika staff numbers**

Pasifika Staff		Actual					Target					
		DEC 13	DEC 14	DEC 15	DEC 16	Aug 17	Dec 14	Dec 15	Dec 16	Dec 17	Dec 18	
Impact	Input commitments											
	Pasifika academic staff	4	?	?	?	7	4	4	5	6	7	
Pasifika staff (annualised FTEs)	Total continuing and fixed-term											
	% of all UC academic staff	0.57%					0.55%	0.53%	0.66%	0.78%	0.9%	
	Pasifika general staff	16	?	?	?	29	17	18	18	19	19	
	% of all UC general staff	1.41%					1.46%	1.54%	1.54%	1.62%	1.61%	
	<b>TOTAL Pasifika staff</b>	<b>20</b>	<b>?</b>	<b>?</b>	<b>?</b>	<b>36</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>25</b>	<b>26</b>	
	% of all UC staff	1.08%					1.11%	1.15%	1.19%	1.29%	1.33%	

UC aims to grow Pasifika staff FTEs to 3% by 2030. UC's commitment to foster and develop academic teaching opportunities for Pasifika will be outlined in the HR Pasifika Staff Recruitment Plan. The plan will identify four to five key actions that will help to progressively increase the number of Pasifika staff and achieve our long-term targets. For example, the commitment to grow the number of Pasifika staff FTEs will require a focus on growing the number of Pasifika postgraduate students with pathway opportunities to staircase students into teaching roles.



**TE POARI AKORANGA  
ACADEMIC BOARD**



**RECOMMENDATIONS TO THE COUNCIL  
FROM A MEETING OF THE ACADEMIC BOARD  
HELD ON FRIDAY 8 SEPTEMBER 2017**

The Academic Board met on Friday 8 September 2017 and recommends:

- 1. That the Council note the report from the Academic Board**
- 2. That the Council approve the proposed amendments to the criteria for the Teaching Medal**

Professor Ian Wright  
**Chair**  
**Te Poari Akoranga – Academic Board**  
14 September 2017



**UNIVERSITY OF CANTERBURY**  
**REPORT OF THE ACADEMIC BOARD MEETING HELD ON**  
**FRIDAY 8 SEPTEMBER 2017**  
**TE POARI AKORANGA**

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The Academic Board reports for information the following matters that have been considered since the August 2017 meeting of the Board:

**1. CHAIR'S REPORT**

The Chair noted the following:

- A recruitment process for the position of Assistant Vice-Chancellor (Academic) was being developed and likely to include a panel of Pro-Vice-Chancellors, Deans and National Teaching Award recipients from UC to provide advice. A position description and advertising material will be completed soon.
- The draft timetable will be released by 20 September with a final timetable expected in the first week of October. Rehua will not be timetabled for use in Semester One 2018.
- The Times Higher Education international ranking of universities saw UC maintain its position in the top 351-400. It was also noted that the University of Auckland had dropped to 192 and Victoria University of Wellington had dropped into the 401-450 grouping.

**2. THE VICE-CHANCELLOR'S REPORT**

The Vice-Chancellor took the report as read, and made the following observations:

- The progress of rebuilding Rehua continues to be of major concern to the University and the Chancellor and Vice-Chancellor will be meeting with the head of Downers NZ to discuss this. The Vice-Chancellor noted that in wishing to progress the work at a faster rate, health and safety, or quality should not be compromised. Finally, while Rehua will not be timetabled for Semester One 2018, the building will be used as soon as practical.
- Progress on other building works was noted: there is some expectation that CETF will be substantially completed for 10 November, RRSIC will be available late October, von Haast demolition is running over time and budget due to more asbestos in the building than expected, accommodation buildings are on time, and the UCSA building also is on programme.
- A budget proposal for 2018 to be presented to Council is nearing completion and while forecasting a \$10M deficit it was working towards a credible 2019 budget. The planned deficit was a significant improvement on an initial deficit of \$22M. It was noted that TEC will guarantee SAC funding for 2018, but that there would be no further support to the University from 2019 onwards.

Comments and questions from the floor included:

- A question was raised about the naming of building and in particular now seeing the use of both first and family names when acknowledging a person. This use was applauded and it was asked if existing buildings that had not adopted this convention would be renamed? The Vice-Chancellor noted that the naming of buildings was a Council decision, but that the Council has indeed decided to look at this issue.

### 3. TIMETABLING HOURS AND TEACHING SPACE UTILISATION

The Deputy Vice-Chancellor spoke to his memorandum and the feedback received and tabled at the meeting:

- The paper had been written with contributions and support of all five of the College Pro-Vice-Chancellors.
- Professor Wright emphasised that it was a multifaceted problem with a multifaceted solution.
- The solution was in the control of both the Colleges and the Centre.
- Drivers for the suggested increase in teaching hours included; an increase in student numbers, space constraints and an increase in course numbers.
- UC has a working practice that a UG course will be discontinued if enrolment drops below a specific threshold. This year 178 courses were timetabled that did not currently meet the threshold.
- UC offers 1192 programmes of study of which each has a different pathway making 2240 pathways and 7320 different student sets that required unique programming of space. This indicated that no more than two students share the same timetable.
- There are problems with two types of teaching spaces; flat floor with 20-40 seat capacity and large lecture theatres.
- Solutions to the large lecture space include: the conversion of the Warehouse in time for the start of 2018, and leasing of the UCSA Ngaio Marsh theatre for 20 hours per week in teaching time from 2019.
- Solutions to the small lecture spaces include the conversion of some 13 existing spaces into teaching spaces, but more are required. Learning Resources is working with Colleges to give up meeting rooms to assist.
- It is expected that 10% of the timetable will be taught between 8 and 9am and 5 and 6pm. Currently 3% of the timetable is taught between these times. There will be every reasonable effort made to keep teaching between 9am and 5pm.
- The timetable will be constructed with the student experience in mind. Programmes of study will be set in one part of the day making it unlikely that a student or staff member will have class at 8am and 5pm on the same day.
- Consultation with the UCSA has occurred. They feel that classes between 8-9am are preferable to 5-6pm as many students have sporting or work commitments at this time.
- The extended teaching day is to help with the utilisation of space and not to make a longer working day for individual students or staff.
- Discussions with TEU are underway and advice from HR is that it is unlikely to be an issue with employment contracts.
- It is acknowledged that the extended day could have an impact on families and potential for stress or affect work/life balance. However the intention is to minimise the level of teaching outside the current core hours.
- The Vice-Chancellor would comment later on questions raised about bad planning, however Dovedate and Kirkwood were always temporary and have already been used for longer than originally agreed.
- It is acknowledged that potentially some support services will need to provide extended hours of support, e.g. AV and childcare, but this is not true for all support services.
- It is acknowledged that more analysis work is required and the impact on ad-hoc bookings and potential conflicts with tests still need to be addressed.

Comments and questions from the floor included:

- The UCSA Executive raised the following points focussed primarily on the wellbeing of students
  - Many students have outside commitments; part time jobs, sports, many rec centre classes start from 5pm.
  - In the winter it is dark at 6pm which causes a security issue.
  - Many students have families so there would be issues with picking children up from Early Learning Centres and School.
  - The UCSA suggested to mitigate the issues that all classes after 5pm be recorded on Echo and noted that classes between 8 and 9am would be preferable.
- Will societies who use the Ngaio Marsh theatre still be able to be use it? The Theatre would only be used at certain times of the day during these times the stage would not be taken up.
- Concern raised about the work/life balance for staff and students. It is recognised that work/life balance is important for family and Health and Safety reasons. However the proposal is not for a 50 hour working week, just using spaces available over 50 hours.
- How is the proposal consistent with the collective contract? Professor Wright consulted with Mr Paul O'Flaherty about the employment contract and he feels that it is a reasonable request under the contract.
- It would be a form of discrimination if certain groups of people (those with caregiving duties) were taken into account but others not.
- General staff may need to work the extra hours too.
- Increased detriments and costs- Medical Centre, Security, public transport to and from UC, child care centres.
- An 8am start actually means a lot earlier for a lecturer (maybe 7.15 or 7.30am) as they need to get to the University, and make final preparations for class.
- The increase in teaching hours is also controlled partially by the Colleges: There is a 7% increase in courses for 2018, more needs to be done to control growth in this area and to reduce the complexity and number of pathways of study offered.
- The timing of the release of the memorandum was questioned, as it was given at the end of the term when everyone was busy, and consequently gave very little time for consultation. There was no intention to derail a process of consultation. The release date was affected by the changes related to the DVC(Academic) portfolio.
- Which courses or areas are most likely to be put in the 8am or 5pm slots? This is hard to say at this point in time until the scheduling is done. The scheduling process has a large number of constraints including room and staff availability, the number and structure of courses and their activities, programmes of studies and student choices. The process is therefore largely automated and this fortunately means the timetable unit are unable to favour any one group.
- Have other common/public areas been considered for use i.e. the ground floor of Karl Popper or the Undercroft? In part, but we would welcome staff who have identified spaces coming forward. These space ideas will need to be tested against the desired student experience, as there are a number of spaces at the University that are multifunctional but not good for the teaching/learning experience.
- A question was raised about the change in position from May, where the minutes of the Academic Board indicated that extended hours may not be necessary. *Secretary's Note: The May minutes referred to potential spaces and the teaching window. The timetabled teaching window is already 8am to 10pm. The proposition being discussed in this September meeting is extending the core timetabling hours (which are currently 9am-5pm).*

- What are the realistic prospects of having both an 8am and a 5pm lectures on the same day or more than one day? The scheduling constraints tool attempts to distribute the activities in a consistent way across the week, there are also constraints to minimise this behaviour for staff and students. It is important in reviewing the draft timetable to check for this.
- Are conjoins considered in the constraints? Yes in the same way as double degrees and other concurrent programme pathways.
- What other things could be changed to avoid extended teaching hours? No multi-hour teaching (for example a 1.5 hour lecture mean that a room is unattended for 30 mins), and giving correct estimates for student attendance at lectures/tutorials etc.
- Would it be possible to avoid the extra hours by reducing incorrect requirements to the timetabling team? This will provide significant help, but it is unlikely to remove the need altogether.
- How will this affect the University? - the College of Arts there is planning for a 5.3% increase in EFTs growth. Student numbers growth has been factored into the modelling, course offering growth has not.
- How many large scale lecture theatres are needed? We are particularly short on a 100-200 seat lecture theatre.
- Hard on parents with young children who are often sick.
- Physically students often struggle to get to lectures on time.
- A number of the concerns raised are acknowledged and understood, the question is how the university addresses the issue. As mentioned part of the problem lies with the Colleges to address.
- Are there many redundant spaces not timetabled? There is not much slack and certainty not through the core timetable window of 9am-5pm.
- Are the two spaces on level 6 Matariki available for use? Learning Resources team are working hard to identify more rooms and they continue to have discussions with the Colleges who own the rooms but this does not help with large teaching spaces. Matariki Level 6 is used as a meeting space and not appropriate for regularly scheduled teaching activities.

The Vice-Chancellor made the following comments

- If the University had an unconstrained budget there would be no need for the change.
- A short history of the effect of the earthquakes was given leading to the establishment of the temporary teaching villages.
- The insurance settlement, as had been true for many households in Christchurch, had been less than necessary to re-establish all of the teaching spaces before the earthquake. Further, the government contribution encompassed in UC Futures was very targeted and did not give provision for general University space.

The discussion concluded with the following observations:

- This is a difficult multifaceted problem, requiring a multifaceted solution from the Colleges as well as the Centre.
- Academic Board resolved that “Academic Board express the strong preference that teaching be 9am to 5pm for reasons of pedagogy, and student and staff wellbeing.”
- It was agreed that advice to staff on timetabling requests that could reduce the spill over, outside of the preferred hours, be created and distributed.

#### **4. COLLEGE OF ARTS REPORT**

A member asked for the Section B College of Arts report be brought forward and discussed. He was concerned about the process being followed for the College review of the Bachelor of

Arts. He requested that the Terms of Reference for the review be distributed and discussed by departments first.

The Pro-Vice-Chancellor of Arts responded that appropriate process was being followed and that there had been many signals that the College review would happen. The College meetings are an opportunity to raise concerns and issues. Time will be given to allow input into the review. Further, any changes which could follow from the review would also need to follow the normal College and University procedures which allow further opportunities to comment.

## **5. GENERAL BUSINESS**

A question was asked as to the work the University might be taking to advance its case in the political sphere, including post-election. The Vice-Chancellor responded that UNZ had been providing information and advice that funding to the institutions has been less than inflation for some time, that funding to institutions is comparably less than other like countries, and that NZ is at the top of the OECD on cost efficiency for our size. It is important to fund both students and the institutions too. On a particular University of Canterbury approach, we should be mindful of the SAC guarantee, that this was supported by the other Universities, and what their view might be if we presented further cases ahead of them.

Dr Andrew Bainbridge-Smith  
**Secretary**  
**Te Poari Akoranga – Academic Board**  
14 September 2017

## Proposed Amended Criteria for the University of Canterbury Teaching Medal

The Teaching Medal is the University's highest award for teaching excellence.

The Teaching Medal criteria are:

- Sustained and outstanding teaching excellence and
- Significant leadership in **wider** teaching and learning. **This wider leadership should be either across the University, across the University (rather than in one discipline), nationally and/or internationally.**

Leadership may be in the form of innovation in teaching and teaching research, fostering colleagues' development, communication and support of good practice, and development in teaching. It is usually expected that nominees will have already received a University Teaching Award or College Teaching Award and/or UCSA Lecturer or Supervisor of the Year Award prior to their nomination for a Teaching Medal.