



Investment Plan

2025-2027

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1. Executive summary

This plan sets out how Te Whare Wānanga o Waitaha | The University of Canterbury (UC) will continue the growth and success it has achieved in recent years through the next plan period covering 2025 to 2027. Building on its 151 year history and deep relationship with the region's communities, institutions and mana whenua, UC is now both one of the reasons why Christchurch is increasingly seen as a great place to live, study, work and play, as well as a beneficiary through having more and more students from outside the region want to come to the University to have an great experience and achieve an excellent academic outcome.

UC is planning to grow our domestic enrolments from the 2024 level of 16,951 EFTS, up to 19,425 EFTS in 2027. Approximately half of this growth is forecast in degree-level and higher Science, Technology, Engineering and Mathematics (STEM) provision, a clear national need, plus increases in health, te reo Māori and mātauranga Māori, and secondary initial teacher education, also stated national priorities. UC is seeking increased levels of government tuition subsidy funding to support this growth, with additional funding used to support growing provision in the priority areas. UC growth in other areas, particularly business and law, reflect a relatively static or declining national demand for this provision, but an increasing preference for students to come to UC to study these subjects. A final element in our growth model is that enrolments have been rising for many years in multi-year programmes and pathways, and the compounding impacts of returning students means higher funded volumes are required to support these ever-larger cohorts of continuing students. If fully funded, domestic growth would see UC's funding allocation grow from \$189.6m in 2024 to \$229.3m in 2027.

UC is not planning on delivering our future provision solely in the same way as the past. Both the uptick in demand to enrol at UC, and the ability of UC to handle larger numbers, is partly due to the acceleration of Tuihono UC | UC Online and associated digital technologies to make hybrid and wholly online learning through UC a great experience for the learner, and an efficient way for UC to operate at scale.

2025-27 will be the middle period of the 2020-2030 UC Strategic Vision – Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference. The holistic and multifaceted nature of the Vision means that along with a significant increase in student numbers (including from historically underserved groups), UC is maintaining and in many cases lifting our educational, research and organisational performance results. The aims of the Vision and our planned strategic initiatives are closely aligned with government priorities and with the needs of our regional stakeholders – delivering on equity imperatives while driving our economy and society forward. Our clear focus and investment into learner success, particularly since 2021 in the Kia Angitu programme, is seeing strong results in first year retention and UC students consistently report satisfaction rates in the 80%-90%+ range. Our proposed targets for 2025-2027 continue this steady improvement over the next three years, to further close disparities and lift outcomes for all learners.

UC is a proven institution within the University sector having successfully navigated a series of major crises, has a talented workforce and effective leadership, is in a strong financial position and is closely integrated with our region and the needs of our stakeholders. There is a clear strategy in place for the next period and a comprehensive set of in-flight and planned strategic initiatives to set the University up for success in delivering to current and future students, our communities and Aotearoa New Zealand.

2. Introduction

This Investment Plan sets out what Te Whare Wānanga o Waitaha | The University of Canterbury (UC) is planning to do over 2025-2027. This period comes after a decade of focus on earthquake recovery (2011-2019), followed by the significant disruption of the COVID-19 pandemic, primarily over 2020-2022, and at the time of drafting this plan in 2024, government-led reviews into the New Zealand University and science sectors have begun, with possible major changes from 2025 onwards. Through these external pressures, the University remains committed to working towards the 2030 UC Strategic Vision – Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference. This strategy sets a direction aligned to the needs of our partners and stakeholders; balances educational, research and engagement objectives; ensures we best support our staff and students; and lifts our organisational efficacy and environmental sustainability. Underlying these aims is a need to grow to achieve a long-term sustainable scale and to further lift our impact through teaching and research.

Overall, the University is in a strong position and in 2023 UC celebrated its 150th year, during which we received feedback from a range of stakeholders about the positive impact UC has on our students, partners and communities throughout its history and into the present day. UC has a close partnership with mana whenua, an overall sound financial position with sound cash holdings and effectively no debt, on-par and improving student achievement rates and very high student satisfaction with teaching and learning.

As shown in Figure 1, UC has grown enrolment numbers considerably in recent years, far in excess of national trends. This is due to an increase in demand from domestic students from both Canterbury and across the country as a result of the quality of academic programmes and the student experience, coupled with the increasing attractiveness of Christchurch as a place to live, study, work and play. Higher enrolments are forecast to continue through the 2025-27 period and beyond, and this plan describes how additional government funding will be used to support this growth whilst also ensuring quality and delivery of other strategic priorities. Further growth is required to build UC's long-term financial sustainability, add resilience for future shocks, and to best deliver on the needs of our local and national stakeholders.

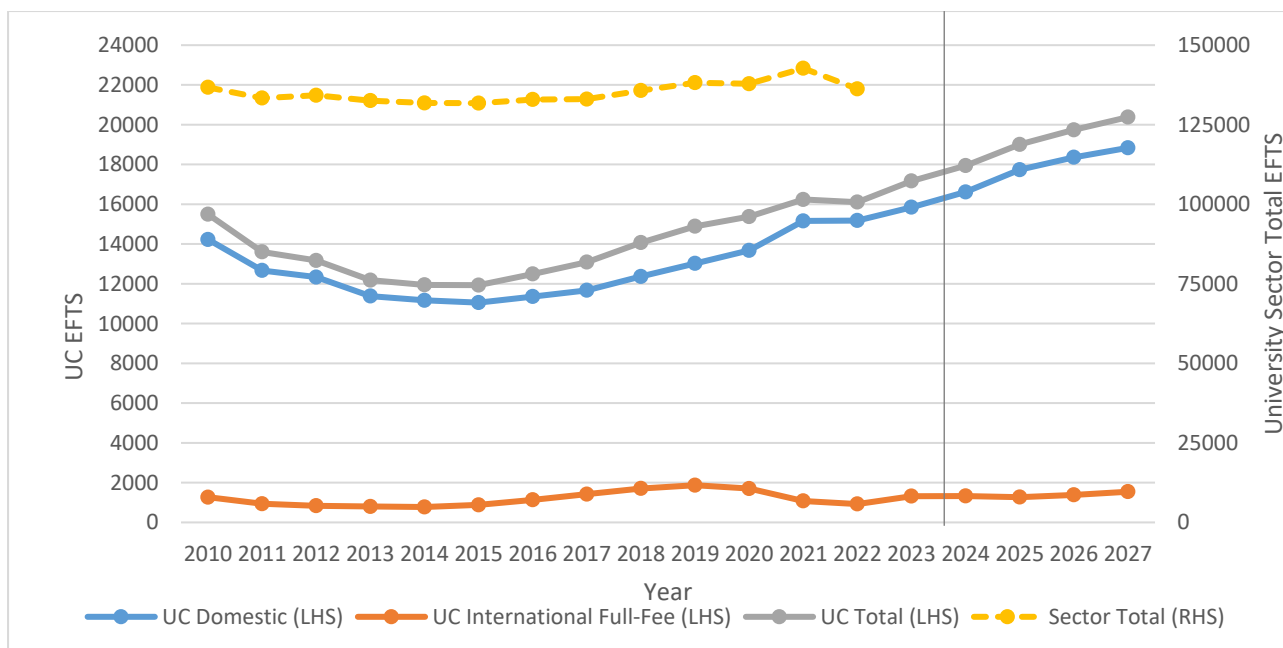


Figure 1: UC Enrolment Trends (2009-2023) and Forecast (2024-2027); University Sector Total EFTS (2009-2022)

2.1. Government reviews and funding situation

At the time of preparing this investment plan the government has started two reviews that are likely to have a major impact on UC over this plan period, the University Advisory Group and the Science System Advisory Group. This plan does not predict what the outcome of those reviews will be, but rather sets a path for how we will deliver on our strategy and the priorities of government and our stakeholders, assuming that we will continue to be funded for the forecast growth in our domestic student enrolments. UC expects that most of our initiatives and strategies are likely to remain relevant in light of any review outcomes, such as a focus on learner success, aligning our provision to student and employer needs, exploring innovative and increasingly flexible delivery modes, and lifting our internationalisation. Outside of teaching and learning, objectives to lift our research impact and enhance the efficiency and sustainability of our operations are expected to still serve the University and country well in a possibly different University and research system.

The Plan Guidance states providers should not assume that funding will be increased in 2025 or outer years. UC will engage with the TEC over the plan period to seek increased support to fully fund our forecast growth and meet student demands, and to provide financial resources to enhance the quality of our teaching and the student experience, maintain our assets, and make strategic investments to set the University up for the future. However, we recognise that fiscal constraints may mean not all forecast growth to be funded, and UC has incorporated this into internal planning and scenario modelling, particularly the likelihood of having a portion of domestic enrolments funded on a fee-only basis, and prioritising resourcing into areas of stated government priorities.

As the outcome of the reviews and future government funding levels are confirmed, elements of this plan will require review and may possibly need modification.

3. Our mission and role

3.1. Te Whare Wānanga o Waitaha | The University of Canterbury

UC is a medium-sized comprehensive university based in the Waitaha | Canterbury region of Aotearoa New Zealand. It strives to deliver excellent, research-informed education; creative and innovative research; and to support academic staff and students to take an active role in shaping Aotearoa New Zealand. It is the second oldest University in the country and celebrated its 150th anniversary during 2023. Throughout the University's history, it has stood for accessible higher education, service to the community, and the encouragement of talent without barriers of distance, wealth, class, gender or ethnicity. The University continues to stand for these principles and explicitly aims to produce graduates who are engaged with their communities, empowered to act for good and determined to make a difference in the world.

UC maintains the characteristics of a University as identified in the Education and Training Act 2020, with a focus on advanced learning and developing intellectual independence in students, teaching conducted by active researchers, maintaining high international standards, and filling the role as a critic and conscience of society.

At the heart of UC's connection with Waitaha Canterbury is our relationship with mana whenua, the people of the land, Ngāi Tūāhuriri, and with Ngāi Tahu more broadly, which is supported by the UC-Ngāi Tūāhuriri Partnership agreement to guide our collaboration and drive mutually beneficial outcomes. UC became the first treaty university in New Zealand in 2021 and this partnership continues to evolve over time.

3.2. Our Strategic Vision: Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference

In 2019, UC adopted a new Strategic Vision for 2020 to 2030: ***Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference***. This was developed through wide consultation with a range of University stakeholders and defined a comprehensive set of goals for the University, replacing the narrower focus on organisational survival and recovery in the post-earthquake period. The Vision is articulated through seven Chapters:

- a. **UC as an Engaged University:** UC will purposefully support the development, growth and success of our city and region.
- b. **Internationalisation – Locally Engaged, Globally Networked:** UC is systematically internationalising all aspects of our research, learning and teaching, operations and governance.
- c. **Education – Flexible, Accessible, Future Focussed:** Building on existing strengths, UC will be recognised as the leading Aotearoa New Zealand university in research informed teaching and learning.
- d. **Research – Impact in a Changing World:** By 2030 UC will have increased research output, impact and relevance relative to size.
- e. **People – Nurturing Staff, Thriving Students:** UC will be increasingly known for its constructive engaging culture which actively supports staff and student wellbeing.
- f. **Organisational Efficacy:** UC will be of a sustainable scale by 2030.

- g. **Environmentally Sustainable:** UC is aiming to be carbon net neutral by 2030.

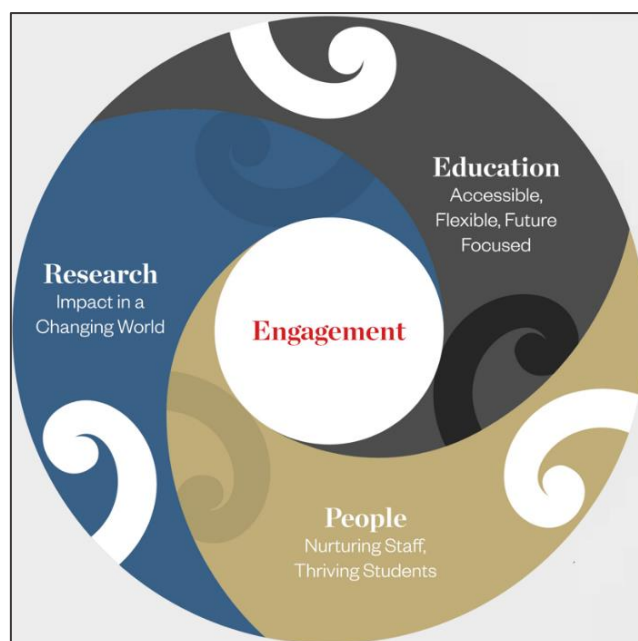


Figure 2: UC Strategic Vision 2030

These seven goals have been further broken down into 36 key objectives, which are listed in Appendix 1. These goals and objectives are used to guide operational plans and other strategies across the University, to frame UC's quantitative performance targets, and to prioritise the portfolio of major projects and other strategic initiatives. A summary of such initiatives is included at Appendix 2, and a list of performance targets is at Appendix 3.

Since its adoption in 2019, the UC Strategic Vision has been regularly reviewed. This occurred following the release of the Tertiary Education Strategy in November 2020, periodically through the COVID-19 pandemic and associated recovery, and with the release of the most recent TEC Plan Guidance and Supplementary Plan Guidance during 2024. Through these reviews UC has concluded the Vision and Goals remain highly relevant as a framework to guide the strategic direction of the University in a way that will also meet the expectations of government and other stakeholders.

At an implementation level, the portfolio of projects and set of targets required to deliver on the Vision and Objectives are also regularly reviewed and adjusted, generally on an annual basis, to recognise changes in actual delivery and results, the changing external environment, to incorporate new initiatives as they are developed, and to allow for financial and other resourcing decisions. Most recently, the set of initiatives and targets included in this Plan were reviewed over September 2023 to March 2024.

3.3. Our Values | Ngā Uara

As part of the 2019-2020 process to develop and operationalise the strategy, UC adopted a set of organisational values: manaakitanga (extending care and empowering others), whanaungatanga (valuing people and their differences), and tiakitanga (enhancing and nurturing our resources). These were shaped by a team representing Māori, Pacific, and People and Culture, using Māori values paradigm and a Māori world view. These values guide what we do and how we do things. They

challenge and inspire us to empower others and be the best we can in our work, studies, and interactions with each other. Each year, accomplished professionals and academics gather for collective recognition at a special gathering, Hui Whakamānawa | Celebrating Excellence, which includes UC's Ngā Uara | Our Values Awards.



Figure 3: Ngā Uara | UC Values

3.4. Our learners

The number of students enrolling at UC has grown markedly over the past decade, with a total headcount of 23,978 students at UC in 2023, equating to 17,166 EFTS. This made UC the fourth largest University in the country on an enrolments basis in that year, after being sixth for many years prior. It is now the second largest University based outside Auckland and the third largest University for domestic enrolments. This section uses the 2023 year as a snapshot to describe our learner profile.

3.4.1 Domestic students

In 2023, UC enrolled 22,256 domestic students, equating to 15,849 EFTS. A summary of the key statistics relating to this group is shown in Figure 4 below. Key features of our student population are that UC now enrolls more school leavers from outside the Canterbury region than from within, and 80% of our domestic students are aged under 25 and studying near full time. There is also a large cohort of students aged 25 or older studying at UC, generally part-time. The overall ethnic proportions of the UC student body are similar to the Canterbury population demographics, including for young people. In 2023, 17% of domestic students identified as having some form of disability or long-term condition, approximately 1-in-6, with this requiring a particular focus at UC to ensure these learners are supported.

All domestic students	• 52% were female, 47% were male, 1% identified as another gender. • 10.2% were Māori (with the highest proportions affiliating to Ngāi Tahu (32%), then Ngā Puhi (14%), Ngāti Porou (10%) and Tainui (5%)). • 3.4% were Pasifika (with the largest groups in order being Samoan, Fijian, Tongan, and Cook Island Māori). • 17% self-identify as having some form of disability or long-term condition (up from 13% in 2020).
Students aged under 25	• Students aged under 25 made up 80% of all domestic students • 47% attended a secondary school in the Canterbury region, and 53% did not. • 6% attended a Decile 1-4 secondary school, 31% attended a Decile 5-7 secondary school, and 63% attended a Decile 8-10 Secondary school.¹ • 24% are the first in their whānau to go to university. • Of those students aged under 25 who attended a Canterbury secondary school, 9.3% were Māori, and 4.0% were Pasifika. This compares to the proportion of UE-qualified school leavers from Canterbury secondary schools that were Māori (9.1%), and Pasifika (3.0%). • The average annualised course load for young students was 0.88 EFTS per calendar year (with 1.0 EFTS being a full-time load).
Students aged over 25	• Students aged over 25 are more likely to be female (61%) and Māori (12.7%) than the overall student population. • A third of older students (2,449 headcount) finished secondary school in 1996 or earlier; a third (2,416 headcount) finished between 1997 and 2008, and a third (2,696 headcount) finished after that. • The average annualised course load for older students was 0.40 EFTS per calendar year (with 1.0 EFTS being a full-time load), with this age group have proportionately many more part-time students. • 40% have dependents at home, and 66% are working while studying.

Figure 4: Key insights into UC domestic students enrolled in 2023

3.4.2 International students

In 2023, UC enrolled 1,746 full-fee international students, equating to 1,317 EFTS (7.7% of all UC enrolments). The top home countries were China (538 EFTS, 43% of total), Malaysia (139 EFTS, 11% of total) and India (138 EFTS, 11% of total). Following a reduction in student numbers after the 2010-2011 earthquakes, UC achieved full recovery of full-fee international student numbers in 2017, but this dropped again through the pandemic period. Numbers of new starts are now in a rapid recovery phase and are forecast to rise significantly over the plan period. Compared to other New Zealand

¹ This data relates to the 2023 year. It is noted that the Decile system for classifying schools has since been replaced by an equity index.

universities, historically UC has had a lower proportion of full-fee international students, and the University is planning to actively increase this to a level more comparable with NZ University sector averages, with a portion of this rise planned to occur over 2025-2027. This provides benefits not only in financial terms, but also provides a more diverse and international experience for both domestic students and international students from different countries, allowing interaction with a wider range of cultures.

International students coming to UC enrol primarily in the Faculty of Engineering, 32% of total international students (which includes the Department of Mathematics and Statistics), and the UC Business School (30%), and the rest of the other five Faculties. On a headcount basis, 16% (276 students) come on short-term Study Abroad programmes, 37% enrol in programmes of 2 years or less duration, and nearly half (48%) enrol in programmes lasting 3 years or longer. The University partners with Navitas, who runs the UC International College (UCIC) which offers a number of pathway programmes from which international students can then enter the First or Second year of a UC degree.

In addition to the above numbers, which relate to full-fee-paying international students, in 2023 UC also had 480 doctoral students (by headcount) from overseas², making up 44% of all doctoral students. These students pay domestic fees and UC receives a government subsidy to support their study.

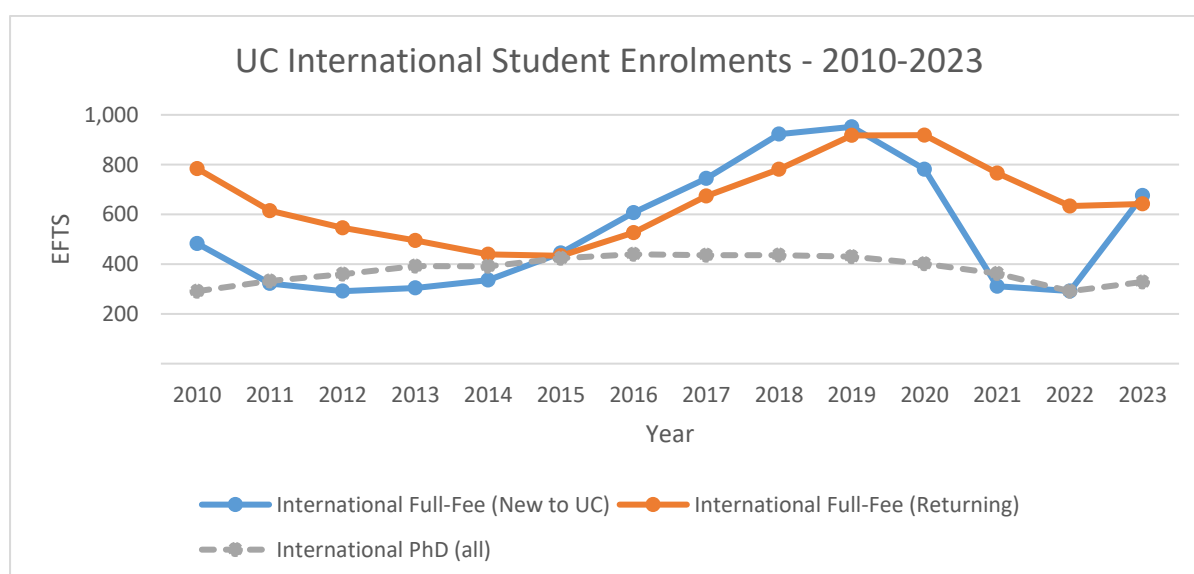


Figure 5: UC International Student Enrolments 2010-2023.

3.5. Our provision

3.5.1 2023 snapshot of UC delivery

As a comprehensive, medium-sized University, UC has a Mix of Provision covering a broad range of subjects and at levels ranging from sub-degree and preparation programmes through to higher doctorates. A summary of 2023 UC enrolments is shown in Table 1, by both level and broad grouping for all students, and Table 2 shows this by TEC Course Classification and level for domestic students as it relates to our funded mix of provision.

² Deemed to be doctoral students without New Zealand Citizenship or Permanent Residency.

Whilst UC does deliver across the range of humanities, social sciences, business, teacher education and health areas, delivery is weighted towards STEM (Science, Technology, Engineering, Mathematics) subjects, which made up 45% of all domestic 2023 enrolments. By level, most provision (81% of all 2023 enrolments) is in Bachelors' programmes.

Broad Programme Level Grouping	Enrolments (Total, Domestic and International)	Sub-grouping(s)	Enrolments
Doctorates (NZQF Level 10)	749 EFTS (1,093 students)	Professional doctorates ³	30 EFTS (61 students)
		PhD – STEM subjects	474 EFTS (667 students)
		PhD – non-STEM subjects	245 EFTS (367 students)
Masters' and other postgraduate programmes (NZQF Levels 8-9)	1,881 EFTS (3,061 students)	Research Masters' Courses	535 EFTS (916 students)
		Taught Masters, Postgraduate Diplomas and Certificate Courses	1,345 EFTS (2,196 students)
Graduate programmes (NZQF Level 7)	247 EFTS (314 students)	Teacher Education Graduate Programmes	174 EFTS (178 students)
		Non-teacher education Graduate Programmes	73 EFTS (137 students)
Bachelors' programmes (NZQF Levels 7-8 ⁴)	13,967 EFTS (18,908 students)	Bachelor of Engineering (with Honours)	3,133 EFTS (3,405)
		Bachelor of Commerce	2,124 EFTS (2,602)
		Bachelor of Science	2,064 EFTS (2,483)
		Bachelor of Arts	1,700 EFTS (2,208)
		Bachelor of Laws	991 EFTS (1,397)
		Bachelor of Teaching and Learning	711 EFTS (775)
		Other Bachelors' programmes	3,245 EFTS (7,366)
Sub-degree and preparation programmes (NZQF Levels 6-7)	322 EFTS (1,129 students)	Certificate in University Preparation	117 EFTS (301 students)
		STAR Programmes	114 EFTS (503 students)
		Other certificates/diplomas	91 EFTS (334 students)
Total	17,166 EFTS (23,978 students)		17,166 EFTS (23,978 students)

Table 1: 2023 UC enrolments by broad and detailed level and subject, including domestic and full-fee students

³ Doctor of Education, Doctor of Health Sciences, Doctor of Musical Arts

⁴ UC includes some level 8 programmes in this category, particularly the Bachelor of Engineering (with Honours), as students enrol in these from the outset of their study and they are structured as a four year programme. One year Honours degrees (such as BA(Hons), are included under "Masters' and other postgraduate programmes).

TEC Course Classification, under grouped headings	2023 UC Enrolments (EFTS, Domestic students only)			
	Total	By Funding Level		
		Pre-degree	Undergraduate	Postgrad
STEM	7,116	3	5,584	1,529
#18 Science	2,793	-	2,289	504
#11.1 Priority Engineering	2,537	-	1,749	787
#06 Computer Science	870	-	729	141
#03 Arts; Humanities (Maths, Stats and Data Science courses)	750	3	681	67
#11 Engineering; Technology	166	-	137	30
#03 Arts; Humanities (exc. Maths and Stats)	3,065	166	2,447	453
#04 Business; Accountancy; Management	1,860	10	1,690	160
#14 Law	1,086	1	1,056	28
Teaching	1,078	11	838	228
#19.2 Teaching Primary	700	11	558	130
#19.1 Teaching Early Childhood	203	-	203	-
#20 Teaching Secondary	175	-	77	98
Health and Related	629	-	210	419
#13 Health Sciences	334	-	122	212
#17 Health Related Professions	113	-	-	113
#34 Clinical Psychology	48	-	-	48
#35 Audiology	20	-	-	20
#32 Speech and Language Therapy	114	-	88	26
#40 and #41 (Mātauranga and Te Reo Māori)	467	-	358	108
Fine Arts, Design Music	358	-	293	65
#12 Fine Arts; Design	254	-	201	53
#16 Music	104	-	92	12
Total	15,849	191	12,608	3,051

Table 2: 2023 UC enrolments by domestic students, broken down by TEC Course Classification and Funding Level

3.5.2 Contribution to overall national delivery

UC's contribution towards the national University delivery volumes for domestic students has risen markedly in absolute and proportional terms in recent years. In 2023 it was the fourth largest University for total enrolments, and third largest for domestic enrolments, and delivered 13.4% of all University domestic EFTS. UC makes a notably higher contribution to national provision in particular areas, which is shown in Table 3. This includes several relatively small, specialised health-related fields, such as Speech Language Therapy, Audiology and Clinical Psychology; Priority Engineering, due to UC's key role in New Zealand engineering education, Teacher Education at all Levels, as well as Law and Arts/Humanities.

Course Classification	UC 2023 domestic EFTS in the course classification	UC EFTS as proportion of all 2023 NZ University domestic EFTS in the course classification
#32 Speech Language Therapy [TEC priority provision]	114	66.5%
#41 Mātauranga Māori [TEC priority provision]	392	47.2%
#35 Audiology [TEC priority provision]	20	30.5%
#34 Clinical Psychology [TEC priority provision]	48	28.4%
#11.1 Priority Engineering [TEC priority provision]	2,528	27.6%
#19.2 Teaching: Primary	615	25.3%
#19.1 Teaching: Early Childhood Education [TEC priority]	203	22.4%
#14 Law	1,082	17.1%
#3 Arts; Humanities; Languages; Social Sciences (including Mathematics, Statistics and Data Science, which is a TEC priority)	3,676	15.0%
#6 Computer Science [TEC priority provision]	867	14.8%
#11 Engineering; Technology [TEC priority provision]	157	14.8%
#20 Teaching: Secondary [TEC priority provision]	175	13.7%
UC contribution across all Course Classifications	15581	13.4%
#18 Science [TEC priority provision]	2,776	13.3%
#13 Health Sciences [TEC priority provision]	337	12.4%
#40 Te Reo Māori [TEC priority provision]	94	11.4%
#4 Business; Accountancy; Management	1,843	10.7%
#1 Agriculture, Horticulture	189	9.9%
#12 Fine Arts; Design	254	6.8%
#16 Music and Performing Arts	104	5.7%
#17 Health Related Professions [TEC priority provision]	109	2.8%

Table 3: 2023 UC domestic EFTS by course classification, as a proportion of all 2023 NZ University Sector EFTS in each classification

Table 4 shows UC's mix of provision in a slightly different perspective, comparing the blend of 2023 delivery to domestic students at UC to the University sector average. This shows the UC provision into large areas like Arts/Humanities and Science is in similar proportion to the overall sector. UC's mix has a much higher proportion of Priority Engineering courses, which is to be expected. It also has a comparatively lower proportion of business courses, so although UC provision into this classification has grown and we are increasingly attracting out of town students to study business, which is still not as large as it is as other providers. A similar view is apparent in Table 3, with despite UC delivering 13.4% of all university provision in 2023, it only delivering 10.7% of business provision.

TEC Course Classification	2023 UC EFTS	Course classification as proportion of all UC EFTS	2023 University Sector EFTS	Sector Benchmark (Course classification as proportion of all 2023 University Sector EFTS)
#3 Arts; Humanities; Languages; Social Sciences	3,676	23.6%	24,582	21.1%
#18 Science	2,776	17.8%	20,894	18.0%
#4 Business; Accountancy; Management	1,843	11.8%	17,173	14.8%
#11.1 Priority Engineering	2,528	16.2%	9,150	7.9%
#14 Law	1,082	6.9%	6,344	5.5%
#6 Computer Science	867	5.6%	5,852	5.0%
#17 Health Related Professions	109	0.7%	3,833	3.3%
#12 Fine Arts; Design	254	1.6%	3,745	3.2%
#13 Health Sciences	337	2.2%	2,714	2.3%
#2 Architecture; Quantity Surveying	0	0.0%	2,448	2.1%
#19.2 Teaching: Primary	615	3.9%	2,431	2.1%
#1 Agriculture, Horticulture	189	1.2%	1,915	1.6%
#16 Music and Performing Arts	104	0.7%	1,834	1.6%
<i>Other</i>	<i>1,201</i>	<i>7.7%</i>	<i>13,400</i>	<i>11.5%</i>
Total	15,581	100.0%	116,316	100.0%

Table 4: 2023 UC domestic EFTS by course classification, as a proportion of all 2023 UC EFTS, compared to the overall sector breakdown by course classification.

3.5.3 Modes and locations of provision

Historically, UC has focused primarily on face-to-face delivery and on-campus student engagement, on campuses in Ōtautahi Christchurch, generally through full-time study towards traditional multiple-year qualifications. In recent times, the University has rapidly expanded into more online and blended delivery, as well as shorter, bite-sized courses, such as micro-credentials. This shift was occurring before COVID-19, and was caused by changing expectations from students, researchers and employees, plus increasing availability of learning and assessment technologies enabling remote

and asynchronous learning. The impacts of the pandemic have significantly accelerated this evolution.

Although deeply ingrained in the Waitaha region, UC is also increasingly delivering on a national basis. We now attract over half our school leaver enrolments from outside the Canterbury region, in areas both distinctive to UC, such as Engineering and Digital Screen, as well as more general, such as Commerce and Law.

UC has also significantly expanded its online and other innovative forms of delivery, with an expected 172 EFTS delivered through the UC Online platform in 2024 and is also continuing to deliver a range of micro-credentials and other short courses. A particularly successful example is the *Better Start Literacy Approach* micro-credential, which is used to upskill qualified teachers in literacy education, a critical national need. In 2023 this course alone had nearly 3,000 teachers enrolled.

3.6. Our research

A broad range of research is conducted by University staff, students and with external partners, covering similar areas to our teaching provision described in the previous section. Most academic staff at UC are employed in positions that include a research component, with the split of academic staff by Faculty in 2023 shown in Figure 6, showing the majority (55%) are employed within the Engineering and Science faculties and undertaking research in fields relating to those areas.

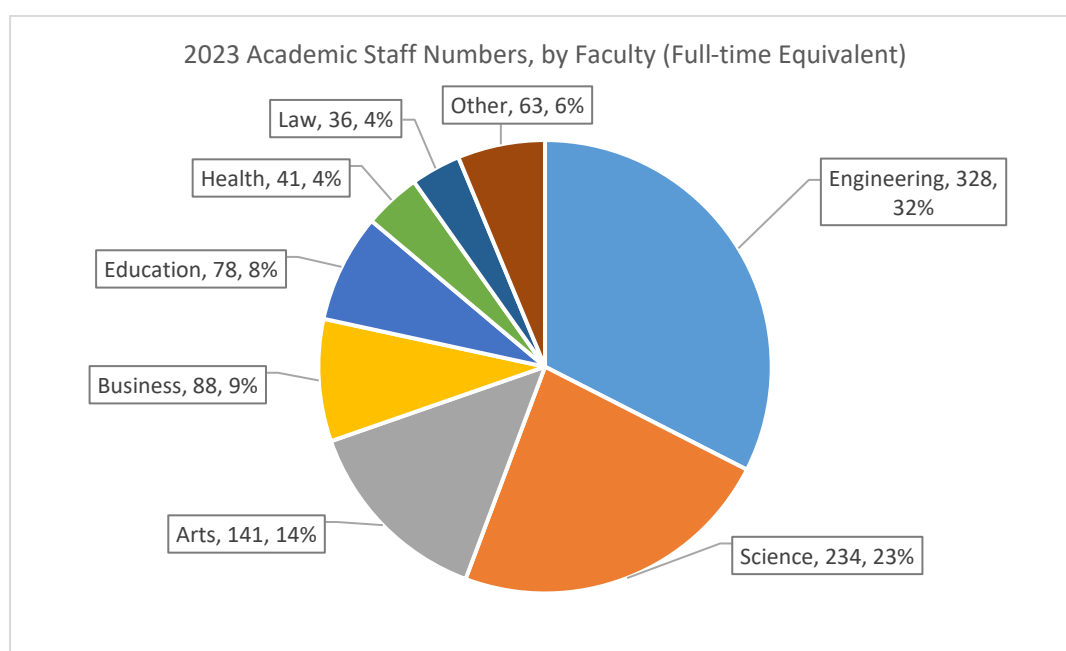


Figure 6: 2023 UC Academic Staff (Full-time Equivalents), by Faculty

Figure 7 shows the breakdown of UC research outputs by subject area, including only those outputs in Scopus-indexed publications over 2020-2023. This shows a similar pattern, with over half in STEM subjects, but also a notable proportion in Arts, Humanities and Social Sciences; and Business, Economics and related fields.

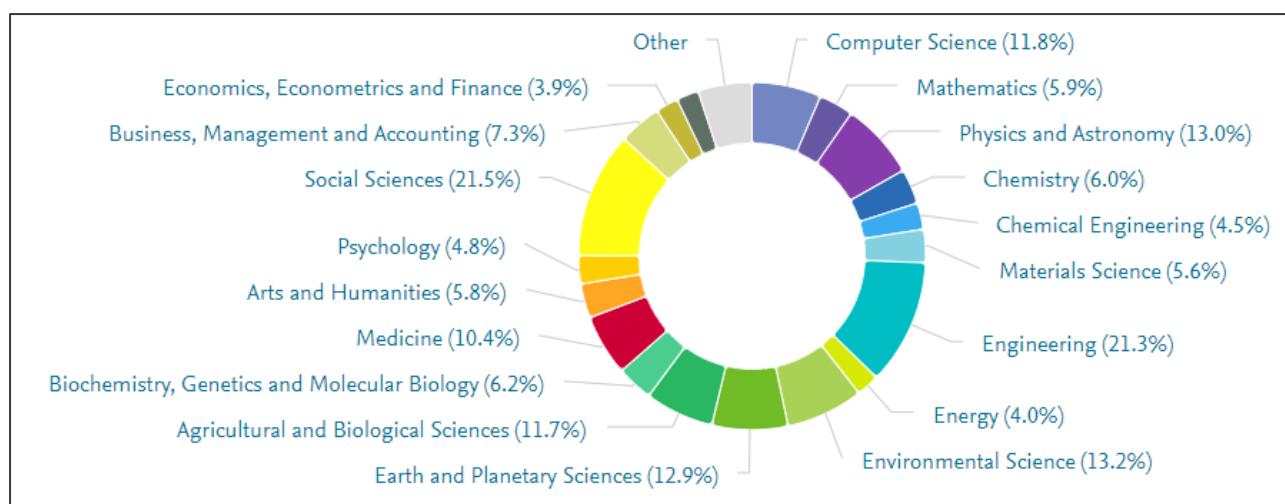


Figure 7: Breakdown of UC research outputs in Scopus-indexed publications over 2020-2023, by subject area

UC has a number of areas of research strength, with those recognised in the top 200 globally through the QS Subject Rankings identified below in Table 5. Examples of research centres and partnerships that UC either leads, or is involved with, are shown below in **Error! Reference source not found.** An exciting new domestic partnership is with Tāwhaki National Aerospace Centre that connects UC's strength in aerospace engineering and the local aerospace industry. These examples are included to illustrate the breadth of research expertise at UC, which also directly supports the research-led learning at both undergraduate and postgraduate level.

Geography	Geology	Civil and structural engineering	Linguistics
Geophysics	Earth and marine sciences	Agriculture and forestry	Politics

Table 5: QS Subjects that UC is ranked in the top 200 globally (2024)

Ngāi Tahu Research Centre	Child Well-being Research Institute	NZ Institute of Language, Brain and Behaviour (NZILBB)
Macmillan Brown Centre for Pacific Studies	QuakeCoRE	Human Interface Technology Laboratory of New Zealand (HITLab NZ)

Table 6: Selected major University of Canterbury research centres

The University makes strategic research allocation choices that target our distinctive research strengths in areas of critical regional and international need. This will enable UC to enhance research performance in terms of outputs, impact, income, internationalisation, and rankings. UC provides seed funding for activities that support the coalescence and operation of academic-led multi-disciplinary research networks at the University. These networks facilitate identification and development of theme-based breakthrough research ideas with a line-of-sight on large research funding applications. They also include engaging with other research organisations, government, industry and stakeholders to encourage new thinking and sustained pathways to impact.

UC released a set of Priority Research Themes in 2023. These were developed to intensify transdisciplinary research in UC's areas of competitive advantage that can help solve critical national and global challenges. Theme development included an assessment of current research landscape, collating an evidence base, identifying societal needs and priorities, mapping institutional goals, alignment with other UC initiatives, and exploring collaboration and interdisciplinary opportunities. The four themes guide research investment into a capital expenditure fund, Research Support and Doctoral Scholarships. They account for approximately 93% of UC's total external contestable funding which is a key indicator of research excellence in national priorities while also positioning UC well to be internationally competitive. UC's four Priority Research Themes are:

- *Sustainable Futures*: Science and policies for climate change mitigation and adaptation, environmental sustainability, and involvement of stakeholders in long term sustainable futures.
- *Resilient Cities and Communities*: Achieving urban resilience requires that communities, institutions, ecosystems, and governments build capacity to reduce the short- and long-term consequences of disruptions in a manner that is just and sustainable.
- *Living Well*: A whole-of-life focus on physical, mental, and social wellbeing including strategies and interventions to promote, protect, and restore public health and wellbeing.
- *Technology for Humanity*: Ethically-aligned technology development for economic, environmental, or societal innovation to transform and support human advancement. Includes sectors such as aerospace, alternative food sources, and renewable energy technologies.

UC staff have impact and influence within the government as science advisors. Professor Tom Wilson is Chief Science Advisor for the National Emergency Management Agency, and Professor Simon Kingham is Chief Science Advisor for the Ministry of Transport. For MBIE, Professor John Cater is the National Lead in the Digital, Industry and Space cluster for Horizon Europe, Europe's largest research and innovation programme.

UC's postgraduate research students, particularly at doctoral level, form a key part of our overall research ecosystem. UC's postgraduate research provision, and initiatives such as the enhancements to the recently established UC Graduate School | Te Kura Taura, are covered later in the document.

The most recent QS ranking for UC was 261st in the world overall, with UC ranking in the top 100 for Civil Engineering, Geography and Linguistics in QS subject-specific rankings. UC is the second highest-ranked New Zealand University for engineering and third for natural sciences.

UC sits in the top 100 in the world under both QS Sustainability and Times Higher Education (THE) Sustainability rankings, which assess both sustainability, environmental, social and governance activities at Universities as well as research impacts in those areas, evidencing volume and quality of research activity in those areas.

3.7. Our governance and leadership

3.7.1 Governance

The Council | Kaunihera is the governing body of the University and its powers are set out in the Education and Training Act 2020. These include the oversight of the University's policy, academic, financial and capital matters. The Council is constituted under a gazetted Amendment to the

Constitution of the University of Canterbury Council Notice 2018 which came into effect on 30 October 2018. The Council is made up of twelve members, being:

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

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

The full Council maintains an annual work plan which includes acting on the recommendations of the sub-committees, overseeing the strategic direction of the University and subsequent strategy implementation, setting the Annual Budget and other targets, monitoring performance and risk, and the approval and oversight of large projects. The annual schedule includes a number of workshops which allow for a more in-depth discussion on key strategic issues, with topics covered over 2023-2024 including sustainability, equity, staff and student wellbeing, and long-term financial planning. Council undertakes bi-monthly health and safety visits covering different parts of the campus and University operations. The Council is supported by a number of standing and ad hoc sub-committees, including the Audit and Risk Committee, Honours and Appointments Committee, and others. Because of the complexity and scale of the Digital Screen initiative, the Establishment Board for that project has been created as a formal sub-committee of the UC Council to best facilitate Council oversight.

The Council periodically undertakes a self-review exercise to evaluate the skills and processes of the Council and committees. Over the last plan period this has resulted in scheduling additional strategic workshops into the workplan, the dissolution of a sub-committee, and guidance to management on the style and content of papers and presentations to Council as well as Council involvement in major projects. Another review is planned to be undertaken in the second half of 2024.

The composition and culture of the UC Council brings a mix of experiences and stakeholder views to the governance of the University. This diversity, combined with the calibre of individual Council members, the Council and committee structures, and the setting and implementation of the annual cycle of meetings, workshops and other activities provide an effective approach to strategic oversight and decision-making.

3.7.2 Senior management

The current Vice-Chancellor, Professor Cheryl de la Rey, has been in the role since February 2019. She heads a Senior Leadership Team (SLT) made up of seven Executive Deans who each lead a Faculty, plus a Deputy Vice-Chancellor (Academic) to provide strategic leadership for teaching, learning and academic achievement, a Deputy Vice-Chancellor (Research) responsible for driving the strategic research direction and overall research performance of the university, an Assistant Vice Chancellor (Engagement), Executive Director (Planning, Finance and Digital Services), Executive Director (People, Culture and Campus Life), and a General Counsel/Registrar. UC also has a Pro-Vice-Chancellor (Sustainability) to provide strategic leadership of UC's sustainability initiatives across teaching, research and operations.

In February 2023, the post of Pro-Vice-Chancellor (Pacific) was created and filled by Distinguished Professor Steven Ratuva. This role leads the development and execution of the UC Pacific Strategy, covering teaching, research and engagement of Pacific studies and as relates to Pacific students, staff and communities. It provides a Pacific voice on SLT, which is key for UC as although Pacific student and staff numbers have grown markedly in recent years despite the Canterbury region having a small Pacific population, the achievement rates of Pacific students remain lower than the wider student body and UC is committed to lifting these.

The structure of the Faculties was changed over the previous plan period. This replaced a system of five Colleges each with a range of decentralised services, and created seven Faculties and centralised a number of services whilst retaining day-to-day links into the Faculties. This has seen much higher levels of collaboration across the Faculties in teaching, research and other shared best practice, as well as between Faculties and Service Areas, in areas such as Marketing, Finance, and People and Culture, to provide a higher quality and more efficient provision of these services.

The Senior Leadership Team meets on a weekly basis, with a focus on strategic topics. On several occasions throughout the year, this group is expanded to include the Heads of School (tier 3 academic leaders) for topics of strategic importance, to ensure a wide range of perspectives are considered in University decision making.

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

3.7.3 Academic leadership

Academic matters of the University are governed by the Academic Board, which is led by the Vice-Chancellor. It has a role to advise the Council and the Vice-Chancellor on the University's strategy; the introduction, development and removal of academic programmes; academic quality assurance processes; and other areas related to teaching, learning and research. It has 6 committees to provide more detailed management of specific aspects, such as postgraduate study and discipline. The full board meets monthly and has a large membership including leaders of all academic-related teams from across the University, providing an effective forum to discuss and debate academic matters that can have wide-ranging impacts across UC, and ensures diverse views are heard and incorporated into decision-making and advice to the VC.

With the changes to the Faculty structures described in the previous section, committees have also been established within Faculties to better manage academic matters. This includes a Faculty Board, which acts as an Academic Board for each Faculty, supported by relevant subcommittees. This structure, and the make-up of these groups, provides a more effective forum for discussing and deciding academic matters at a Faculty level rather than occurred previously.

The Academic Board has specified nine goals that it aims to help UC achieve through its work. Several of these goals are closely aligned with the objectives and priorities of the 2020 Tertiary Education Strategy and 2024 Plan Guidance, such as:

- a. Academic Board Goal 1: to pursue ***internationally recognised excellence*** in research, scholarship and creative arts while maintaining and strengthening our role as a centre for ***high-quality education and research training***;
- b. Academic Board Goal 2: to pursue excellence in curricula, ***teaching*** and ***life-long learning*** to a standard befitting an international research university and in a manner that will challenge and develop the capabilities, potential and intellectual independence of our students;
- c. Academic Board Goal 3: to demonstrate a commitment to ***the Treaty of Waitangi*** and by working in partnership with tangata whenua make a significant contribution to the ***realisation of regional and national Māori aspirations***;
- d. Academic Board Goal 4: to attract and value students from a wide variety of backgrounds, and ***promote equal educational opportunities for disadvantaged and under-represented groups***;
- e. Academic Board Goal 5: to develop effective strategies to recruit and retain ***high-quality staff*** in accordance with policies of equal opportunity;
- f. Academic Board Goal 6: to acknowledge the significance of Pacific peoples within New Zealand society and by working in consultation with the Pacific community, to make a positive contribution to ***the development of regional and national Pacific aspirations***;
- g. Academic Board Goal 7: to develop and nurture strong collaborative and mutually beneficial links with ***business, industry, professional bodies and local and central government as well as our external communities***, including ethnic groups, graduates, alumni, schools, other tertiary institutions and research organisations.

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

3.7.4 Risk management

The University also has an extensive risk management and compliance framework that is aligned with International Standard Risk Management and external expectations from, for example, the Ministry of Education and the Tertiary Education Commission.⁵ Governance and management roles and responsibilities for risk management are documented, and the University systematically manages and regularly updates the documentation of its risk profile at a strategic, operational, and

⁵ Guidelines, [ISO 31000:2018] (International Organization for Standardization website)¹, AS/NZ ISO 31000:2009 Risk Management Principles and Guidelines ([Standards NZ website](#))

project level to explicitly address uncertainty and facilitate continuous improvement. Of particular note is the Strategic Risk Register, which is maintained dynamically, and formally reviewed and reported on regularly by strategic risk owners who are all members of the Senior Leadership Team (SLT). The Register is considered by the Senior Leadership Team, the Risk Advisory Committee, the Audit and Risk Committee, and the University Council. Content and recommendations are used to inform the University's internal audit programme and subsequent iterations of the Strategic Risk Register. As part of the risk management process, the University appreciates that one of its core risks is compliance with statutory obligations.

4. Te Tiriti o Waitangi

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

At the heart of UC's connection with our Waitaha Canterbury community is our relationship with mana whenua, the people of the land, Ngāi Tūāhuriri and with Ngāi Tahu more broadly, which is supported by the UC-Ngāi Tūāhuriri Partnership agreement signed in 2019 to guide our collaboration and drive outcomes. This outlines the guiding principles to be read alongside the UC Strategic Vision and the governmental Tertiary Education Strategy and Learner Success Framework for Aotearoa New Zealand. The partnership agreement recognises our shared aspirations to enhance the social, cultural, and economic development of Ngāi Tūāhuriri and Ngāi Tahu within the Canterbury region. UC realises the objectives of the partnership through ongoing engagement with Ngāi Tūāhuriri, Ngāi Tahu, and city partners to recognise mana whenua, and support Māori learning and aspirations.

UC is a committed bicultural university that operates in an intercultural world, and we aim to embed a bicultural perspective in all our learning, teaching and research. UC is working towards an education system that includes Te Ao Māori | Māori world views, and mātauranga Māori | Māori indigenous knowledge systems, the land and their relationships with Tangata Tiriti. Our Graduate Profile provides a framework for bicultural competence and confidence, which is the ability to interact confidently and appropriately with people from different backgrounds and in a Treaty based society. It goes beyond an awareness of, or sensitivity to, another culture to include the ability to use that knowledge in cross-cultural situations. It is focused upon the inclusion of mātauranga Māori and mātauranga Ngāi Tahu, Ngāi Tahu knowledge, within undergraduate degrees.

In 2021, Ngāi Tahu and UC announced the establishment of an Office of Treaty Partnership, identifying UC as the first Treaty University in Aotearoa. This also established the role of Pou Whakarae, held since its creation by Professor Te Maire Tau, who is also the Ngāi Tūāhuriri Upoko. The Pou Whakarae role has a direct relationship with the Tumu Whakarae | UC Vice-Chancellor, with this partnership providing strong Māori academic leadership on a pan-university basis and a commitment to working towards an education system that includes te ao Māori, Māori world views and mātauranga, and upholding Te Tiriti o Waitangi at the University of Canterbury.

2023 saw further investment in and consolidation of the Office of Treaty Partnership | Kaihautū Matua and UC Māori | Kā Waimaero to update the structure and acknowledge Ngāi Tūāhuriri and Ngāi Tahu as the Tiriti partner. These changes place UC well for delivering significant outcomes for

our Māori students. The Office of Treaty Partnership provides direction to the university relationship and sets the expectations for Māori achievement (including students, staff, research and other areas) to which this office will actively audit. The office continues to build relationships with iwi, community groups and business that provide opportunities for our future and current students as they discover their potential career pathways.

Kā Waimaero | UC Māori helps the University to support a learning environment which recognises and promotes Aotearoa New Zealand's unique bicultural society. UC Māori supports for ākonga Māori are more holistic in delivering outcomes for Māori on campus and focus on the provision of a strong continuum of learning and study for Māori students entering the university through to those undertaking postgraduate study and with aspirations to go on to become academics. The UC Māori team works to ensure a seamless transition of Māori students into their studies and refining the wrap-around service for existing students, with a focus on academic achievement and progression, mentoring, tutoring, building cross-faculty cohorts and enhancing the use of data.

The Ngāi Tahu Research Centre (NTRC) was established in August 2011 as a joint initiative between Ngāi Tahu and the University, for the purpose of being a leader in indigenous scholarship and to provide a centre for the intellectual capital and development of Ngāi Tahu. Complementing this, UC's Vision Mātauranga Development Fund, designed to enhanced Māori success and unlock science and innovation potential of Māori knowledge, people, and resources, continues to award financial support for relevant research projects. The University is working in areas of common interest such as the green economy, green energy, climate change, coastal erosion and aerospace in relation to the new Tāwhaki Aerospace Centre development at Kaitorete Spit.

5. Our response to government priorities

The government of Aotearoa New Zealand have set a number of objectives and priorities for the tertiary education sector. The 2020 Tertiary Education Strategy includes priorities for the sector and actions for tertiary education organisations. The 2024 Plan Guidance from TEC includes Broader Priorities, Higher Education Targeted Priorities, and Regional Priorities. These various aims are centred on two themes: lifting educational outcomes, particularly improving equities relating to underserved groups; and delivering advanced learning and skills to drive economic growth and contribute towards solving global and local challenges.

UC has analysed these government priorities in relation to our mission, role and strategic priorities. There is strong alignment between these, and this section describes how UC will respond to government priorities over the 2025-27 plan period, and is structured by grouping the responses into logical sets of activities. A full mapping of UC's responses to government priorities is included at Appendix 6.

UC's summarised contributions are listed below, followed by a detailed description for each one:

1. Aligning the UC mix of provision to stakeholder needs
2. Enhancing our teaching and learning practices
3. Increasing innovative and flexible delivery
4. Further lifting learner success
5. Supporting the safety and wellbeing of our students
6. Progress our Te Tiriti Partnership
7. Deliver the UC Pacific Strategy
8. Lifting research performance and growing research

5.1. Contribution 1: Aligning the UC mix of provision to stakeholder needs

Related TES Priorities and Actions for Institutions	• Ensure that teaching and learning meets learner/ākonga, employer and industry needs, and delivers skills relevant for the workplace • Support relevant skills for New Zealand’s shift to a carbon-neutral economy • Ensure all learners/ākonga have ongoing opportunities to develop key capabilities and qualities, including communication, problem solving, critical thinking and interpersonal skills. • (For Te Reo/Mātauranga Māori provision) Value the languages spoken by Māori learners/ākonga, and provide opportunities to use and to build on them.
Related TEC Investment Plan Guidance	<u>Broad Priorities</u> • Education and Training that Delivers for Learners – good post-study outcomes • Honouring Te Tiriti o Waitangi through tertiary education – Te Reo Māori and Mātauranga Māori Provision • Responding to changes in work and education – Employer and industry needs; Regional needs; provision relating to climate sustainability and carbon neutrality <u>Higher education targeted priorities</u> • Provision in selected areas of Construction; Food, fibre, agritech and hort tech (also known as Primary Industries); Health; STEM (Science, Technology, Engineering, Mathematics) and Information Technology Skills; and Education. <u>Regional Need – Waitaha Canterbury</u> • Digital skills, software development, cyber security • Youth mental health provision
Related UC Strategic Vision Objectives	• 3.2 Deliver a curriculum that prepares our students to be enquiring and create and contribute knowledge for a better society. • 6.1 Grow and diversify revenue to become an economically sustainable university able to initiate new, high impact projects. • 1.6 Retain and grow the diversity of talent in Ōtautahi Christchurch and Waitaha Canterbury. • 1.1 Increase our presence and impact in Ōtautahi Christchurch and Waitaha Canterbury.

		• 1.7 Increase the economic impact of the University on the city and region. • 7.1 Weave opportunities for students to learn and contribute to resolving the Sustainable Development Goals through UC teaching.
UC Planned Activities	Link to Planned Mix of Provision	The key UC activity relating to this contribution is our planned mix of provision for 2025-2027, in terms of areas of provision as well as volumes, which are generally planned to increase to deliver on the priorities above. This is covered later in this plan under <i>‘Summary of Activities’</i>. In addition to the mix, two other initiatives are planned that will also help achieve this contribution. <u>Major UC Initiative: Offering a Future Focused Curriculum</u> Over the plan period, UC will continue to revise our curricula with courses and qualifications which are shown to be relevant to the needs of employers and industry, using enhanced relationships with Industry Advisory bodies. The University will also address the viability of undersubscribed or loss-making programmes. Areas of educational development include: 1. Digital education including digital screen, digital humanities, artificial intelligence, and data science 2. Sustainability, climate change, disaster management and associated management. UC will have a particular focus on ensuring we have a coherent and well-promoted suite of environmental, sustainability and climate qualifications. 3. Health including nursing, allied health, collaborative health, and mental health. <u>Major UC Initiative: Grow our contributions to solving the UN SDGs</u> UC will continue to assess how our research, teaching and learning plans align with the UN Sustainable Development Goals (SDGs) and New Zealand’s Greenhouse Gas Emission commitments, including detailed mapping of curriculum and research to these goals. We will continue to develop opportunities for students to learn and contribute to resolving the UN SDGs through the curriculum by expanding cross-disciplinary qualifications and publicly promoting research that contributes to resolving SDGs. This includes continuing to map our programmes and courses to the SDGs, and to publish this for students to inform their selections.
Link to Performance Targets		Many of the performance targets relate to the quality of delivery and the student experience. In the context of adjusting the mix of provision, these targets set performance standards to maintain, and further improve, quality whilst we are also looking to grow and enter new areas.

5.2. Contribution 2: Enhancing our teaching and learning practices

Related TES Priorities and Actions for Institutions	• Support learners/ākonga to develop relevant digital literacy skills that enable them to study • Provide opportunities for learners/ākonga to develop their literacy, numeracy and digital literacy skills capabilities • Ensure all learners/ākonga have ongoing opportunities to develop key capabilities and qualities, including communication, problem solving, critical thinking and interpersonal skills • Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support.
Related TEC Investment Plan Guidance Priorities	<u>Broader TEC Priorities</u> • Achieving system-wide equity of educational outcomes – Foundation and Core Skills – building core transferable skills into all provision. • Education and Training that Delivers for Learners – Learner Outcomes • Responding to changes in work and education – technology requirements
Related UC Strategic Vision Objectives	3.5 Continue to develop the UC Graduate Profile so that UC graduates are known for their bicultural competence and confidence, global understanding, community engagement, employability and innovative thinking. 3.1 Stimulate and support academic development and innovation to become the best educators in Aotearoa. 3.4 Provide a learning environment that uses effective pedagogies, facilities, and learning technologies to support the needs of each generation of learners and employers.
UC Planned Activities	The current UC Graduate Profile (Appendix 5) includes the graduate attribute of being employable, innovative and enterprising, including high levels of digital literacy and communication skills. This is embedded in UC's undergraduate curriculum. There is a review of the graduate profile planned for this plan period ('Major UC Initiative: Graduate Profile review'), that will evaluate and possibly adjust the graduate attributes, however the importance of work-readiness and high numeracy, literacy and digital literacy skills is likely to remain. <u>Major UC Initiative: Future Learn</u> This initiative focusses on providing a more accessible learning environment, including increasing blended, virtual and authentic experiential learning, and adopting new technologies as they become available and adopted at UC. This is achieved at UC through investment in educational technologies; maintaining a team (Future Learn) of experts in online, hybrid and technology-enabled learning design; and investing in a professional development programme for teaching staff to upskill in these areas.

	<u>Major UC Initiative: Staff Development</u> Over the plan period, UC will continue to improve staff development and engagement activities, particularly inductions, mentoring, academic promotions processes, and will have a particular focus on professional development for early and mid-career academic staff. <u>Major UC Initiative: Offering a Future Focused Curriculum</u> As part of this initiative UC will systematically review the curriculum in terms of time, space and delivery model, to ensure the best use of resources and best use of learning technologies, modes and practices for the subject and students in each area.
Link to Planned Mix of Provision	UC's planned mix of provision incorporates the revisions to programmes and courses described above.
Link to Performance Targets	Enhancing our teaching and learning practices will be measured through achieving the targeted improvements in educational achievement (EPIs), and student survey feedback.

5.3. Contribution 3: Increasing innovative and flexible delivery

Related TES Priorities and Actions for Institutions	• Provide for lifelong learning options that are flexible, adaptable and timely so that people can upskill and retrain throughout their lives. • Ensure that teaching and learning meets learner/ākonga, employer and industry needs, and delivers skills relevant for the workplace
Related TEC Investment Plan Guidance Priorities	• Education and Training that Delivers for Learners - Learning through the best mode; Career changers and lifelong learning; Rural provision and less served regions • Responding to changes in work and education – Innovative and Flexible programmes
Related UC Strategic Vision Objectives	3.3 Ensure there are lifelong learning opportunities through flexible degree and delivery options to allow a UC education to respond to the current and future needs of work and society.
UC Planned Activities	<u>Major UC Initiative: UC Online</u> Wholly-online delivery at UC is through “UC Online”. A successful pilot phase was completed in 2023 covering mainly micro-credentials and other short courses. An acceleration phase is now underway delivering larger programmes, and this will continue through the plan period. This will see UC further expand the range of Online offerings including in areas such as science (particularly psychology and data science), health, business and

	law, and continue to enhance the platform and processes to support online learners. In addition, also refer to Major UC Initiative: Future Learn above. UC is using the investment into UC Online and our digital transformation to also significantly improve blended and hybrid delivery, adding flexibility to existing and new programmes through a higher quality digital learning experience, as well as increasing flexibility in when and how learners undertake their study. <u>Major UC Initiative: Retention and supporting student success</u> Under this initiative will be the transition to business as usual (BAU) of an enhanced approach to work-integrated learning (WIL) at UC, with improved management of placements, internships and other WIL options, wider opportunities for students to undertake WIL within their programmes of study, with these ultimately lifting the quality and safety of WIL at UC, and better preparing UC graduates for the workplace.
Link to Planned Mix of Provision	A key planned area of UC growth relates to an increase in wholly-online provision to domestic students, which is reflected in the planned mix of provision. Further, the subject mix in the planned mix of provision incorporates forecast demand for these options. The broader growth in domestic enrolments in the planned mix of provision reflects improvements to the flexibility, quality and efficiency of delivery through these initiatives, and these improvements will both drive and allow larger student numbers to enrol at UC.
Link to Performance Targets	It is expected that increasing the innovation and flexibility of learning will contribute to improved survey scores. The performance measures relating to student retention and achievement are particularly relevant for increasing flexible, part-time and distance delivery, as historically this type of provision has poorer retention and completion rates. UC's performance targets in these areas will ensure achievement remains high whilst increasing the flexibility of delivery.

5.4. Contribution 4: Further lifting learner success

Related TES Priorities and Actions for Institutions	• Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. • Actively identify and reduce barriers for all learners/ākonga and support them to access education and achieve successful education and employment outcomes.
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Related TEC Investment Plan Guidance Priorities	<u>Broader TEC Priorities</u> • Achieving system-wide equity of educational outcomes – parity in participation and achievement for Māori and Pacific learners; engaging youth; and learners from low-income backgrounds • Education and Training that Delivers for Learners – Learner Outcomes – EPI results and high-quality pastoral care.
Related UC Strategic Vision Objectives	3.6 Develop and provide targeted interventions and a positive environment to support student success.
Planned Activities	Major UC Initiative: <i>Retention, Success and Māori and Pacific participation.</i> UC began the Kia Angitu student success programme in 2021, in what was planned as a six-year programme to increase first year retention and student achievement through several complementary initiatives, which if successful are transitioned into standard UC practice. This plan period will see the latter phases of Kia Angitu, with initiatives including expansion in the use of predictive analytics, the Peer Assisted Learning Supports (PALS) scheme and the use of adaptive technologies. In terms of employment outcomes, this project will also enhance career advice given to prospective and current students, particularly first year students. A Centre for Future Ready graduates is planned to be established in 2025 that will support this.
Link to Planned Mix of Provision	-
Link to Performance Targets	This contribution will be a key driver towards lifting first year retention rates overall, and for Māori and Pacific, as well as successful course completion rates and student satisfaction surveys.
Note	For additional detail on how UC will lift learner success, refer to the separate <u>Learner Success Plan</u> and <u>Learner Success Significant Update</u> documents.

5.5. Contribution 5: Supporting the safety and wellbeing of our students

Related TES Priorities and Actions for Institutions	• Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. • Ensure that robust policies, plans and support are in place to address racism, bias and low expectations that impact learners/ākonga, staff and their whanau.
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	• Provide for a safe and supportive learning environment that includes access to support for the basic needs of learners/ ākonga and for their physical and mental health. • Ensure that robust policies, plans and support are in place to support disabled learners/ ākonga and neurodiverse learners/ākonga to succeed.
Related TEC Investment Plan Guidance Priorities	<u>Broader TEC Priorities</u> Achieving system-wide equity of educational outcomes – Disabled learners and neurodiverse learners – reducing discrimination, achieving more equitable outcomes. Achieving system-wide equity of educational outcomes – Other learners
Related UC Strategic Vision Objectives	5.3 Create a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations.
UC Planned Activities	<u>Major UC Initiative: Wellbeing, Equity and Inclusion</u> Over the plan period, UC will continue to develop our institutional approach to equity. This includes benchmarking the current staff and student sense of belonging and inclusiveness; implementation of the Student Wellbeing and Equity initiatives; expanding student messaging via social media to boost mental health literacy and resilience; an on-campus recreation programme for students. UC is also planning to implement a harmful sexual behaviour prevention framework, and expand support for the wellbeing of Rainbow, Muslim and International students. We will continue to support academic staff to promote student wellbeing. Many of these initiatives relate to UC's response to the Code of Practice for the Pastoral Care of Students, and UC will continue to respond to the specific and principled expectations of the code over the plan period. <u>Other initiatives</u> UC has supports in place for adult learners, such as a special orientation for new adult (aged 25+) students, age-appropriate mentors, short courses to refresh academic skills, on-campus daycare services and breastfeeding rooms.
Link to Planned Mix of Provision	-
Link to Performance Targets	There are two measures under the People – Nurturing Staff, Thriving Students section of the performance targets relating to this contribution. They are setting a baseline and improving our organisational health and safety performance, and increasing the focus

	on Thriving Students, which include components relating to engagement and sense of belonging.
Note	For additional detail on how UC will support those with disabilities, refer to the separate Disability Action Plan and Significant Update on the Disability Action Plan documents.

5.6. Contribution 6: Progress our Te Tiriti Partnership

Related TES Priorities and Actions for Institutions	• Partner with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori. • Actively identify and reduce barriers for all learners/ākonga, and support them to access education and achieve successful education and employment outcomes. • Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. • Ensure that strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti o Waitangi. • Embed tikanga Māori in values, practices and organisational culture based on engagement and advice from Māori. • Value diversity in your workforce and hire staff with a range of backgrounds, identities, languages and cultures to grow a workforce representative of the diversity of your learners/ākonga and communities. • Value the languages spoken by Pacific and Māori learners/ ākonga, and provide opportunities to use and to build on them.
Related TEC Investment Plan Guidance Priorities	• Achieving system-wide equity of educational outcomes – Māori Learners – parity in participation and achievement. • Honouring Te Tiriti o Waitangi through tertiary education.
Related UC Strategic Vision Objectives	1.2 Partner with Ngāi Tūāhuriri and Ngāi Tahu to uphold the mana and aspirations of the mana whenua. 2.5 Promote understanding of Aotearoa New Zealand's place in the world and its cultural distinctiveness, including Māori as Tangata Whenua and our responsibilities to Pacific nations. 5.3 Create a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations.
UC Planned Activities	Major UC Initiative: <i>Partnership with Ngāi Tahu and Ngai Tūāhuriri</i>

	Building on the establishment of the Office of Treaty Partnership and recruitment of key staff into this team, over this plan period the focus (working with others across the University) will be improving Māori student participation, experience and achievement at UC through developing and refining support structures. UC will also continue to build relationships and promote research relating to indigenous economics and other areas of shared priority, such as climate change and fresh water.
Link to Planned Mix of Provision	UC's planned mix of provision includes an increase in DQ7+ Arts and Humanities, with Māori students over-represented in this classification (14.1% of Arts students are Māori, vs. 10.2% of all UC students are Māori), and 35% of all UC Māori students enrol into Arts courses. Lifting provision in this area will help support lifting Māori participation. Similarly, Māori make up a higher proportion of DQ 3-7 provision (15%), so the increase in provision at that level will help lift participation. UC is planning to increase Te Reo and mātauranga Māori provision by 113 EFTS (25%) over the plan period. UC has Bicultural Competence and Confidence as a graduate attribute in the Graduate Profile, and this is embedded across our undergraduate provision, so increases to undergraduate provision will support lifting biculturalism in UC students, graduates and across society.
Link to Performance Targets	A shared goal through our partnership is increasing the participation and success of Māori learners at UC. There are performance targets to lift absolute and proportional enrolments by Māori students at different levels groups, as well as educational achievement in terms of successful course completion, first year retention, and cohort-based qualification completion.
Note	See further detail on our Tiriti partnership under the 'Te Tiriti o Waitangi' section above.

5.7. Contribution 7: Deliver the UC Pacific Strategy

Related TES Priorities and Actions for Institutions	• Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. • Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. • Value diversity in your workforce and hire staff with a range of backgrounds, identities, languages and cultures to grow a workforce representative of the diversity of your learners/ākonga and communities.
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	Actively identify and reduce barriers for all learners/ākonga, and support them to access education and achieve successful education and employment outcomes.
Related TEC Investment Plan Guidance Priorities	<u>Broader TEC Priorities</u> Achieving system-wide equity of educational outcomes – Pacific Learners – parity in participation and achievement.
Related UC Strategic Vision Objectives	2.5 Promote understanding of Aotearoa New Zealand's place in the world and its cultural distinctiveness, including Māori as Tangata Whenua and our responsibilities to Pacific nations. 5.3 Create a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations. 3.6 Develop and provide targeted interventions and a positive environment to support student success.
UC Planned Activities	Major UC Initiative: <i>UC Pacific Strategy</i> Following the creation of a Pro-Vice-Chancellor Pacific in early 2023, UC approved a revised Pacific Strategy in March 2024 which describes how UC will ensure our Pacific staff and students are supported to realise academic goals of success, achieving improved outcomes with their culture and heritage affirmed, valued, and nurtured. This will be implemented over the plan period, and will include developing the Pacific Knowledge and Culture Hub (PKAC) at UC, increasing dedicated academic and pastoral support for Pacific learners, enhanced relationships with Pacific communities, revitalised Pacific Studies courses, and continued support for UC research relating to the Pacific.
Link to Planned Mix of Provision	UC's planned mix of provision includes an increase in DQ7+ Arts and Humanities, with Pacific students over-represented in this classification (4.8% of Arts students are Pacific, vs. 3.4% of all UC students are Pacific), and 36% of UC Pacific students enrolling into Arts courses. Lifting provision in this area will help support lifting Māori participation. Similarly Pacific students make up a higher proportion of DQ 3-7 provision (11%), so the increase in provision at that level will help lift participation.
Link to Performance Targets	There are performance targets to lift absolute and proportional enrolments by Pacific students at different levels groups, as well as educational achievement in terms of successful course completion, first year retention, and cohort-based qualification completion.

5.8. Contribution 8: Lifting research performance and growing research

Related TES Priorities and Actions for Institutions	• Enhance the contribution of research and mātauranga Māori in addressing local and global challenges. • Build a diverse, sustainable research workforce and broaden the pool of talent and knowledge. • Support excellent [collaborative] research and the contribution of innovative approaches to solving economic, social and environmental challenges. • Collaborate and connect across disciplines and institutions to help solve local and global challenges.
Related TEC Investment Plan Guidance Priorities	Responding to changes in work and education- delivering provision that supports climate, sustainability and carbon neutral ambitions, including in areas like transport or energy production.
Related UC Strategic Vision Objectives	4.1 Develop and support transdisciplinary research to better impact local and global challenges. 4.2 Improve the national and international research profile, reputation and ranking of the University. 4.3 Increase and diversify funding sources for the University's research portfolio including for research institutes, centres and clusters. 4.4 Improve strategic local, regional and international research collaborations to increase research impact. 4.5 Provide, access and share state of the art research, equipment, facilities and e-infrastructure. 7.2 Ensure that UC research contributes to resolving global sustainability challenges.
Planned Activities	Over the plan period UC has a number of initiatives to lift research productivity and impact. This includes broadening our networks and sources of external research funding, particularly through new international sources such as Horizon Europe, and continuing to grow our relationships with Crown Research Institutes and other New Zealand partners. <u>Major UC Initiative - Graduate School</u> Postgraduate research students, particularly at doctoral level, play a key part in UC's research objectives. Te Kura Tāura UC Graduate School is now in its second year of operation and has a number of enhancements planned to better prepare, manage and support doctoral, and over time research masters, students, plus to grow the footprint and impact of UC's postgraduate research.

	This additional support will be maintained and resourced in the context of a growing number of students in these groups and takes the form of inductions; general skill development and career preparation for research students; networking opportunities, as well as upskilling research supervisors and enhancing administrative processes. Kaitoko and Kaiārahi Māori provide advising and support services for students, and orientation and researcher skills development workshops run alongside facilitation of collegiality across our doctoral cohort. The school runs an online Graduate Education Management system in conjunction with a research student supervisor policy.
Link to Planned Mix of Provision	UC is proposing to increase postgraduate research EFTS (funding level 4) by 29% over the plan period, from 1,011 to 1,300 EFTS; and to increase DQ7+ mātauranga Māori and te reo provision by 25%. Generally half of our postgraduate provision is in STEM subjects, and a large proportion of this relates to scientific and engineering-based research into areas linked with climate, sustainability, green energy and related fields.
Link to Performance Targets	The six targets sitting under the research chapter measure achievement of this contribution, relating to lifting the number of doctoral enrolments and completions of doctorates and other research degrees, improving publishing and citation results, and increasing external research income.

6. Our stakeholders

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

1. **Our students.** This includes future, current and past students. How UC works with and responds to students is covered in outline below within this section, as well as elsewhere in this plan and in the Learner Success Plan and updates.
2. **Our staff.** UC staff across all roles and teams play a critical role in delivering UC's plans. UC has a number of programmes to lift academic and general staff capability in line with government priorities, including lifting bicultural competence and confidence, as well as to improve staff engagement and wellbeing, and enhance our organisational culture.
3. **Iwi.** UC maintains a close relationship with Te Ngāi Tūāhuriri Rūnanga and Te Rūnanga o Ngāi Tahu as the tangata whenua and mana whenua over the Waitaha Canterbury region. The relationship with mana whenua is not seen by UC as a stakeholder relationship, but rather a partnership central to our identity. In the context of this plan, the aspirations of mana whenua are covered primarily under the Te Tiriti section above.
4. **Our local and regional communities.** This includes people and communities, as well as representative groups, such as community organisations and local government, and other organisations linked to current or potential future students, such as schools. These partnerships are discussed below.
5. **Employers and Industry.** This includes regional, national and global firms across a range of sectors and industries, and the groups that represent them. This is discussed below.
6. **Partner educational, research and commercial organisations.** UC engages with a wide range of organisations for educational, research and commercial purposes. Although not explicitly in the scope of this Investment Plan, the relationship with these groups is acknowledged and is important to the achievement of many objectives described in this plan. A key regional partner is Lincoln University, and although less significant also important is the relationship with Ara. The Canterbury institutions collaborate to attract students to the region, encourage pathways between programmes, provide opportunities for staff to undertake joint research, and a number of other shared activities.
7. **Central government.** UC works to achieve the policy priorities and objectives of central government and receives government funding to support its teaching and research. The needs and expectations of central government, and how UC will meet them, are covered under 'Contribution to Government Priorities' below.
8. **Our philanthropic partners and other key supporters.** These are not explicitly covered in this document, but the support provided by these groups is acknowledged and they are a highly valued source of financial and non-financial resources and skills that make an important contribution to the University's long-term teaching, research and engagement goals.

6.1. UC's role in Ōtautahi Christchurch and Waitaha Canterbury

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

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

UC partners with a number of key city institutions and organisations in carrying out our core activities of scholarship, including teaching, credentialing, consulting and research. These institutions include the City Council, mana whenua, schools, businesses, and community organisations. Where possible we align with their strategic goals and projects and direct our core activities to support the needs they identify.

6.1.1 Formal stakeholder partnerships

In 2023, UC signed an MOU with Environment Canterbury committing to a series of collaborative science projects that will help protect the natural world. The MOU aims to create opportunities for more people to get involved in environmental studies and career pathways. These include support for UC student work during academic breaks, student-led projects, internships, and co-creation and delivery of academic mutually beneficial research projects. These projects are focused on securing sustainable food sources, clean waterways, ensuring our biodiversity and biosecurity, and increasing our understanding of the natural world and our impact on it.⁶

UC has a formal agreement with the Council of Managers of National Antarctica Programs (COMNAP) and will see the international Antarctic headquarters housed at UC until 2027. The MOU establishes UC as the longest running host of the Secretariat since its establishment and highlights the importance of Antarctic research to both the University and the city of Christchurch.

UC and Lincoln University have a signed agreement to run postgraduate degree programmes as jointly awarded courses, and this is a first in New Zealand. The Memorandum of Understanding builds on a teaching and research partnership which aims to address the changing demands for graduates in the water sector. The programmes are now located in a combined Waterways Centre based at UC's Ilam campus.

The University has formal strategic partnerships with both ChristchurchNZ and with Business Canterbury. These partnerships reflect UC's commitment to supporting and empowering the local business community while furthering education, engagement, and success for Canterbury businesses. Over half of Canterbury's NCEA-qualified students choose to study at UC, and one in two UC graduates who remain in New Zealand join the workforce in Canterbury. These partnerships

⁶ <https://www.canterbury.ac.nz/news-and-events/news/uc-and-ecan-team-up-for-the-environment>

present an opportunity to strengthen ties between the University and the local business and government ecosystems.

UC has a range of other formalised partnerships and these include: Crusaders, Mātatu, Young New Zealander of the Year, Doc Edge (sponsorship and MOU), and the Student Volunteer Army.

The University and New Zealand Police MOU formalises a positive partnership between the two organisations that shares a goal of improving our understanding of criminal justice matters. The MOU is particularly relevant to the University's Faculty of Law and innovative Criminal Justice programme.

UC has research centres and partnerships that UC either leads, or is involved with, and these are shown in 4.6 Research Figure 6 above.

6.1.2 Partnering for economic growth

UC has worked with ChristchurchNZ on its *Christchurch Economic Ambition Report* (2023) to shape a brighter and more sustainable future for Christchurch and Canterbury. The economic strategy's 10-year priorities outline a roadmap for collaborative action between the University and ChristchurchNZ and reflect areas where the University can make significant contributions. As the second largest employer in Christchurch, and the leading source of future-focused graduates for Christchurch and Canterbury, UC plays a vital role in driving economic growth within the region. Through research, innovation, and community engagement initiatives, UC supports local businesses, fosters innovation, and creates new opportunities for economic advancement⁷.

UC aligns with the priority areas identified in the ambition report, including connecting students with real-world experiences; fostering meaningful relationships with businesses, sectors, and industries; equipping graduates with the latest knowledge and skills; and increasing opportunities for all communities by attracting diverse student populations. UC's Business School and Centre for Entrepreneurship (UCE) plays a pivotal role in supporting business startups and ventures.

UC is well connected to regional urban growth plans including the *Greater Christchurch Partnership Spatial Plan* which is a strategic document that gives effect to national policy directions and responds to the priorities of mana whenua and the aspirations of the community. The plan considers a base population estimate of about 700,000 people in Greater Christchurch with an upper possible population of 1 million inhabitants by 2052. The plan for the upper end of this population assumes high density housing in central Christchurch, Papanui, Riccarton, Hornby, Rangiora, and Rolleston. UC is the largest and best placed university to respond to this ambitious population growth target.

UC is one of the largest organisations in Canterbury Waitaha, with about 24,000 students and as the region's second-largest employer in 2023. Our size creates a direct economic benefit to the local economy through salaries of staff, service contracts within the local economy and expenditure associated with attracting high numbers of students to study in Christchurch.

Business Canterbury Chief Executive Leeann Watson validates UC's impact saying that "the University of Canterbury does an amazing job of sharing their research and their expertise, and the impact of that plays out right across our community. In return, the information that comes from our

⁷ Quote Assistant Vice-Chancellor Engagement, Brett Berquist: [UC backs new Christchurch economic strategy - Inside Government NZ, 21/3/24](#)

business community is fed back to the University, so graduates come out with the right skills and the right attributes.”⁸

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

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

6.1.3 Regional industry priorities

The University is part of transforming and future-proofing the Canterbury economy to stay globally relevant. The region has strong global growth opportunities and existing strengths and capabilities in six main clusters, and ChristchurchNZ has catalysed progressive ecosystems around each that connect enterprise, education, and government. The ecosystems align and connect students, Iwi, industry, education providers and government to accelerate opportunities and growth. The clusters aim to facilitate an innovative mindset, align talent and education goals, and encourage cross-sector collaboration⁹. They also align with MBIE *Industry Transformation* plan priorities, particularly the areas of agritech, digital technologies, construction and advanced manufacturing.

UC is part of that talent pipeline and works closely with the stakeholders in each cluster ecosystem to identify specific graduate flows and create world class opportunities such as work-integrated learning, increased innovation and R&D, pathway programmes, joint ventures, talent and business attraction.

The four primary clusters where Canterbury is leading the way are *Aerospace and Future Transport; Food, Fibre and Agritech; Health Tech* and *Resilient Communities*; and *High Tech Services*. Additionally, the Region promotes two additional clusters, and these are *Screen Canterbury NZ* and *Gateway to Antarctica*.

The region has a significant local advantage and capability in the aerospace and future transport industries. Local businesses with strengths in bespoke manufacturing, engineering and technical services provide opportunities for graduates in this trillion-dollar global sector. UC provides

⁸ <https://www.canterbury.ac.nz/news-and-events/news/2024/uc-takes-regional-impact-showcase-to-parliament>, 22 March 2024

⁹ ChristchurchNZ: <https://www.christchurchnz.com/business/business-clusters>

undergraduate and postgraduate programmes to support both aerospace and aeronautical engineering and science, through to talent pipeline, internships and work experience programmes. These activities support MBIE's *Christchurch Aerospace Sector Plan* (2019) investment in education, innovation and local aerospace entrepreneurship, establishing Christchurch as a world recognised test-bed facility and becoming a self-contained aerospace ecosystem. UC is very close to signing a Document of Expectations, similar to an MOU, with the Tāwhaki National Aerospace Centre located at Kaitorete.

Canterbury is New Zealand's largest agricultural region, contributing one fifth of the national agricultural GDP. With forestry and wood processing central to New Zealand's transition to a low-emissions economy, this cluster is set for a boost. UC is the only university in New Zealand that offers professional forestry degree programmes.

Christchurch has New Zealand's third largest tech sector and Canterbury is the nation's second largest advanced manufacturing centre. Contributing \$2.4 billion worth of GDP and over 15,000 jobs to the local economy, Christchurch's dynamic tech ecosystem offers excellent employment opportunities for UC graduates. Since 2012, fourteen companies have been founded based on UC technology.

The establishment of a central city health precinct has created a much closer connection between research, testing and commercialisation. Christchurch offers the opportunity to accelerate UC's research into analytics and machine learning, virtual healthcare, biometrics, and wearables, and graduate flows include network and cloud computing, chemistry, physics, earth sciences, mechanical, manufacturing and chemical engineering.

UC is part of the Screen Canterbury NZ ecosystem and Kōawa, UC's Digital Screen Campus, provides a crucial link between the research capability of UC and the wider screen sector.

Christchurch is only one of five Antarctic Gateway Cities in the world, and the city hosts a number of international partners in addition to New Zealand's own Antarctica government agency, Antarctica New Zealand. UC is a stakeholder in the *Christchurch Antarctic Gateway Strategy* (2021) and provides education programmes to stimulate interest and participation in formal Antarctic study and research.

6.1.4 Regional workforce development

MBIE have stated that "In line with its commitment to lifelong learning and community engagement, UC offers local professional development opportunities tailored to meet the needs of Canterbury's workforce. These initiatives provide professionals with the skills and knowledge necessary to thrive in today's competitive landscape."¹⁰

The University has a crucial role as the second-largest employer in Waitaha Canterbury and as a talent pipeline for the region. UC works with regional stakeholders to increase the University response and adaptability to regional employment and wider economic trends. The University contributes into a coordinated approach to regional and national economic development. Specific spotlight sectors are prioritised in terms of education provision as they are anticipated to experience high demand.

¹⁰ MBIE: Sector overview and associated reports

Canterbury regional youth unemployment rates for 15-24 year olds are at levels currently higher than in 2020¹¹, however this bodes well for UC in terms of increased tertiary enrolment intake to meet market demand. Canterbury labour market conditions are tight and there are pressures on both demand and supply of labour and skills¹², and this situation is not unique to Canterbury. The MBIE *Aotearoa New Zealand Employment Strategy* and TEC Workforce Development Councils recognise a national skills shortage across sectors and advise the tertiary education sector and industry bodies to engage and build educational pathways that build life-long learning opportunities while supporting future workers to be creative, agile, adaptive, and problem-solvers.

UC acknowledges and works with other South Island universities and tertiary providers and has agreements in place with Ara, and Lincoln and Otago Universities reflecting this arrangement. UC also works with stakeholders acknowledging the interconnectedness of the system providers. The University has increased its alternative learning models to provide pathways into priority sectors and opportunities for career growth and recognition of skills, and this includes recent investment in our online offerings. UC works to meet industry demand for education provision, and the Centre for Future Ready Graduates and work-integrated learning programme assists this.

6.1.5 Canterbury Regional Skills Leadership Group

The Canterbury Regional Skills Leadership Group (RSLG) was established by the Ministry of Business, Innovation and Employment (MBIE) in 2020 to identify and support better ways of meeting future skills and workforce needs in the region and provide independent advice which employers and government agencies will act on. It is part of a joined-up approach to labour market planning which will see the workforce, education and immigration systems working together to better meet the differing skills needs across the country.

In 2022, RSLG launched a Canterbury Regional Workforce Plan that has an initial focus on rangatahi as a key labour market demographic, and on digital technology, manufacturing, and healthcare and social assistance as key sectors. Canterbury also has strong agriculture, forestry and fishing industries with the sub-regions outside of Christchurch City dominating employment in this sector. The plan aims to stimulate a regionwide conversation on how Canterbury can work collectively to change the way we develop and support our workforce – now and in the future¹³.

Canterbury has one of the largest tech environments in the country with the tech sector contributing \$2.4 billion worth of GDP and over 15,000 jobs. This sector is not like other areas of the labour market economy as it is not restrained by an industrial base and geography. With significant growth anticipated and high levels of competition for talent, attracting, retaining and developing an appropriately skills and experienced tech workforce is a significant issue. UC provide courses and research that include modern technologies and methods. UC graduate flows include Networking and Cloud (Decision Support Systems; Data Structures; Information Systems not elsewhere classified); and Software (Computer Applications and Programming; Computer Engineering).

The manufacturing sector is a vital part of the Canterbury labour market and is a significant investor in research and development. Issues within the sector include skill shortage regionally and nationally, immigration setting limitations, poor visibility and marketing profile as a career option,

¹¹ StatsNZ – InfoShare: Household Labour Force Survey – HLF and Labour Force Status by Age group by Region Council (Qtrly-Mar/Jun/Sep/Dec). Table reference HLF205AA

¹² MBIE: Ngā Āhua Apū ki Waitaha | Canterbury labour market conditions

¹³ Canterbury Regional Workforce Plan Update: July 2023

and a low proportion of women within the industry. UC works to be more agile in this sector by adapting training to include modern technologies, new manufacturing methods and work placements.

The health care and social assistance sector is both a major employer in the region, employing nearly 11% of the Canterbury workforce, and one of the key services people look for when migrating into the region. The Tertiary Education Commission Toitū te Waiora (Community, Health, Education and Social Services) Workforce Development Council notes this sector is rapidly growing, and this is going to continue. Ongoing workforce shortages and New Zealand's ageing population will continue to pose challenges for the sector, in particular health, disability, and care services. The industry is looking for more agile education and training opportunities to respond to sector workforce demand and supply, and increasingly complex consumer needs. And micro-credentialing is recognised as an opportunity to upskill priority workforce areas that create pathways to higher learning.

The RSLG has a particular focus on mental health as a priority area, however there are significant shortages in specialised staff. UC is part of the pipeline that trains specialised collaborative and allied health staff, however traditional student placements are under pressure and struggle to keep up. The University is growing the domestic pipeline and is building an Oranga Health Strategy, curricula and qualifications so health pathways are easy and efficient. Additionally, the University has broadened its portfolio of research addressing significant health and wellbeing issues. An example is UC's Master of Health Science (Nursing) which is a blended programme that combines online learning modules with onsite clinical placements.

Te Papa Hauora is a collaborative partnership between Canterbury's major tertiary and health institutions. The partnership is a hub for health education, research and innovation. Manawa, located in the Christchurch Hospital campus, is a state-of-the-art facility and home to Ara nursing, midwifery and medical imaging students and teaching staff, University of Canterbury researchers and post-graduate students as well as Canterbury District Health Board staff. Staff and students are provided with opportunities to collaborate and innovate with individuals from Canterbury's health system.

6.1.6 Transferable skills in wider demand

In several sections above the importance of transferable skills is noted. UC recognises this and incorporate skills and behaviours in areas like digital literacy, teamwork and resilience into our programmes. Figure 8 shows the results of the 2023 survey of UC graduates regarding how their programme of study helped develop a variety of transferable skills. Noting possible responses ranging from -100 to +100, all are at least positive and some are equalling or exceeding +50.

Skill	In-study development
Analytical & critical thinking	54
Communication to a variety of audiences	34
Creativity, initiative & enterprise	22
Literacy	38
Numeracy	5
Planning & organisational skills	41
Positive attitude, energy & enthusiasm	24
Problem-solving skills	46
Resilience & adaptability	50
Self-management	50
Teamwork	26
Technology skills	29
Willingness to learn	48

Figure 8: 2023 Graduate Survey Results – In-study development of Transferable Skills Scores by Skill. Reported value is based on a Likert Scale of -100 (“Not Developed at All”) to +100 (“Extremely Developed”).

6.2. Future Students

In 2023, 666,300 people or 13% of New Zealand’s population lived in Canterbury. Canterbury is the most populous region in the South Island and the second most populous region in New Zealand (after Auckland). The region is projected to grow to 780,500 by 2048, with nearly half that growth occurring between 2018 and 2028. And our population is projected to age by 2048 with 24% aged 65 or over, up from 16% in 2018 (Statistics NZ).

Christchurch is the region’s principal and most populous centre, and the country’s second largest urban area. The region grew 0.7% in 2022 which was above the national average of 0.2%. Statistics NZ (2021) note that people who are Māori, Pacific and Asian are the fastest growing groups in the NZ community and are expected to make up a much bigger proportion of NZ’s workforce over the coming decades. By 2040, one in five people of working age Aotearoa are projected to be Māori. However, Māori, Pasifika, or disabled people are most likely to be unemployed in Christchurch and Canterbury. These groups are also more likely to have fewer qualification, be low-income earners, report lower life satisfaction and find it harder to ‘be themselves’. This highlights systemic economic inequalities in Christchurch and the Canterbury region¹⁴. When considering projected ethnic population growth, three of Canterbury’s eleven local authorities are signalled by Statistics NZ to be amongst the fastest growing in New Zealand.

Demographic data shows that students from poorer households are far less likely to attend any university, and this similarly applies for Māori and Pasifika students. The UC Strategy reinforces the University’s commitment to improving equity of access and success for all students, particularly those groups which currently do not access university education. In addition to the groups

¹⁴ Community & Public Health (2019)

mentioned above, this includes students with disability, rainbow students, refugees and others. UC will continue to invest in removing barriers for underserved groups and helping develop the conditions for their success before they enrol and while they are enrolled.

6.3. Alumni

In addition to current and future students, UC also maintains a close connection with contactable alumni, which now number approximately 85,000 and are located around the world. From recent surveys, 63% of alumni still feel connected to UC, and approximately one third are interested in volunteering to support UC in some way. UC maintains an active programme to engage with alumni and facilitate connections amongst this group as well as back to UC. Examples include offering UC financial planning seminars and work-integrated learning workshops as a service. Alumni also mentor into UC's Te Kakau a Māui scholarship programme. UC encourages and promotes continuous learning amongst alumni and does this through newsletters, profiles, events across the globe and locally with public lectures.

7. Learner voice

UC has a number of channels in place to capture a diverse range of student voices and any potential issues, and also has processes to action any required resolution as well as recognise success and share best practice.

The University of Canterbury Students' Association (UCSA) plays a significant role in this regard. It provides both a hub for student activities and experiences, as well as an avenue for students to influence University direction, resource allocation, and other decision-making. Compared to other New Zealand tertiary institutions, UC has a particularly close relationship with UCSA, and UCSA is also a more active, successful and inclusive students' association than others. This is in part due to the size of UCSA (in 2023 it employed around 240 staff and had total revenues of \$20 million), high voter turnout in UCSA elections (2023: 25%) and the ensuing key role the Association plays in University life.

UC maintains student representation on key standing committees, including the University Council and Academic Board, providing student input into the governance and management of UC's policy, academic and financial matters.

The compulsory student services' levy is set in conjunction with UC and UCSA, and together it is determined how this will be spent and integrated with other UC and UCSA activities and resourcing. In 2023, \$13.8m was collected in student levies, and this was allocated as shown in Table 7.

Service	2023 Actual Expenditure
Sports, recreation and cultural activities, and clubs and societies	\$5.0m
Counselling services and pastoral care	\$1.6m
Health services	\$1.6m
Advocacy, legal and financial advice	\$1.2m
Careers and employment information	\$0.8m
Media	\$0.6m
Allocation to the student space capital fund to support the development of student buildings and facilities, with a likely future use being to support building a new recreation facility on campus.	\$2.9m
Total	\$13.8m

Table 7: Allocation of 2023 Student Services Levy by Service

UC also runs a comprehensive programme of student surveys to identify, anonymously and across the student population, trends and potential issues in the student experience. This includes both academic matters, as well as pastoral care and questions around the broader student experience. An example of such data is included below in Figure 9Figure 10, showing the student perceptions of the importance of having each of a number of services on campus, with services such as health centre (85% of students think this is essential) and counselling (80%) rated more critical, and others, such as UCSA events and the student magazine, less critical. Data such as this informs decisions around prioritisation of resourcing of student supports.

In a more academic sense, students are periodically surveyed about their experience in particular courses, programmes and across their academic experience. An example of data produced in this regard is at Figure 9 below, showing a 9-year trend in student responses to the question “I found the assessments throughout the semester appropriate for the course”, aggregating up from individual course surveys within a particular UC Faculty. This can be used to guide interventions such as changing assessment practices in particular areas, or possibly wider at a department, Faculty or UC level.

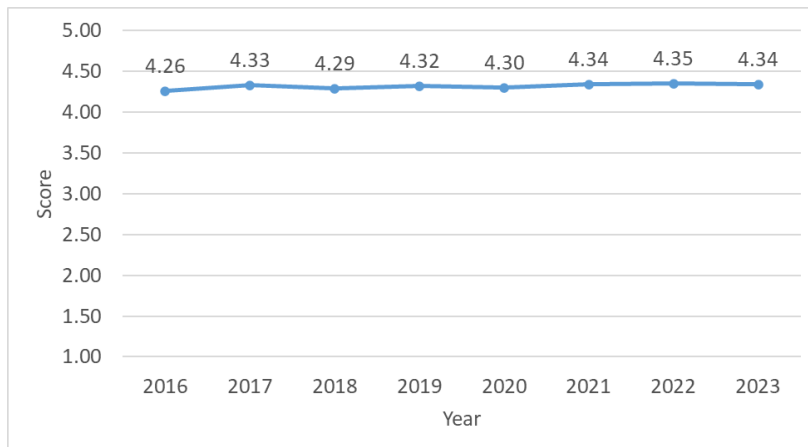


Figure 9: Student responses to the question “I found the assessments throughout the semester appropriate for the course”, aggregating up from individual course surveys within a particular UC Faculty for the period 2016-2023. Scores are based on a Likert scale, with 1 = Strongly Disagree, and 5 = Strongly Agree.

UC also employs special teams and individuals to support particular groups. The Office of the Treaty Partnership was established in 2021, and teams within that unit now play a key role in and engaging and supporting Māori students, along with Faculties and other support services. The revived Pacific Development team fills a similar role for Pacific students, plus there are also dedicated Rainbow Advisors, chaplains, and staff to support international students. These teams and staff provide a safe and comfortable way for students to talk with someone most able to respect and understand their particular ethnic, cultural, faith, gender, sexuality or other background.

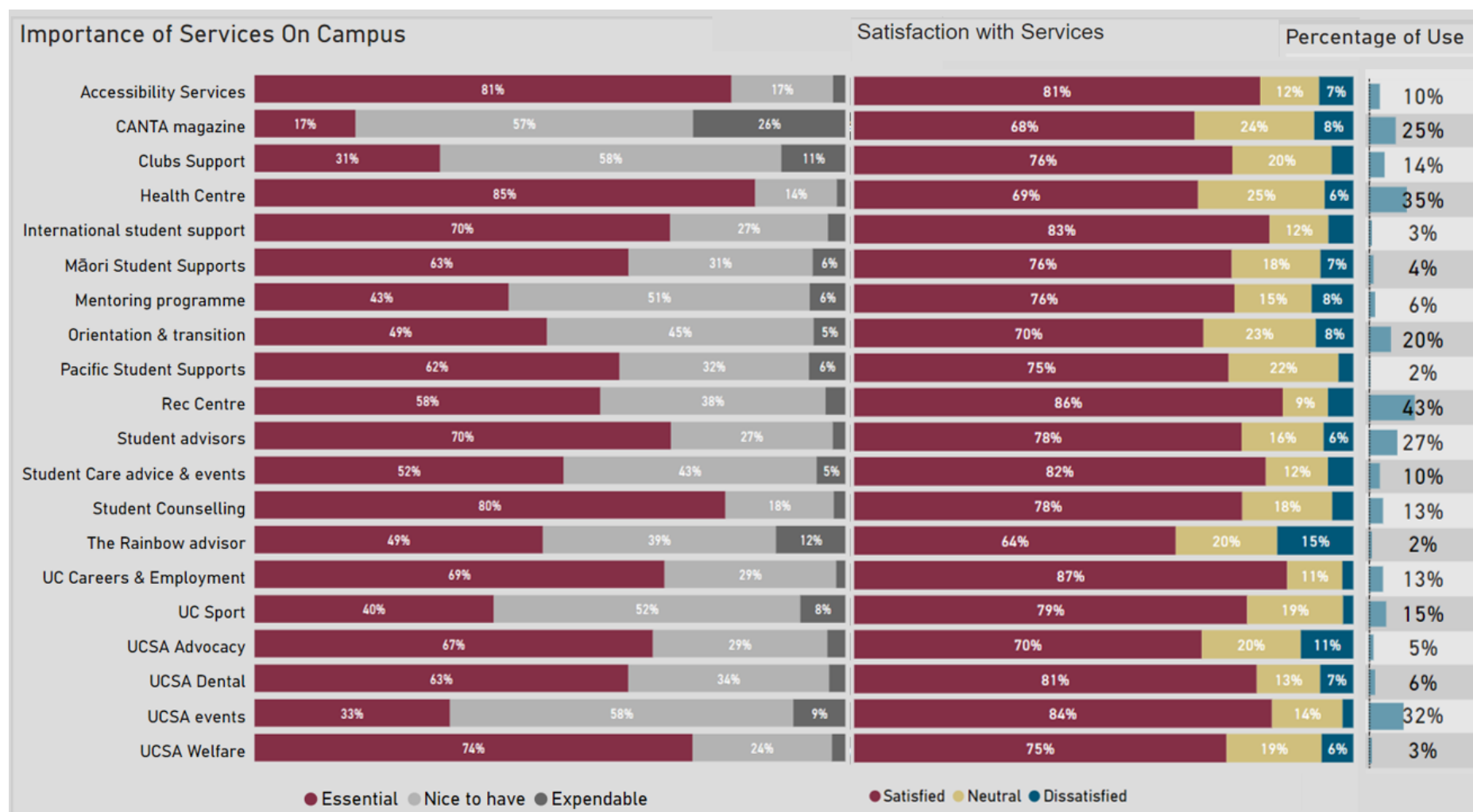


Figure 10: 2023 Student Survey results for 1) Necessity, 2) Satisfaction and 3) Use with various Student Services

8. Continuous performance improvement

Along with other institutions in Canterbury, across New Zealand and around the globe, the period since 2010 has been particularly dynamic with a number of significant challenges. In UC's context, the recovery to pre-earthquake levels of enrolments of both domestic and international students was just achieved before the COVID-19 pandemic caused another major disruption to both our core teaching and research, as well as to planned and in-flight projects aimed at our longer-term strategic objectives.

Through this time, and particularly over 2019-2023 (which includes the last pre-pandemic year and the last full year respectively), UC has achieved significant enrolment growth, overall (+15%) and in key areas such as Māori (+33%), Pacific (+28%), and doctoral (+48%) student numbers. This has meant UC's student body is significantly larger than in 2019, and in that context the achievement of maintaining (in some areas) and improving (in other areas) student success rates is particularly notable. A summary of key enrolment and student success statistics comparing 2019 and 2023 is below in Table 8.

In terms of EPI results, UC has been relatively constant for the overall, non-Māori/non-Pacific scores, but because the sector averages have worsened likely due to nationwide external factors, we have made comparative progress. The rates concerning Pacific students are volatile due to the comparatively low numbers at UC, but there is an improving trend for both Māori and Pacific students, with a particular jump in the 2023 results for first year retention as the learner success initiatives underway since 2021 become embedded and outcomes begin to be realised.

UC generally maintains very high overall results for student-reported teaching quality and quality of their entire educational experience, and these have improved by 5% and 4% respectively between 2019 and 2023. One area that students have reported a decreased score relates to Learner Engagement, with the underlying questions causing the drop relating to perceived preparedness for study, and interaction with students both outside study and as part of study. UC has assessed that the latter is in part due to pandemic-related increased student isolation and study-from-home practice, as well as increasing levels of online and blended learning, and the former in part due to poorer student preparation of students for university study whilst at secondary school. Noting the reasons, both of these areas continue to be a focus for UC to address as part of our overall learner success and student engagement strategies.

Measure	2019	2023	Change
Total enrolments (EFTS)	14,891	17,166	+ 15%
Total domestic Enrolments (EFTS)	13,022	15,849	+ 22%
Number of Māori students (EFTS)	1,218	1,615	+ 33%
Number of Pasifika students (EFTS)	417	536	+ 28%
Number of doctoral starts (headcount)	194	287	+ 48%
Successful Course Completion Rate	86.8% (0.6% below Uni sector)	87.7% (1.4% above Uni sector result for 2022)	UC +1% Gap to sector from 0.6% below to 1.4% above

Measure	2019	2023	Change
First Year Retention Rate, Level 7, Non-Māori/Non-Pasifika	78.1% (1.1% below Uni sector)	78.1% (0.1% below Uni sector for 2022)	UC unchanged Gap to sector improved by 1.0%
First Year Retention Rate, Level 7, Māori	69.5%	74.8%	+ 5.3%
First Year Retention Rate, Level 7, Pasifika	76.0%	71.5% (noting this dropped to 60.5% in 2020)	- 4.5% 2019 to 2023, but +11.0% between 2020 and 2023
Teaching Quality survey score	86%	91%	+ 5%
Quality of Entire Educational Experience survey score	82%	86%	+ 4%

Table 8: Key performance measures, 2019 vs 2023

UC actively monitors our EPI performance on a semester and annual basis, and in recent years has periodically adjusted internal and external targets in response to actual performance and to ensure future targets are both ambitious and achievable. In terms of external, TEC-agreed targets, UC undertook changes to these in 2020 (to update the 2019-2021 plan), 2021 (for the first version of the 2022-2024 plan) and 2023 (to update the 2022-2024 plan based on observed UC/sector performance over the pandemic period).

8.1. Academic Audit Cycle 6

During 2023, the Universities New Zealand Academic Quality Agency (AQA) undertook its scheduled Cycle 6 Academic Audit of UC, covering all aspects of teaching and learning from physical and digital facilities to classroom practices and academic processes. During this rigorous exercise, UC submitted a self-review portfolio and in July an AQA panel made a site visit, speaking with a number of different stakeholder groups. The overall feedback from the audit was positive, while identifying some minor areas to address over the next six-year cycle.

UC was commended by the panel on key areas of endeavour and ways of working. For example, its strengthening partnership with Ngāi Tahu and Ngāi Tūāhuriri; and its use of Kaiārahi Māori to build the University's capability to become a good Treaty Partner. Other areas that received positive comment were its partnership with the UCSA; its consultative and engagement-oriented approach; and a cohesive and collaborative approach to challenges. It also commended the availability and use of data, and attention to the development of learning environments, and the approach to improving student success through the Kia Angitu programme.

AQA made some recommendations for improvement. These focus on continued improvements in cultural responsiveness to students and staff; improving feedback and communications processes across the board; and extending student success initiatives to postgraduate courses. UC will address all recommendations in the coming years.

8.2. Learner Success and Disability Action

For a detailed discussion on performance regarding UC's learner success programme and disability action, also refer to the Significant Updates to the Learner Success Plan and Disability Action Plan, both separate documents to this Plan.

9. Summary of activities

9.1. Planned 2025-2027 delivery

The University needs to grow enrolments over the plan period in order to meet stakeholder needs including student demand, to deliver to government priorities, and to set a path towards long-term sustainability and our internal strategic objectives. UC is forecasting to achieve this growth over the plan period, with domestic and international enrolments both expected to increase. The overall growth forecast is shown in Table 9.

	2024	2025	2026	2027
EFTS				
Delivery at Levels 7 (degree) and above on the NZQCF (DQ7+)	16,140	17,176	18,038	18,436
TEC Funded Mix of Provision	15,083 (original)	15,932	15,983	15,983
Unfunded	1,058	1,243	2,055	2,452
Delivery at Levels 3–7 (non-degree) on the NZQCF (DQ3-7)	319	339	356	397
TEC Funded Mix of Provision	205	305	305	305
Unfunded	114	34	52	92
Other domestic	491	519	542	596
International full-fee	1,357	1,270	1,408	1,587
Total	18,308	19,303	20,344	21,015
Funding (\$ million)				
Delivery at Levels 7 (degree) and above on the NZQCF (DQ7+)	197.0	214.7	224.8	229.3
TEC Funded Mix of Provision	179.5 (original) 188.4 (revised)	193.6	193.6	193.6
Unfunded	8.6	21.1	31.2	35.7
Delivery at Levels 3–7 (non-degree) on the NZQCF (DQ3-7)	2.0	2.2	2.3	2.5
TEC Funded Mix of Provision	1.2	2.0	2.0	2.0
Unfunded	0.8	0.2	0.3	0.6
Notes:	2025 funding is as per the indicative allocation provided in June 2024. Funding volumes for 2026-27 are flat-lined at this level and assume no funding rate increases. - The split between funded and unfunded is based on baseline funding. It does not incorporate any allowance for uncapped Secondary ITE delivery nor flexible funding (+/- 2%), nor any growth funding from TEC for 2025-2027 beyond the 2025 indicative allocation.			

Table 9: 2023-2027 Planned UC Delivery

Continuing high and growing demand by domestic students to enrol at UC means provision is expected to be greater than will be supported by TEC funding allocations, particularly for DQ 7+. UC will engage with the TEC over the plan period to seek additional funding to support this growth but recognises that some provision is likely to be delivered to domestic students on a fee-only basis. UC

will prioritise government funding into those areas deemed a priority for investment, particularly STEM provision, which also have higher overall and marginal costs of delivery. Expected growth in other areas, such as business, arts/humanities and law, will be managed assuming minimal increases in tuition subsidies and likely reliant on fees only. The marginal cost of delivery in these areas is generally lower, making this approach viable, particularly when leveraging the progress in other UC strategic initiatives, such as UC Online.

The overall growth in delivery continues the steady increase since the earthquake period and would allow UC to meet the growing demand of domestic students, particularly undergraduate school leavers, to enrol at UC. It is recognised that this is a considerable annual increase in funded volumes, however the combination of new and returning students is reflected within these projections, and the compounding effect of several years of students starting multi-year programmes is that the total funding required in any given year increases markedly. This is shown in Figure below with the majority of undergraduate degree EFTS in any given year being continuing students rather than new ones.

While UC has worked hard to improve its degree programmes, facilities and student support, some part of the credit for our growth in out-of-region students is undoubtedly due to a relative advantage in our region's cost of living for students. Ōtautahi Christchurch has had cheaper, better accommodation options and high labour force participation with low youth unemployment, allowing students to support themselves with part-time work. The city also has a buzz with new attractions and night life. Our experience after the Canterbury earthquakes suggests that relative advantages in these areas take several years to dissipate, and word of mouth and favourable impressions of a location can drive demand for some years even after the initial advantages have reduced. As a result, we expect to maintain, even grow, our share of domestic students over this investment plan period.

The growth in domestic EFTS provision is expected to come from holding our historically high share of our-of-region students until around 2026 – this is likely to result in an increase in new starters since 2024-2026 is a demographic bulge of school leavers likely to enter tertiary education – before our share naturally decreases over time. However, the large intakes from 2023 onwards will continue to increase the number of students in study, as they progress through three to four years of their degree. Even if the number of UC's new students remained constant each year of the Investment Plan, our provision would increase due to the 'pipeline' of students continuing their study through to completion of their degree.

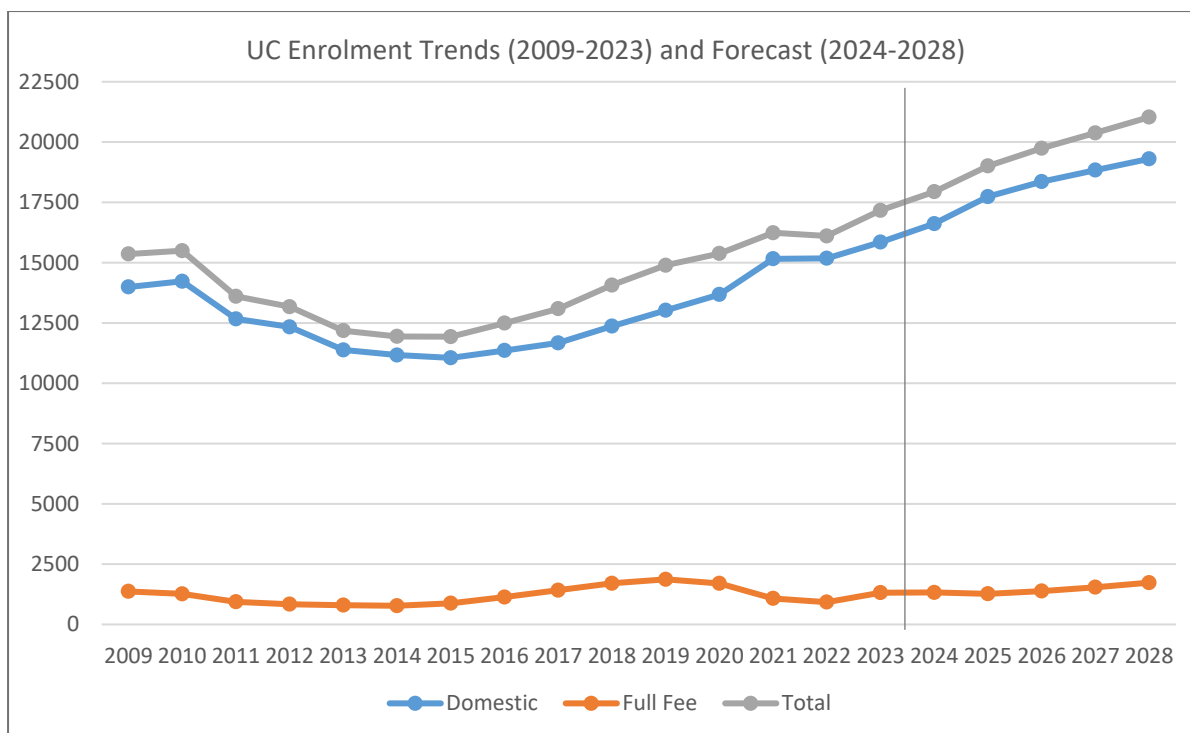


Figure 11: UC Enrolment Trends (2009-2023) and Forecast (2024-2028)

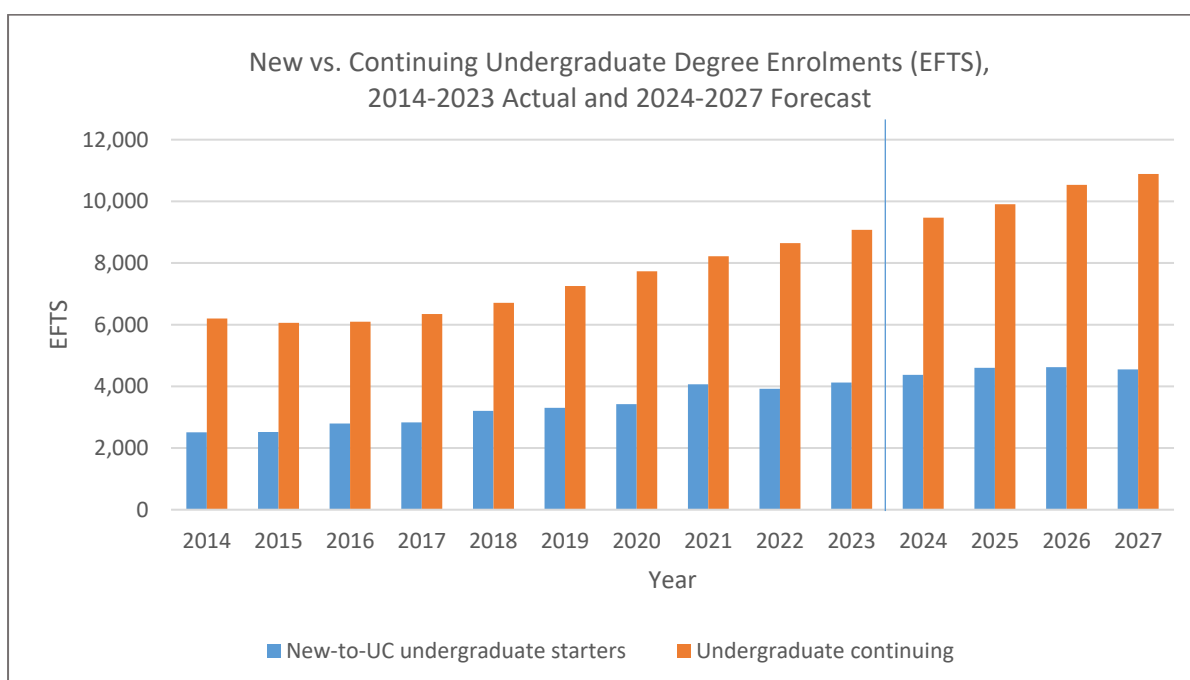


Figure 12: New vs. Continuing enrolments in Undergraduate Degrees by Domestic Students, 2014-2027

9.1.1 Changes in Provision by Course Classification

A summary of the key changes between the 2024 agreed, funded mix of provision and the 2027 planned level is below in Table 10, and in detail in with selected key changes described in Table 11.

Course Classification	2024 to 2027 Change	Comment
STEM at Level 7 +	+ 1,519 EFTS	This is a stated national priority, and an area of particular strength for UC with a large and high-performing Faculty of Engineering which also houses the Department of Mathematics and Statistics. UC will prioritise additional TEC funding into provision in this area.
Health at Level 7+	+ 250 EFTS	This is a TEC higher education priority area and although UC has a proportionately smaller health provision than some other Universities, the areas that are delivered are in demand. UC will prioritise additional TEC funding to support provision in this area.
Te Reo Māori and Mātauranga Māori at Level 7+	+ 113 EFTS	This is a Tertiary Education Strategy priority area and includes both courses and programmes dedicated particularly to te ao Māori, as well as integrating te reo and mātauranga Māori into a range of other programmes. UC will prioritise additional TEC funding to support provision in this area.
Business at Level 7+	+ 637 EFTS	Although not a national priority, there is high student demand for enrolments into UC business provision. In 2023, UC's mix of provision was below the sector average for proportion of delivery into business courses (see Figure 13 below), and, UC's increase in business provision is in the context of a national decline.
Arts at Level 7+	+ 576 EFTS	This includes Mathematics, Statistics and Data Sciences courses (20% of the total in 2023, expected to rise during the plan period) which are a national priority. Further, Māori and Pacific students are proportionately more likely to enrol in these courses than non-Māori/non-Pasifika, so increased provision will support increasing participation of these groups.
Law at Level 7+	+ 384 EFTS	Referring to Figure 14 below, the national demand for law provision has been constant in recent years, but students are increasingly choosing to come to UC to study law.
Fine Arts at Level 7+	+ 66 EFTS	Currently 39% of UC 'Fine Arts' provision relates to Digital Screen and Product Design courses, rather than traditional painting, sculpture and photography courses. The increase over the plan period is primarily to support the expanded delivery of the Bachelor of Digital Screen (Honours) programme, and additional related postgraduate options.
DQ 3-7 (non-degree)	+ 192 EFTS	This increase relates to supporting Certificate in University Preparation students to provide a pathway into the university (a TEC priority).

Table 10: Summary of Key Changes between 2024 and 2027 funding, by course classification

The increase is broken down by grouped TEC course classifications below.

	2024 approved mix	2027 Forecast	Annualised Growth	UC priority for TEC funded growth
STEM (excluding Maths) [TEC Priority]	6212	7731	+ 7.6%	YES
Priority Engineering	2471	3142	+ 8.3%	Yes
Computer Science	847	1104	+ 9.2%	Yes
Engineering; Technology	156	211	+ 10.6%	Yes
Science	2738	3273	+ 6.1%	Yes
Arts; Humanities; Languages; Social Sciences (including Mathematics, Statistics, Data Science [Maths, Stats, Data are a TEC Priority])	3482	4058	+ 5.2%	
Business; Accountancy; Office Systems/Secretarial; Management	1807	2444	+ 10.6%	
Law	1068	1452	+ 10.8%	
Teaching	925	720	- 8.0%	
Early Childhood [TEC Priority]	199	117	- 16.3%	Yes
Primary	590	441	- 9.3%	
Secondary and Specialist [TEC Priority]	136	162	+ 6.0%	Yes
Health [TEC Priority]	605	855	+ 12.2%	Yes
Health Sciences	328	462	+ 12.1%	Yes
Health Related Professions	99	158	+ 16.8%	Yes
Speech Language Therapy	110	160	+ 13.1%	Yes
Clinical Psychology	47	52	+ 3.1%	Yes
Audiology	20	24	+ 6.8%	Yes
Fine Arts; Design [At UC this includes the Digital Screen and Product Design programmes]	249	315	+ 8.2%	
Music And Performing Arts	103	100	- 0.9%	
Mātauranga and te reo Māori [TEC Priority]	446	559	+ 7.8%	Yes
Agriculture, Horticulture [TEC Priority]	185	201	+ 2.8%	Yes
Total (DQ 7+)	15083	18436	+ 6.9%	
Total UC Priority for TEC funded provision	7783	9625	+ 7.3%	Yes

Table 11: Changes in Funded Provision between 2024 and 2027, all course classifications

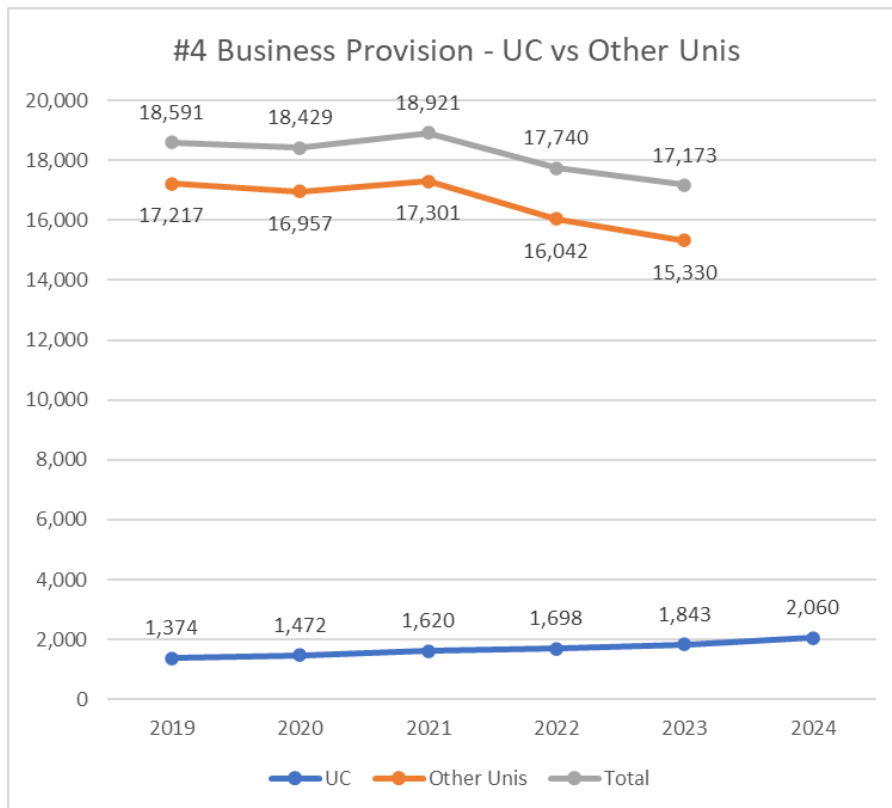


Figure 13: Provision in Business Course Classification 2019-2024, UC vs rest of University Sector (domestic, funded)

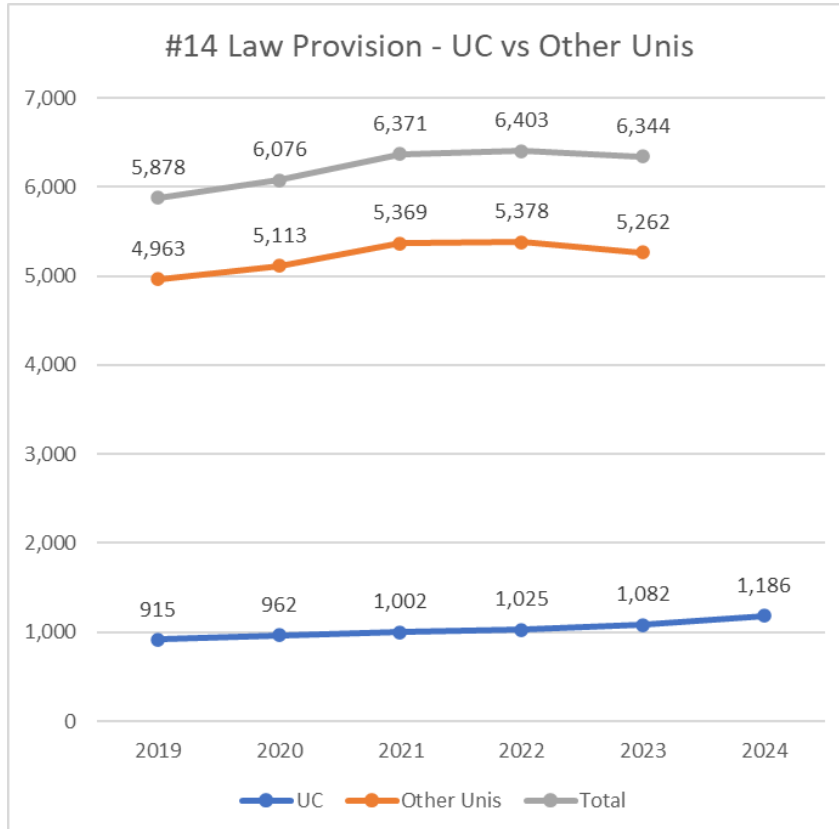


Figure 14 Provision in Law Course Classification 2019-2024, UC vs rest of University Sector (domestic, funded)

9.1.2 Modes and locations of provision

The majority of UC provision over the plan period will be physically delivered on the current Christchurch campuses. However, incorporated into the above proposed changes to provision by subject is a significant increase in delivery through the UC Online platform, either in a wholly-online or otherwise significantly innovative mode, for example, delivering nursing mostly online with regional placements and periodically coming to Christchurch for block courses. The planned increase in delivery through UC Online is shown below in Figure 15, reflecting growth from a 2024 forecast level of 172 EFTS, being the first year UC Online has operated at scale, up to 1,344 EFTS in 2027 at the end of the plan period.

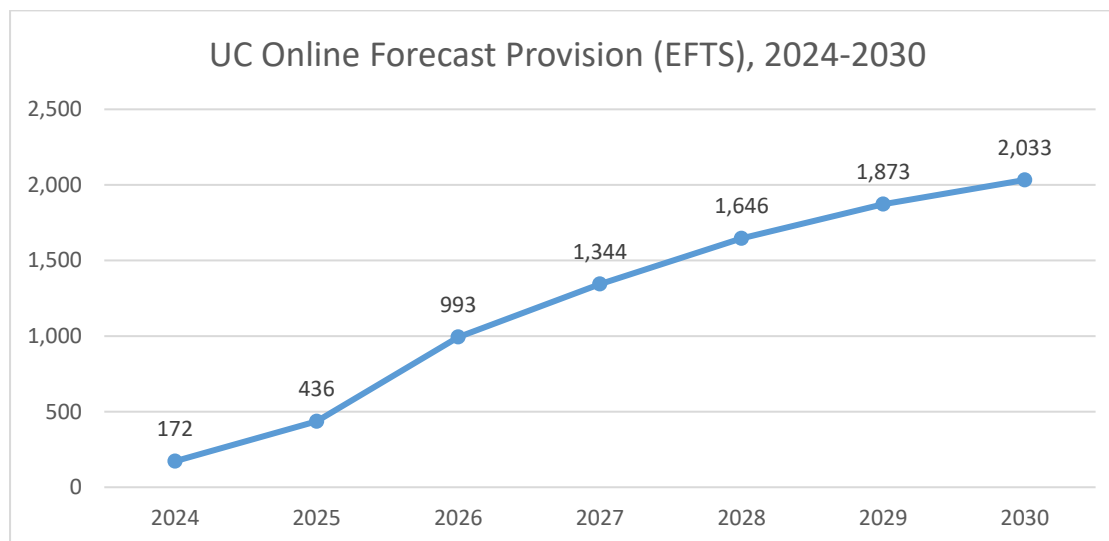


Figure 15: UC Online Forecast Provision (EFTS), 2024-2030

9.1.3 Changes to our portfolio of programmes

Aside from the quantitative change in our planned provision, UC is also evolving our mix of programmes on offer. Demand for ‘named’ degrees, with focus on interdisciplinary areas, has increased with correspondingly fewer enrolments in traditional general degree programmes like the Bachelor of Arts and Bachelor of Science. Interdisciplinary degrees such as the Bachelor of Digital Screen (Honours) combine technical, digital skills with storytelling, creative production skills and business skills to create work-ready graduates for the growth industry of content creation. The Master of Disaster Risk and Resilience combines skills from earth sciences, engineering, policy and law, information, and communication skills, drawing on Waitaha’s experience in rebuilding after natural disaster. The Bachelor of Social and Environmental Sustainability combines the fields of social science, physical and natural science, policy analysis and business with the goal of creating graduates who can make a difference to the world’s “wicked” problems, either in industry or governance roles.

Interdisciplinary programmes, by nature, are difficult to label – they do not fit neatly into a mix of provision classification. However, industry stakeholders and students tell us that alongside our traditional degrees, they want degree programmes that address the skills and knowledge required by citizens working in the new digital economy, in a world challenged by climate change and international upheaval.

UC continues to adjust the content of our traditional degrees as well through our regular programme reviews, incorporating skills needed for graduate success, such as critical thinking,

formal communication skills and real-world experience where possible. Our Professional and Community Engagement courses are credit-bearing internships or volunteer experiences open to all undergraduate students – coded as delivery classification 3 in the Mix of Provision. Our traditional Bachelor of Arts, Science, Engineering and Commerce degrees all have mandatory non-major subject-specific courses to ensure a minimum level of critical thinking, communication skills and teamwork.

However, the broad trend in provision over the Investment Plan period and beyond is for growth in our general Engineering, business and law degrees¹, a slight increase then stabilisation in our general Science degrees, with declines in general Arts and Initial Teacher Education (ITE). Over time, we expect students in Business and Law to decline starting in 2029, as Ōtautahi Christchurch’s relative advantage declines and the ‘pipeline’ of students in study reduces.

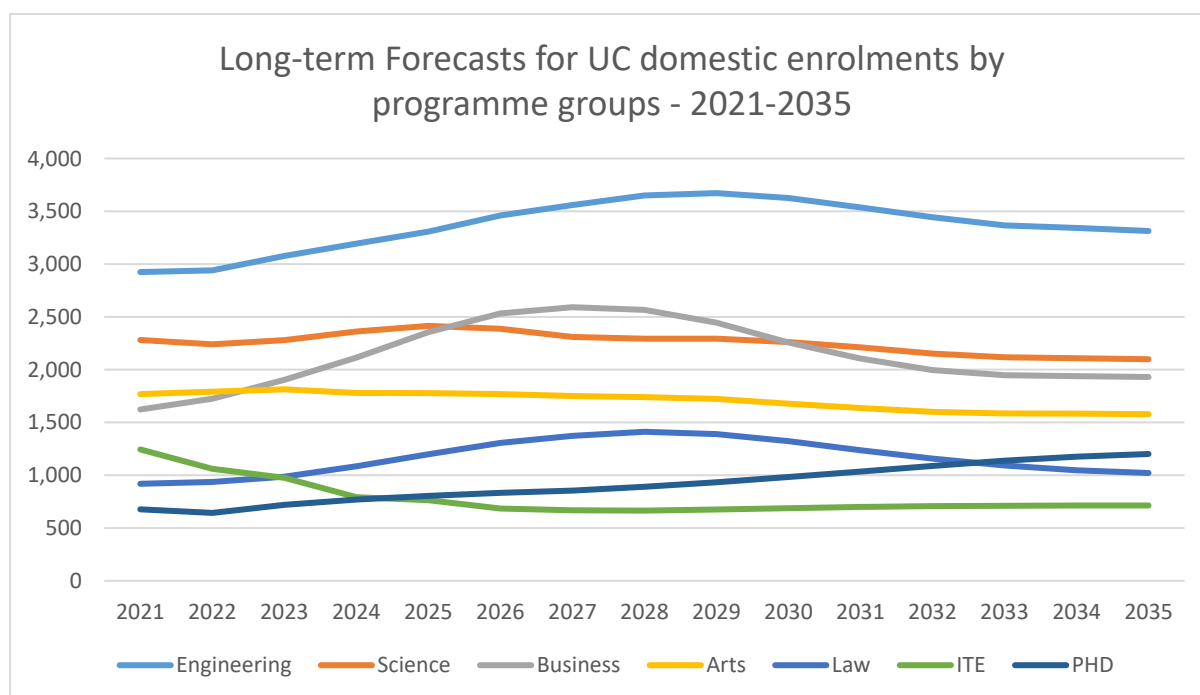


Figure 16: Long-term Enrolment Forecasts for UC Domestic Enrolments by Programme Group (selected programmes)

We expect to maintain a higher share of students interested in engineering, with eventual decreases in engineering EFTS driven more by demographic projections, as the majority of students entering engineering study are school leavers. The demographic bulge lifting senior school student numbers underway in 2024 will likely end by 2026; however, four years of study means that Engineering students will likely remain high until 2030, until the number graduating exceeds the number starting. TEC’s *Transitions from Secondary School* research lists ‘Engineer’ as the second most popular ‘dream’ career aspiration and the most popular ‘planned’ career.

Initial Teacher Education (ITE) is forecast to hold in 2025, due to the economic environment. Entrants to ITE tend to be adult learners, heavily influenced by short-term economic conditions. However the trend in enrolments is for further decrease, assuming current trends in the wider profession continue.

The forecast declines in general Science and Arts degrees, however, are forecast to be offset by increases in specialist and interdisciplinary degrees within similar fields. Examples within STEM

includes undergraduate and postgraduate degrees in Data Science, postgraduate degrees in Mathematical Sciences and Artificial Intelligence, and the new specialist Bachelor of Psychological Sciences. Health sciences, in particular nursing, is forecast to increase with flexible, online delivery rolled out in 2024. Interdisciplinary degrees in environmental science and management, social and environmental sustainability, digital screen and product design (to name a few) are expected to develop critical mass, in response to current student and industry demand.

9.2. International enrolments

The primary non-government-subsidised area of provision for UC is full-fee international students. Following the notable reduction in international full fee enrolments over the pandemic period, UC is planning on rebuilding these to pre-pandemic levels and beyond. Similar to domestic enrolment patterns, because over half of international students enrol in programmes greater than one year in duration, the upward or downward trends in the number of new students has a compounding effect for several years, and this is occurring in the post-COVID period. These trends are visible in Figure 17 and Figure 18 below.

During 2024, a revised international growth strategy is being developed, to accelerate the recovery in international enrolments to pre-pandemic levels and higher. This is expected to be approved and implementation begun during Q3, after this plan has been submitted.

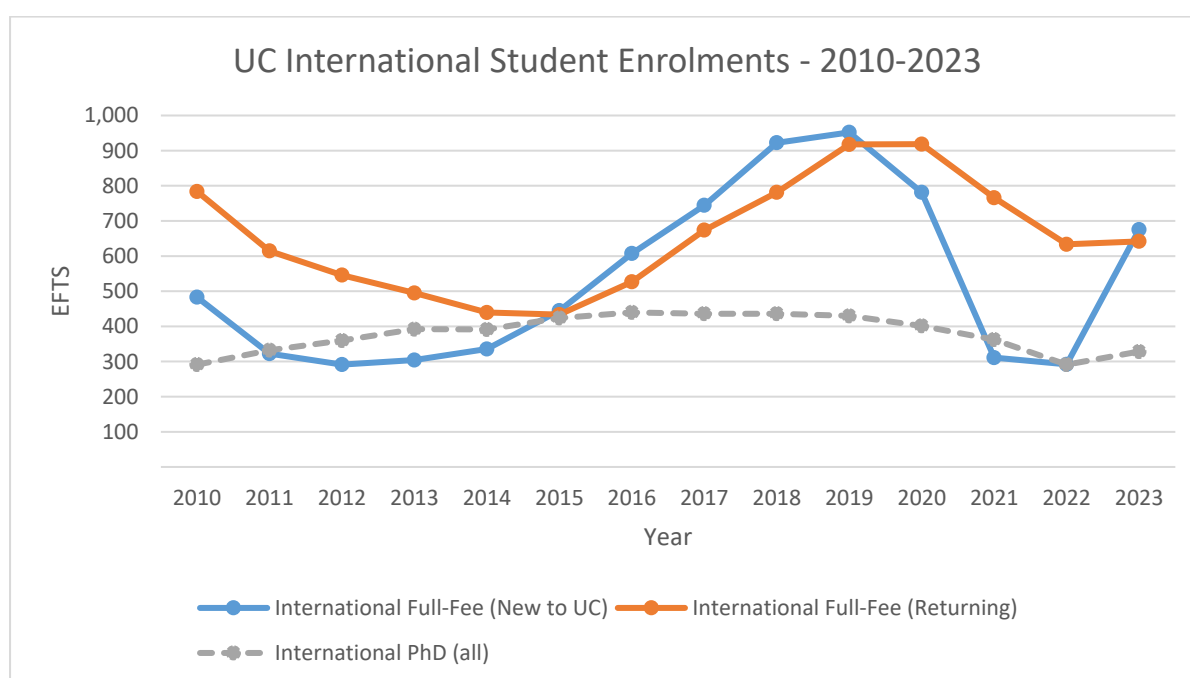


Figure 17: UC International Student Enrolments (2010-23)

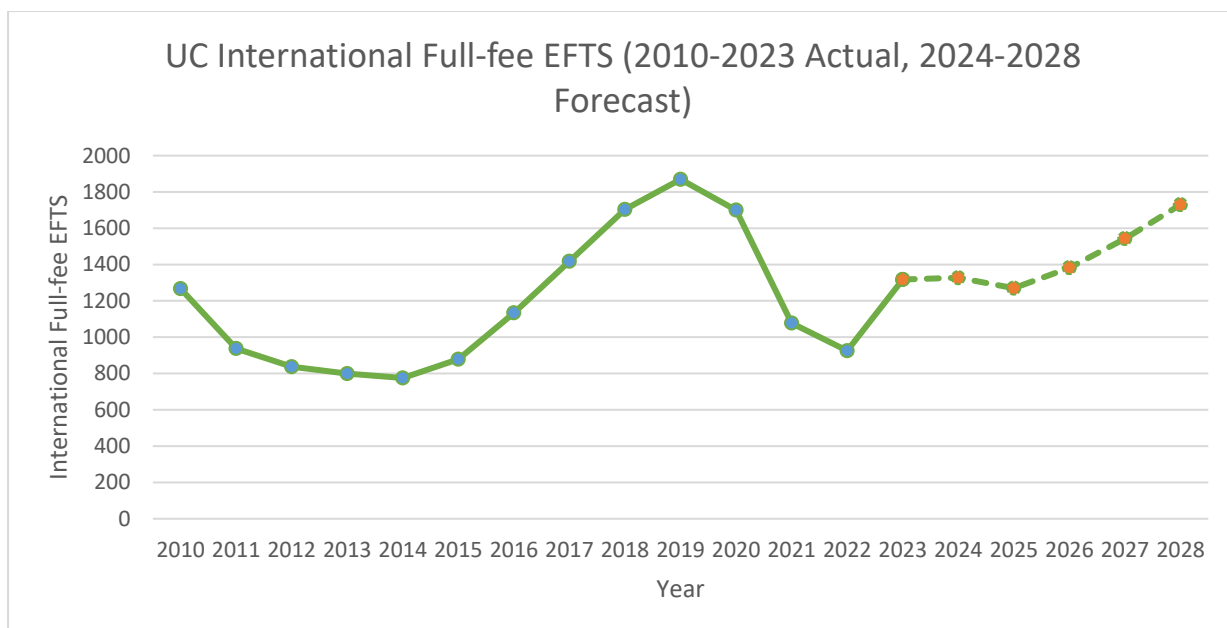


Figure 18: UC International Student Enrolments (2010-28)

9.3. Significant UC Initiatives and Projects

In addition to what has been described earlier in this plan, UC also has a number of major initiatives either underway or planned to start over 2025-2027. A high-level overview of our major strategic initiatives in at Appendix 2, with selected key projects described here:

- a. **Kōawa / Digital Screen.** UC is well into establishing a digital screen campus on the previously underutilised Dovedale Campus, setting up a world-class film and gaming facility for students, academics and industry partners. The Bachelor of Digital Screen (Honours) began in 2023, and construction works are underway to establish studio and associated spaces on the site. Student numbers are strong, and these are incorporated into the proposed mix of provision in this Plan.
- b. **Kia Angitu | Student Success Programme.** This provides a University-wide framework for lifting student success, with an integrated set of projects to lift student achievement, improve services, and use data to adapt practice to best meet student needs. This is mentioned in several other areas of this plan as well as in the accompanying Learner Success Plan and Update Report.
- c. **Tuihono UC | UC Online.** This is now into an acceleration phase, following a pilot phase focussing mainly on short courses and microcredentials. The focus is shifting to larger programmes, in areas such as data science, psychology, and nursing, and additional offerings will be developed through this plan period. The forecast enrolments through UC Online are included in the proposed mix of provision in this Plan.
- d. **Digital Transformation.** UC began making a significant strategic investment to transform its digital services in late 2020, and this is expected to continue through the plan period. This will modernise underlying infrastructure; significantly enhance our cybersecurity; and make a notable improvement to the experience of prospective and

current students, academics and research staff, as well as all staff across UC. This transformation includes the growing use of modern technologies, such as cloud services, as well as rapidly developing ones, such as artificial intelligence.

- e. **Student Accommodation.** Throughout this plan UC has signalled a need and a demand to grow student numbers. A key component of this, for both domestic and international students, is to ensure that our mix, quality and volume of accommodation offerings is sufficient to support this growth. This includes direct UC-owned accommodation as well as options provided through our partners. Through the plan period UC will explore a number of options to provide additional bed places to support our rising student numbers, with elements of this programme already in detailed planning phases.
- f. **Environmental sustainability and emissions reduction.** UC has stated high-level strategic goals of achieving carbon net neutrality, improving other areas of environmental sustainability, and incorporating sustainability into our teaching and research. UC has converted the Ilam Campus boiler off coal, with the Dovedale boiler conversion off coal is scheduled to occur during this plan period. UC will also continue to progress a number of other sustainability initiatives, including more active management and reduction of long-haul air travel, reducing waste and water consumption, encouraging active and public transport, and improving biodiversity on campuses.

10. Financial Information

A selection of key figures from the 2023 annual report is below in Table X. From a balance sheet perspective, UC has high cash holdings of around \$250 million, and very little debt (with liabilities largely relating to employee entitlements, accounts payable and revenue received in advance). The 2023 group operating deficit of \$14.0m compared favourably to a budgeted deficit of \$20.2m, and was a strategic decision to allow deployment of cash reserves to invest in initiatives particularly relating to digital transformation, to best set the University up for a sustainable future. If these strategic investments are excluded, UC's core teaching operations are profitable.

University Operating Revenue	\$508.5 million
University Operating Expenditure	\$522.5 million
Operating Deficit	\$14.0 million
Cash and short-term deposits	\$250.6 million
Other Current Assets	\$40.3 million
Current Liabilities	\$128.1 million
Non-Current Assets	\$1,986.7 million
Non-Current Liabilities	\$47.6 million
Net Equity	\$2,101.3 million
Cash applied to capital expenditure	\$66.8 million

Table 12: Selected key figures from 2023 UC Annual Report (figures are for the consolidated group)

Under the current TEC Financial Monitoring Framework, UC is assessed as a low-risk institution. Similarly, under the proposed new framework expected to be adopted by TEC, UC is low risk for all prior, current and future years (2011-2027) for the Liquidity and Debt Affordability measures, with the trend over time shown in Figure 19. For the Profitability assessment, because of the aforementioned operating deficit relating to using cash to make strategic investments, UC is currently in a higher risk for that category, however based on the UC out-years forecasts, it would be in a moderate risk category for most of the plan period, and on balance across these three measures and the other elements in the proposed new framework, UC is likely to remain a low-risk institution.

Of UC's balance sheet assets, \$1.7 billion relate to property, plant and equipment primarily made up of a large physical presence in Christchurch (split between Ilam and Dovedale campuses) with associated buildings and related infrastructure. Noting a current trend towards adopting infrastructure and software on a service model rather than UC owning outright for IT-related aspects, UC still also has a range of assets relating to teaching, research and organisational equipment, plant and other assets.

To manage these assets, and to ensure that UC is able to make strategic investments to grow the University, enhance the experience of students and staff, and secure a sustainable future, there are a range of tools and processes in place. UC maintains a Major Investment Plan (MIP) as a planning

tool that incorporates the forecast EBITDA for the next 10 years, based on sophisticated enrolment modelling. This then provides an indicative amount of money to be reinvested each year, which is allocated to a prioritised and phased set of projects, based on an assessment of their link to UC's strategic objectives and dependencies between them. The MIP currently includes a range of new and existing building-related works (including to reduce the carbon footprint of our campuses), a significant investment into UC's Digital Transformation, as well as investments relating to student success (Kia Angitu) and growing research performance and impact.

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

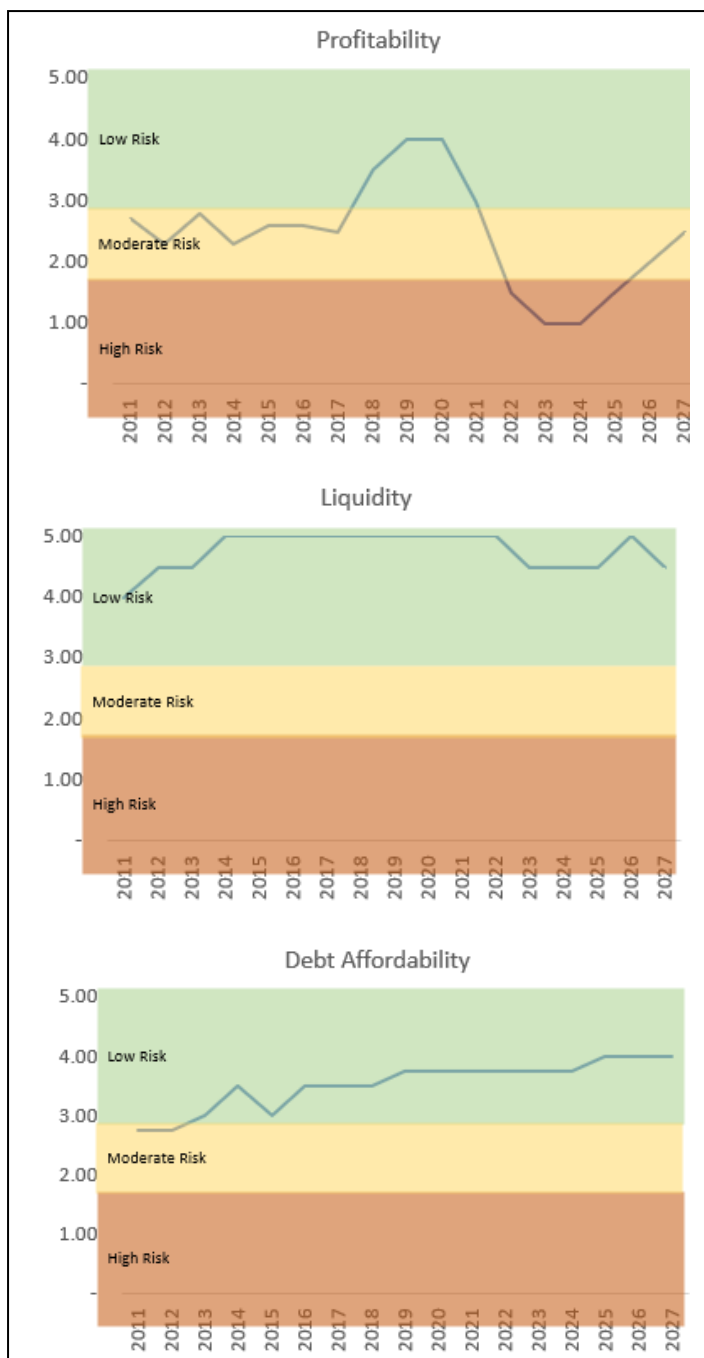


Figure 19: TEC Assessment of UC against proposed new Financial Monitoring Framework

11. Outcomes and measures

This section covers the quantitative measures UC will use over the plan period to assess performance and forms the forecast statement of service performance for the University. A full list of the performance targets is included at Appendix 3.

11.1. Target setting, monitoring and reporting at UC

Since the release of the 2030 Strategic Vision in late 2019, UC has iteratively developed a set of performance targets to measure quantitative progress towards the goals of that strategy. This means that targets are grouped under the seven chapters of the Vision, generally with a small number selecting that best align with the intent of the strategy, but are also practical to collect and report upon. As part of this process, UC has also incorporated those measures that TEC specifies as compulsory in the EPI Commitment template, primarily relating to educational participation and achievement, but also including others such as research degree completions and external research income. Because of these, and because of the teaching focus of UC, the number of targets in the Education Chapter is greater than others. Because of the alignment between TEC expectations and the UC Strategy, the set of performance targets here is also used for internal UC performance measurement, as they cover the breadth of UC strategy and activity.

To set targets for some measures UC looks for external benchmark data, such as the performance of other New Zealand or Australian universities or wider population demographics, and identifies suitable goals compared with them. For other measures, a bottom-up and internally consistent approach is applied, such as if we increase doctoral scholarships we would increase the target for doctoral starts and then doctoral completions 4 years later. In line with TEC plan guidance¹⁵ and noting the large degree of enrolment growth at UC, other targets are set based on consistent incremental improvements over time in areas such as educational achievement.

Through the iterative development of targets over 2020-2024, some measures have been added and removed, and the targets against some have been adjusted as actual performance is reported and to ensure future targets are both ambitious and achievable. In some cases this has seen targets rise, and others a reduction. Such changes were particularly relevant over the pandemic period, where student achievement at both a school and university level fluctuated significantly on a national basis.

In accordance with legislation the targets in prior investment plans, and this one, form the basis of the Statement of Service Performance in the University Annual Report. There have been occasions over past years when additional targets have been added with Council approval, and these have then been including in Annual Reports. This may occur again following the submission of this plan.

In terms of the operationalisation of these measures, performance against these targets is reporting quarterly to both senior management and Council, along with progress in strategic projects. Although many measures do not have concrete results every quarter, generally forecast or provisional numbers can be reported and discussion and possible interventions made in a timely manner. Similarly, where possible the University-level targets are broken out to Faculties and other areas, so that the required contributions of the various areas is quantified and they can plan accordingly, and then this performance can be aggregated to achieve the overall UC performance goals.

¹⁵ 2024 TEC plan guidance recommends setting EPIs annual improvements between 0.5 and 2 percentage points as this is achievable for most providers.

Appendices and Enclosures

Appendices:

1. UC Strategic Vision and Objectives
2. UC Strategic Initiatives Summary
3. UC Performance Measures 2025-2027

Appendix 1: UC Strategic Vision

This Appendix lists the goals and key objectives of the 2020-2030 UC Strategic Vision: Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference.

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

- Objective 1.1 Increase our presence and impact in Ōtautahi Christchurch and Waitaha Canterbury.
- Objective 1.2 Partner with Ngāi Tūāhuriri and Ngāi Tahu to uphold the mana and aspirations of the mana whenua.
- Objective 1.3 Make a positive impact on social sustainability in Ōtautahi Christchurch and Waitaha Canterbury.
- Objective 1.4 Make a positive impact on hauora wellbeing of the people of Ōtautahi Christchurch and Waitaha Canterbury.
- Objective 1.5 Co-develop with our partners a research platform and commons to respond to identified needs, support city development and the wellbeing of all who live here.
- Objective 1.6 Retain and grow the diversity of talent in Ōtautahi Christchurch and Waitaha Canterbury.
- Objective 1.7 Increase the economic impact of the University on the city and region.

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

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

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

- Objective 3.1 Stimulate and support academic development and innovation to become the best educators in Aotearoa.
- Objective 3.2 Deliver a curriculum that prepares our students to be enquiring and create and contribute knowledge for a better society.
- Objective 3.3 Ensure there are lifelong learning opportunities through flexible degree and delivery options to allow a UC education to respond to the current and future needs of work and society.
- Objective 3.4 Provide a learning environment that uses effective pedagogies, facilities, and learning technologies to support the needs of each generation of learners and employers.
- Objective 3.5 Continue to develop the UC Graduate Profile so that UC graduates are known for their bicultural competence and confidence, global understanding, community engagement, employability and innovative thinking.
- Objective 3.6 Develop and provide targeted interventions and a positive environment to support student success.

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

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

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

- Objective 5.1 Foster the UC ethos of excellence, relevance, impact and kotahitanga, and a culture of high ethical standards, collaboration, and innovation.
- Objective 5.2 Select, develop and reward talented staff including the next generation of outstanding Aotearoa New Zealand researchers and best educators.
- Objective 5.3 Create a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations.
- Objective 5.4 Adopt Te Pae Māhutonga framework as a part of the overarching approach to supporting wellbeing for staff and students

GOAL 6: ORGANISATIONAL EFFICACY - *Ensure our structures and systems empower those who work with them, are integrated and streamlined, promote a constructive culture, and have one focus - quality learning, teaching and research. UC will be of a sustainable scale by 2030.*

- Objective 6.1 Grow and diversify revenue to become an economically sustainable university able to initiate new, high impact projects.
- Objective 6.2 Ensure that the University's costs and funding mechanisms are efficient, simple and transparent.
- Objective 6.3 Simplify, automate and reduce business processes with a humanistic approach.
- Objective 6.4 Use infrastructure in a responsible, ethical, effective and efficient way to enable and empower our people and communities.

GOAL 7: ENVIRONMENTALLY SUSTAINABLE - *We will become more sustainable and contribute to the world's sustainability. UC is aiming to be carbon net neutral by 2030.*

- Objective 7.1 Weave opportunities for students to learn and contribute to resolving the Sustainable Development Goals through UC teaching.
- Objective 7.2 Ensure that UC research contributes to resolving global sustainability challenges.
- Objective 7.3 Establish a carbon neutrality initiative to ensure that UC will be carbon net neutral by 2030.
- Objective 7.4 Measurably and substantially improve the environmental sustainability of UC.
- Objective 7.5 Grow and leverage our local, national and global sustainability networks to bring new thinking to our challenge and to share our practice.

Appendix 2: UC Strategic Initiatives Summary

	Engagement	Internationalisation	Education
UC priorities <i>KPI focus</i>	- Partnership with Ngāi Tūāhuriri & Ngāi Tahu - UC Pacific Strategy - Increase our presence and impact locally	- Recruitment of international students - Partnerships	- Retention, supporting student success, and Māori & Pacific student participation - Offering a future focussed curriculum - An accessible learning environment - Respond to Academic Audit recommendations
Initiatives & investments <i>Major investments in red box</i>	- Partnership with Ngāi Tūāhuriri & Ngāi Tahu - UC Pacific Strategy - Civic engagement	- Recruitment of international students (incl TNE development) - International marketing strategy (incl branding and identity refresh) - Partnerships (international networks, strategic partnerships & collaborations)	Kia Angitu programme & Work Integrated Learning Te Kakau a Māui Enrichment Programme Digital screen programme UC Online - Future focused curriculum - Future Learn - Respond to Academic Audit recommendations - UC graduate profile
Faculty priorities	- For Māori and Pacific students, create a strong sense of belonging, support and academic success within the faculty - Implement the UC Pacific Strategy - Research focused on climate change, fresh water and tribal economies - Maintain & grow strong relationships with key local & regional agencies and organisations - Local industry engagement - Visible public-facing events to share UC research	- Grow international enrolments with investment in international promotion and marketing (focus on non-award (study abroad), UG full-degree, taught masters, PhD) - Grow and diversify international connections, collaborations and research (incl research-focussed multi-lateral collaborations)	- Improving Māori and Pacific staff & student arrangements - UG & PG student success - Curriculum review & refresh incl course profitability model - UC Online opportunities - Blended and augmented learning for mainstream courses - Digital education (incl digital screen, humanities, AI & data science) - Sustainability (incl climate change, disaster mgmt) - Health (incl nursing, allied health, collaborative health, mental health) - Staff development (see People)

Research	People	Organisational Efficacy	Environmentally Sustainable
Incentivise greater research productivity and impact Increase our external research income Intensify global and local collaborations Grow and support our doctoral and research masters students	Workforce planning Staff development Health and safety Wellbeing, equity and inclusion	Successful delivery of the Digital Screen programme Digital Transformation Facilities maintenance and development Process delivery improvement	Become Carbon net neutral Grow commitment to sustainability, both locally and globally Grow our contributions to resolving the UN SDGs Improve the environmental sustainability of UC
Graduate School (incl PG scholarships) Transdisciplinary research themes PBRF & rankings support External research income opportunities Local and global research collaborations	Recreation Centre Workforce planning Staff development Health and safety Wellbeing, equity and inclusion (includes Disability Action Plan)	Digital screen campus development Digital Transformation Student accommodation Faculty of Law relocation to Karl Popper Putāiao Koiora building Facilities services transformation Capital/buildings/built infrastructure maintenance & improvements (Ilam & Dovedale) Process delivery improvement	Become Carbon net neutral by 2030 - includes: Building upgrades to move to non-combustion heat sources (GSHP) Boiler upgrades to move to sustainable fuel (Ilam & Dovedale boilers) Grow commitment to sustainability, both locally and globally Grow our contributions to resolving the UN SDGs Improve the environmental sustainability of UC
Intensify research activity and output (Scopus publications) Improve QS & THE rankings and citations PBRF preparation Transdisciplinary research themes (tbc) (includes sustainable futures, resilient cities and communities, living well, technology for human development) Grow indigenous knowledge and research "Global challenges" research Explore new funding opportunities Build pathways from undergraduate to PhD	Workforce and workload planning Māori and Pacific student & staff equity, recruitment and success Professional development for leaders and staff Communities of practice to improve staff peer learning & collaborations Mentoring programmes Staff & student wellbeing support Targeted support for early & mid-career academic staff	Multi-faculty projects Enrolment growth (including marketing/promotion support locally & internationally) Engaging with the DSC Property strategy and plan Building assessment and maintenance programme Space utilisation, developing and sharing spaces	Increase awareness of air travel environmental impact Improve sustainability rankings (QS + Times Higher Impact) Promote sustainability degrees Explore new cross-disciplinary sustainability qualifications that address issues of sustainability Promote research that contributes to resolving UN SDGs Increase alignment of courses and research to the SDGs

Red = Major Investment Portfolio initiatives

Appendix 3: UC Performance Measures 2025-2027

Measures with **[TEC]** in the description are compulsory measures for UC to use as per TEC expectations. The remainder are UC selected measures.

NMNP = Non-Māori, Non-Pasifika

	Chapter/Measure	2023 actual	2025 target	2026 target	2027 target
	Engagement				
1	Community Impact Index	1.13	1.19	1.21	1.25
	Internationalisation				
2	International (full-fee) EFTS Enrolled [TEC]	1,317	1,270	1,408	1,587
3	Total international enrolments (EFTS)	1,860	1,990	2,165	2,364
4	Proportion of publication outputs co-authored with international academics	64.4%	67.4%	68.2%	69.0%
	Education				
5	Successful Course Completion Rate - All Students	87.7%	88.4%	89.3%	90.0%
6	Successful Course Completion Rate - Māori Students [TEC]	82.0%	84.0%	85.5%	87.0%
7	Successful Course Completion Rate - Pacific Students [TEC]	69.4%	76.0%	78.0%	80.0%
8	Successful Course Completion Rate - NMNP students [TEC]	88.8%	89.2%	90.0%	90.8%
9	First year retention rate for all students at all levels	78.5%	80.5%	81.5%	82.5%
10	First year retention rate for Māori students at all levels	74.2%	75.0%	76.0%	77.0%
11	First year retention rate for Māori students at level 7 [TEC]	74.8%	75.0%	76.0%	77.0%
12	First year retention rate for Pasifika students at all levels	72.0%	72.0%	74.0%	76.0%
13	First year retention rate for Pasifika students at level 7 [TEC]	71.5%	72.0%	74.0%	76.0%
14	First year retention rate for NMNP SAC students at level 7 [TEC]	78.1%	80.4%	81.6%	82.5%

	Chapter/Measure	2023 actual		2025 target	2026 target	2027 target
	Education [CONTINUED]					
15	Qualification Completion Rate - all students	67.2%		68.1%	69.0%	70.1%
16	Qualification Completion Rate - Māori students	55.7%		60.5%	61.0%	61.5%
17	Qualification Completion Rate - Pasifika students	47.5%		52.5%	54.5%	57.0%
18	Number of equivalent full-time students who are Māori	1,615		1,829	1,918	1,993
19	Proportion of domestic students who are Māori	10.2%		10.4%	10.5%	10.6%
20	Proportion of domestic students who are Māori at levels 4-7 (non-degree) [TEC]	11.4%		11.4%	11.4%	11.4%
21	Proportion of domestic students who are Māori at level 7 degree [TEC]	10.3%		10.5%	10.6%	10.7%
22	Proportion of domestic students who are Māori at level 8-10 [TEC]	9.3%		9.5%	9.6%	9.7%
23	Number of equivalent full-time students who are Pasifika	536		628	679	709
24	Proportion of domestic students who are Pasifika	3.4%		3.5%	3.6%	3.7%
25	Proportion of domestic students who are Pasifika at levels 4-7 (non-degree) [TEC]	8.0%		8.0%	8.0%	8.0%
26	Proportion of domestic students who are Pasifika at level 7 degree [TEC]	3.4%		3.5%	3.6%	3.7%
27	Proportion of domestic students who are Pasifika at level 8-10 [TEC]	2.6%		2.7%	2.8%	2.9%
28	Proportion of domestic students who are NMNP at levels 4-7 (non-degree) [TEC]	81.3%		81.3%	81.3%	81.3%
29	Proportion of domestic students who are NMNP at level 7 degree [TEC]	86.8%		86.6%	86.5%	86.4%
30	Proportion of domestic students who are NMNP at levels 8-10 [TEC]	88.5%		88.4%	88.3%	88.2%
31	Learner Engagement Score	51%		58%	63%	66%
32	Teaching Quality Score	91%		>90%	>90%	>90%
33	Quality of Entire Educational Experience Score	86%		88%	89%	90%
34	Proportion of graduates in employment or further study	95.3%		>90%	>90%	>90%

	Chapter/Measure	2023 actual		2025 target	2026 target	2027 target
	Research					
35	Number of Scopus research outputs	1,758		1,870	1,910	2,000
36	Field-weighted Citation Index (Scopus-indexed Publications, rolling 3-year)	1.38		1.49	1.57	1.63
37	Number of research degree completions (doctorates only)	142		175	184	198
38	Number of research degree completions (all research degrees)	395		412	432	452
39	External research income (\$m) [TEC]	69.7		70.0	76.0	82.0
	People – Nurturing Staff, Thriving Students					
40	Thriving Students Index	68.8		69.0	71.0	73.0
	Organisational Efficacy					
41	Total EFTS enrolled	17,166		19,303	20,344	21,015
42	EBITDA (\$m)	37.2		2025 budget EBITDA	2026 budget EBITDA	2027 budget EBITDA
	Environmentally Sustainable					
43	Gross Greenhouse Gas Emissions (Tonnes CO ₂ equivalent) ¹⁶	19,540		10,100	9,500	9,000
44	Waste to Landfill, kg per capita (staff and students)	13.58		10.40	9.75	Update in 2026 for 2027+

¹⁶ UC targets for greenhouse gas emissions reductions may be updated in the second half of 2024 to reflect policy decisions around use of forestry offsets, air travel reduction plans, and other related initiatives.