

Vice Chancellor's Report to Council

April 2021

Introduction

The end of the first term brought the opportunity for a well-earned break for students and many staff.

Highlights of the post-Easter period were the three graduation celebrations in the Town Hall, where we celebrated the achievements of 1,097 students in total. We also convened two celebratory events to acknowledge the achievements of Māori and Pasifika graduates.

The teams across UC have been working hard to foster town and gown celebrations. Thanks to the work of Youth Liaison Officer, Katie Mills, Rollickin Gelato showcased its custom flavour to celebrate graduates; Bacon Bros offered free ultimate chips – ‘UCs’ - with every burger purchased during graduation and Kong gave every graduate a free glass of bubbles.

Additionally, Christchurch Airport lit up the tower and airport in red for graduates, a number of other local establishments offered their support and a dedicated webpage was set up to share all the offers to students and their whānau.

Record numbers of students booked for Rā Tūhura | Discovery Day, with an 11% increase on 2019 numbers (the event didn't run in 2020 due to COVID-19). In attendance on the day were 1,452 local Tau 12 students, who had the opportunity to explore UC subject choices, discover career pathways, and understand the importance of Tau 12 determining the options open to them in the future. Students chose their own timetable, attended short lectures (e.g. “What if nutrition could treat mental illness”, “Global climate change – electrifying hope” and “Trump: world explained”), enjoyed lunch with a group of new friends and explored the opportunities that UC offers. Early findings indicate that attendees enjoyed the lectures, staff enthusiasm and the chance to explore UC as a future student. *“My highlight of the day was getting to explore and walk around some of the campus in between lectures and getting a feeling of what it would be like to attend UC.”* A collaborative team from UC and University of Auckland associated with Te Pūnaha Matatini Centre of Research Excellence has won the premier 2020 New Zealand Prime Minister's Science Prize for its mathematical simulation of COVID-19 infection modelling and the social media response that has directly driven New Zealand's response to COVID-19 through 2020 and 2021. The UC part of the team comprises Professor Michael Plank, Associate Professor Alex James, Dr Giulio Dalla Riva (School of Mathematics and Statistics), former research students Rachelle Binny and Nic Steyn, and postdoc Dr Audrey Lustig. The prize (worth \$500,000) is for a transformative scientific discovery or achievement that has had a significant economic, health, social and/or environmental impact on New Zealand or internationally. During the first half of 2020 the UC team members were part of a significant population modelling effort that was feeding directly into daily briefings of officials and ministers about how New Zealand would respond to COVID-19 and provided the scientific evidence that led the Government to proceed with the nationwide lockdown. The work has continued in 2021, underpinning decisions related to for city-wide lock-downs in Auckland. In addition to providing

direct assessments to Government, the team has undertaken a comprehensive programme of publishing peer-reviewed research so that modelling and the underlying method and assumptions are in the public domain. This work has been hugely significant for New Zealand in navigating its response to COVID-19, and we are proud of our researchers' contributions as recognised by this prestigious award.

Engagement

Increase our presence and impact in Ōtautahi Christchurch and Waitaha Canterbury.

To increase the University's presence in Ōtautahi Christchurch, a graduation communications plan was implemented in April to celebrate UC's graduands. Activities included communicating an overarching media story about the graduation ceremonies, as well as releasing news stories celebrating a graduand from each college. Graduation was also featured on the homepage of UC's website, with a link through to all April graduation stories. A full-page advertorial featured in the Mainlander section of the Press on 10 April, and throughout the week of the graduation ceremonies Time Saver Traffic advertising ran on NZME radio stations. Two graduate stories that were picked up by media outlet, Stuff with the headlines: [New research by a university graduate could change the way premature babies are treated](#) and [PhD graduate used resilience and desire to 'get involved' to make Christchurch home](#).

The Communications and Engagement team worked with the Knowledge Commons to collate support, offers and discounts from Christchurch businesses for graduates. With the Alumni team, it ran a 'That was then, this is now' social media campaign celebrating UC alumni.

The Knowledge Commons has completed a report for the Ministry of Education on supporting our multicultural community's engagement with the New Zealand education system. The report was well received by the local office and has been passed on to the Minister of Education who has indicated that the model used in Christchurch could be the impetus for driving a nationwide approach to supporting our diverse community.

The New Zealand Society for Earthquake Engineering Annual Technical Conference was held at UC on 14 – 16 April with over 400 registered attendees. The theme for this year was the "Christchurch Earthquake 10th Anniversary: Turning Challenges into Positive Legacies". The meeting brought together practitioners and researchers to reflect on the lessons learnt over the last 10 years since the February 2011 earthquake and how these learnings are being implemented to leave a positive legacy for future generations and a more resilient Aotearoa. Engineering companies also set up exhibition stalls in the Core area to provide a busy and engaging event.

This month letters were sent from UC Māpura Bright Start scholars along with an update to the Tait Foundation on how its 2020 funding of \$203,00 has supported Engineering research, PhD Accelerator Scholarships and the Women in Engineering programme.

The UC alumni survey has had over 3,600 responses, which is a 10% response rate. This is still being processed but so far over 1,000 alumni have indicated that they would like to be involved in mentoring current students and are employing our graduates, including through internships that assist our work integrated programme. Over 2,000 alumni would like to support UC by funding scholarships and research that will make a difference to global problems while also supporting our advancement

programme. Just over 900 volunteers would like to support UC's plans for the 150th celebrations by being part of focus groups and planning and organising activities.

The Alumni and UC Foundation team have supported work on the Rochester Hall Reunion, promotion of an MBA information evening, a Glenn Renwick event and an event for young international graduates still in Christchurch, finding lost alumni, invitations to a child well-being symposium and promotion of the History Foundation to History graduates. A young alumni financial planning seminar had 35 attendees and a Crusaders pre-match function had 60 guests.

Domestic recruitment

The 2022 advertising campaign has now kicked off with our UCME campaign combined with a nationwide brand positioning campaign that extends the message of "Believe U Can". Working with our local agency and video production company, we have produced a [video](#) featuring local talents and some of our students in versions lasting 90, 45 and 30 seconds. This video will appear on TVNZ OnDemand, 3Now on Demand, Stuff.co.nz, NZHerald.co.nz, Facebook, Instagram, IGTV and through programmatic digital buying (and YouTube). The media buy targets a diverse range of audiences including Māori, Pasifika, adult students and the youth market. Additionally, the campaign is designed to reinforce the positive difference UC can make to our alumni, our community, stakeholders, agents and our staff.

The campaign in 2021 features our largest number of students (31 individuals) and also contains an extension that highlights stories of a student and a key supporter on their journey (UCWE!). Targeting school leavers predominantly, it will feature in bus stop advertisements outside 169 high schools, over nine posting periods (in a total of 1,521 placements between April and September). There are also billboards in Wellington Auckland and Christchurch and dairy posters targeting particular regions, particularly lower socio-economic areas where 'seeing it' is very important. For this audience an extensive digital campaign is also run, and the UCME students have student videos that are shared on social media. Adult students are also part of the campaign, and separate media targeted to those audiences are included.

It is delightful that these students put themselves forward voluntarily to tell their stories, and share themselves so authentically with the world. We hope others see them, and feel that they relate and can aspire to similar success.

Eighty-four Rongo o te Wā careers advisors and international directors from schools across New Zealand came together to find out more about the latest UC programme offerings. Participants also had the opportunity to view our newest hall Tupuānuku (along with other halls) and hear about new student experience initiatives including the Takere success academy. Professor Catherine Moran, Sacha McMeeking and I spoke to the audience about the UC approach to the student experience, learning and teaching and highlighted the important role careers advisors play in helping students "Believe" they can – the new UC campaign.

UC was also well represented at the SPACPAC Pasifika Student Careers Expo held on 9 April. The event is the biggest of its kind for Pasifika students in Ōtautahi Christchurch. In addition to other initiatives for new students, an 'Old Skool Dinner' was held to give mature Pasifika students a sense of belonging and a chance to network with others.

Quarter 1 media analysis

Media Impact Score	2.7	3.0	2.7	1.7
Positive Message Penetration	70%	40%	39%	22%
Proportion of Proactive Coverage	65%	65%	64%	20%
Proportion of Positive Coverage	74%	75%	73%	n/a

Key findings

Overall the volume of coverage increased to 1,350 (Q1) from Q4 2020 (1,144 reports) and from Q1 2020 (1,140), which is rather significant when taking into consideration the summer break when we normally see a slight decrease in coverage. Reporting remained positive overall with almost three quarters of coverage positive in tone and the proportion of negative reports remained unchanged at 1%. The Media Impact Score [MIS] was slightly lower from 2.8 (Q4) at 2.7 which can be attributed to a decrease in the proportion of very positive coverage down from 2% to 1%.

Academic commentary remained the leading theme of coverage, followed by Research which were equally positively reported with a MIS of 3.7. Greatly driven by the proportion of proactive coverage accounting for 65% of all reporting.

Negative coverage included mentions of UC in the Education and Workforce select committee review and criticism from Georgina Knox daughter of researcher George Knox about the state of the Kaikoura Field Station.

As per usual there was a large proportion of positive and very positive stories to pick from, but some of the most positive touched or talked to some of the leading issues in 2021, COVID and Climate Change, with research pieces about potential COVID breath testing and storing carbon dioxide in rocks contributing some of the highest MIS scores.

There were very positive reports on UC's commitment to enable Māori youth to prosper, partnering with Ngāi Tahu's Tokona Te Raki Māori Futures Collective. Other positive coverage included reports on the positive trajectory of enrolment figures, these reports often conveyed the message that UC is a diverse and inclusive community where people feel like they belong.

Partnerships

Dr Myron Friesen, School of Educational Studies and Leadership was invited to a two-day hui in Wellington (29 - 30 March) organised by the Child Wellbeing Unit in the Department of the Prime Minister and Cabinet. The purpose of the hui was to connect those with expertise in brain development so they could translate the findings of neuro-developmental research for educators.

The School of Teacher Education has continued to develop and strengthen its partnerships with schools and early childhood centres, enabling strong practicum placements for the 847 initial teacher education students undertaking this work-integrated learning this semester. With the exceptional growth experienced in the secondary cohort, amounting to a total of 171 students, and the reach of the distance delivery model in the early childhood and primary education sectors, the School and College Professional Practice Office have been focused on developing new relationships beyond

Ōtautahi Christchurch. As a result, initial teacher education students are completing their seven-week practicum placements in communities across the full expanse of Aotearoa; including in the west, east Coast and top of the North Island, throughout Central Otago, and wider Southland. UC is now a key partner in preparing new teachers for all of Aotearoa.

Tokona Te Raki (Māori Futures Academy) – UC partnership

The Kaiārahi (Service Units) has begun a three-month secondment (0.4 FTE) at Tokona Te Raki (Māori Futures Academy) to lead the design and development of a new undergraduate degree programme. At an initial wānanga with key UC academic leaders, Kaiārahi from Te Waka Pākākano and representatives from Tokona Te Raki on 25 March, consensus was reached in full support of the preliminary design of this interdisciplinary degree programme. All present committed to continue to advance the programme's development over the coming weeks. Internal and external consultation is now underway.

The new Bachelor of Māori Innovation (BMINN) degree aims to better prepare students to work within iwi and/or Māori organisations through pioneering a new model of tertiary education delivery, enabling students to engage in employment integrated learning while completing an undergraduate degree. The BMINN focuses on providing taiohi (youth) with a strong foundation across a range of disciplines that they can use in working within the Māori sector. Centred on Indigenous knowledge and supported by a transdisciplinary curriculum that offers students pathways aligned to their aspirations and talents, this programme aims to develop solution building skills that are transferrable across contexts and career pathways.

The initial market for the programme is the newly launched Māori Futures Academy (the Academy), an anchor initiative of the UC, Ngāi Tahu and Ngāi Tūāhuriri partnership. The Academy aims to create both educational and paid internship opportunities for taiohi Māori, who will work with Māori and iwi organisations on design and innovation across systems change projects and tribal development aspirations. The 10-15 paid interns recruited each year for the next three years will serve as the initial pilot group for the programme with an extension beyond this to include new-to-UC students from outside of the Academy.

The degree has two principal parts: a core programme and disciplinary pathways. The core programme in the first year (75 points) consists of new papers in 'Māori Innovation'. These foundational papers will be fully structured in the first year to support students to have active roles in workplace projects. The five disciplinary pathways on offer at second- and third-year levels will comprise: *social transformation* (policy and strategic communications); *innovation ideator* (innovation management); *innovation inventor* (product design); *environmental innovator* (focused on science innovation) and a '*generalist*' pathway.

The pathways are designed to respond to anticipated student preferences and are within the traditional university delivery model, in which students attend lectures, tutorials and wānanga on campus, or via distance learning. This blended model of in-work tertiary education is likely to be increasingly important as the pace of change in the workforce accelerates. It is hoped that the BMINN will provide UC with insights into in-work tertiary education that can be incorporated into future innovations in programme design across UC.

Public engagement

Professor Gail Gillon, Director of our UC Child Wellbeing Research Institute, together with Professor Angus Macfarlane hosted a very successful research symposium on 8 - 9 April. The symposium was attended by 168 registered participants including researchers, practitioners and community leaders. All the leaders within the Child Wellbeing Research Institute were involved, which led to the presentation of an outstanding array of world-class research related to our tamariki's wellbeing across health, education, social science. Our doctoral students also attended and presented high quality poster sessions.

Honourable Judge Andrew Becroft, Children's Commissioner, and Glenis Philip-Barbara, Assistant Commissioner Māori gave a powerful and truly inspiring key note address. Judge Becroft applauded UC and the Child Well-being Research Institute for taking a holistic view of children's wellbeing from across a wide variety of research disciplines. The audience greatly valued the opportunity to attend the symposium in person and to network with their colleagues, which was reflected in their very positive survey responses. Feedback from participants included:

- "The whanaungatanga showed was amazing. Such a great sense of belonging in the symposium."
- "I've loved every presentation, being pampered with the delicious food, and the networking and discussions in the breaks was so valuable."
- "This symposium was fantastic – I really enjoyed all the speakers"

Each year the College of Arts hosts "An Evening With" series at our Arts Centre location in the central city. The first of these evenings featured Vana Manasiadis, the current Ursula Bethell Writer in Residence in the English Department, in conversation with Nicolas Wright, about her collection of poetry *The Grief Almanac: A Sequel* (2019), described as a "hybrid of poetry, memoir, letter, essay and ekphrasis". In the same week, again in our city location, Christchurch Art Gallery curator Ken Hall presented a talk at the Teece Museum on the influence of the art and iconography of the ancient classical world for art and artists in Aotearoa New Zealand. The Teece also collaborated with UC Classics Society (Classoc) to host its first-ever classical board games' night, asking its participants "Are you a master strategist like Odysseus? Does Hermes always bring you luck in games of chance? Will Athena ensure that victory is yours?"

Canterbury University Press authors will feature in upcoming book festivals. At the Auckland Writers Festival - Jenny Sew Hoy Agnew, co-author of *Merchant, Miner, Mandarin: The life and times of the remarkable Choie Sew Hoy* (CUP, 2020), will participate in a session on whānau stories. In addition, Featherston Booktown Karukatea Festival. Roger Robinson, author of *When Running Made History* (CUP, 2019), will moderate a panel on sports writing.

The College of Engineering BrainDate series, held on campus for the public, is designed to bring industry and academics together around a common theme, to share academic research and hear from industry about some of the opportunities, innovations and challenges it is experiencing. The BrainDate on 21 April showcased HealthTech and as usual featured external speakers together with UC academics. Audience numbers so far have been excellent, with over 60 attending in person and more online attendees at each event so far.

On 11 March Adrienne Paul presented at the Canterbury Woman's Legal Association Learn and Lunch event held at Buddle Findlay. Adrienne introduced general concepts related to tikanga Māori

and the law to a sold-out event. The presentation was well received with the audience enjoying the content and style of delivery. This event provided scope for further collaboration in the future.

In the last week of March, Dr Elizabeth Macpherson ran virtual training for judges in Ecuador on the rights of nature. This was a collaboration between an environmental non-governmental organisation CEDENMA, and the National Secretary for Human Rights in Ecuador. Ecuador is often credited with beginning the modern rights of nature movement through its their 2008 Constitution.

Professor Elisabeth McDonald made several significant presentations in March. On 11 March she delivered a seminar about her research findings on the rape trial process to members of the legal profession in Wellington – including Crown Law, the Public Defence Service and the Crown Solicitors (Luke Cunningham and the Wellington office of Meredith Connell). She then presented research findings to the High Court judges in Auckland on 25 March. Finally, 26 March, she delivered a seminar on the rules of evidence in family violence cases as part of a Te Kura Kaiwhakawā programme.

During March, the UC Centre for Entrepreneurship (UCE) held a two-day Marketing Smackdown Challenge in partnership with Cedra Express, New Zealand's leading specialist cold chain logistics business, operating in the healthcare, biotech and life sciences industries.

Forty students from two classes participated in complementary aspects of the challenge to bring it to life. MKGT340 (Event Management and Marketing) students worked in groups to ensure the smooth delivery of the challenge, including by creating content for social media, managing catering and scheduling activities. Teams of MGMT335 (Business and Sustainability) students developed marketing strategies and promotional event concepts for the company, to celebrate its 20th year in business.

The participants benefited from a diverse range of expert coaching, mentoring and feedback from entrepreneurs, industry and our own UC marketing specialists, as well as Cedra Express team members. The UCE team also shared expertise to help the students develop their ideas, which they ultimately pitched to three judges. The strategic approaches and ideas presented by the teams had to be feasible and deliverable during 2021.

The winning team presented a multi-faceted marketing strategy incorporating ice-cream delivery by way of event invitations, to demonstrate the firm's expertise in cold-chain logistics. Second place was secured by a team whose concept was to send event invitees a blue penguin soft toy featuring a QR code that, when scanned, shared the special event invitation details with the recipient. The team in third place suggested a series of 'CEDTalks', which would consist of conferences in New Zealand's largest cities featuring well-known scientists and health commentators.

At the recent Rongo o te Wā on 30 March, Dr Christoph Teschers, School of Educational Studies and Leadership introduced the Bachelor of Youth and Community leadership to the more than 85 high school career advisors who attended from across Aotearoa.

The College of Education, Health and Human Development is a partner in the Ministry of Education's Enhanced Mentoring and Induction initiative. It is designed to provide additional mentoring to support Provisionally Certificated Teachers (PCTs) during their first year for those PCTs who graduated in 2020 and experienced disruption to their practicum time in schools or early childhood centres. Mentors engage with PCTs to provide individualised support around research informed professional learning opportunities. With Dr Amanda Denston facilitating the project as project

manager, UC is currently supporting 30 PCTs across the Christchurch, Canterbury, Nelson-Marlborough, and West Coast areas. The College is pleased to have this opportunity to engage with PCTs early in their teaching journey and to be able to further develop relationships with schools and their staff.

Education – Accessible, Flexible Future Focussed

Stimulate and support academic development and innovation to become the best educators in Aotearoa New Zealand.

The first quarter of the year saw some highlights in academic development when our inaugural distributed teaching leadership fellows began work that will have an impact on students and fellow teaching staff. One such fellow is Dr Rosie Cameron, who is doing significant work for the delivery of MATH101 to personalise the approach to mathematics and build success for all learners. She is focusing on adaptive technology and personalised learning for Mathematics students.

Course design has been an area of ‘wrap-around’ academic development with the streamlining of Aropapaki workshops. Led by Ako Anamata | Future Learning and Development but characterised by a pan-university approach to course development, courses are designed for an online approach, while that can also enhance on-campus delivery. The first quarter of the year saw Aropapaki workshops supporting academics with the build of 24 online courses, mostly for Semester 2, 2021.

Deliver a curriculum that prepares our students to be enquiring and enables them to create and contribute knowledge for a better society.

Recently UC has seen the introduction of degrees for solving complex problems with a stronger transdisciplinary focus. The School of Product Design began the year with 18 students enrolled in its two new master’s degrees: MProdDesign (13 students) and MProdInnovation (5 students). The first cohort of students in the Bachelor of Product Design graduated in December 2020 and employer feedback has been positive.

The Bachelor of Environmental Science programme, launched in 2021, has recently been reviewed by the accreditation panel of the Environmental Institute of Australia and New Zealand (EIANZ). During their three-day visit, panel members were particularly complimentary about the extent to which they observed very positive cooperation and collaboration across schools in the development and delivery of this degree, and also about our bicultural competence. If the accreditation proposal is successful, it will be the first degree in New Zealand to be accredited with EIANZ.

Ensure students are provided with 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.

While the University community enjoyed the ‘buzz’ around campus as students went to and from classes and study spaces at the start of the academic year, plenty was happening off campus as well. As of 8 March 2021, 22,681 students were enrolled in UCx courses (massive open online courses or MOOCs). The Mental Health and Nutrition MOOC generated almost half of the current enrolments at 10,390. Development is underway for three standalone MOOCs (Field Studies Earth and Environmental Science; Tree Based Statistics; Antarctica), two professional certificates (Robotic – Human Interaction; Bayesian Statistics) and a micro-master’s programme (Industrial and Organisational Psychology) for roll-out in 2021. At the time of writing there had been 25,478 clicks on our MOOCs advertising campaigns and 9,839 clicks to edX from our MOOC pages.

Provide a learning environment that uses effective pedagogies, facilities, and learning technologies to support the needs of each generation of learners and employers.

One of the challenges for students as they start the university year is navigating their way through the workload and the new environment. Providing advice is a key way of supporting students, particularly when they first arrive at UC. At a successful workshop held as part of the Student Success Programme, many staff from colleges and service units discussed approaches to enhance advice offered to first-year students.

The Analytics for Course Engagement (ACE) system has helped students stay engaged in the first semester. The ACE coordinator reports a relatively smooth start to 2021. Successful robotics automation work has led to a time saving on the deployment of first texts to students who present 'at risk'. In Term 1, a total of 796 student were contacted, with over 70% (n=579) of these re-engaging following the first text.

Specific programmes in some disciplines have also supported first-year students. In week 1, 1,105 first-year students attended the peer mentoring scheme ENG ME! sessions across the University. In particular, special groups for Women in Engineering (45 mentees), students aged over 22 (45 mentees) and Māori (36 mentees) have seen a significant (33%) increase in numbers compared with 2020. In addition, 25 ENG ME! teaching assistants have been recruited and trained with the help of Dr Chris McGann, Luis Lau and Associate Professor Erik Brogt.

Undoubtedly, one of the greatest supports for students across all levels of the University is the Library. Herea tō Waka Orientation 2021 and the University of Canterbury Students' Association (UCSA) Haere-roa Summer Starter expo attracted over 800 visitors, enabling the Library to engage with UC colleagues and students. Promotional activities included competitions, manaakitanga lolly bags, meet and greet at Puaka-James Hight, postcard giveaways and Te Rua Makerspace events. This was a great opportunity to engage with students and promote Library services, expertise and spaces that support student success at UC.

The Library's online presence continues to grow, with its Facebook, Instagram and Twitter accounts all increasing their followers by over 10% each month. AskLive remains the most popular contact method among students and staff, who want swift online responses from the Library.

Subject librarians have been supporting student learning by providing workshops, with over 10,000 students attending 186 sessions in Term 1. One example of this work is the successful roll-out of integrated legal research skills into LAWS205. This is the first year that Law students have been engaged as learning cohorts, seeing every 200-level student taking Land Law in the same year. Library staff created modules on information literacy skills for these students.

Research – Impact on a Changing World

Gaining valuable insights into UC research impact

Professor Malcom Campbell led COVID-19 contact tracing research with UC's GeoHealth Laboratory, School of Health Sciences, Denmark's BERTHA Big Data Centre at Aarhus University and the New Zealand Ministry of Health to determine how a simple message designed to apply to everyone equally – 'stay home' – actually played out across the neighbourhoods we live in.

Professor Angus McIntosh of the School of Biological Sciences and Associate Professor Cate Macinnis-Ng of the University of Auckland have co-authored an article for *The Conversation*. Using Aotearoa New Zealand as a case study, they outlined how climate change accelerates biodiversity decline on islands by exacerbating existing conservation threats.

UC continues to progress its international research reach. Associate Professor Alan Wood from UC's research centre EPECentre has been appointed to the Research Advisory Panel for the Australian *RACE for 2030* Cooperative Research Centre (CRC). CRCs are Australian research centres working at the interface of academia and industry. *RACE for 2030* is a research centre that aims to accelerate the transition to reliable, affordable clean energy for 2030. Its work aligns with similar research initiatives in New Zealand, including significant UC research.

Dr Laura Revell and her research collaborators had three papers accepted into three international science journals in the space of three business days:

- “Atmosphere-ocean feedback from wind-driven sea spray aerosol production” in *Geophysical Research Letters*, with contributions from past UC Physics students Ngaire Wotherspoon and Ollie Jones, and current Physics PhD student Yusuf Bhatti along with collaborators at NIWA, the UK Met Office and the University of Otago.
- “Comparison of deposition sampling methods to collect airborne microplastics in Christchurch, New Zealand” in *Water, Air, & Soil Pollution* with contributions from past chemistry student Ella Knobloch and current postgraduate students Helena Ruffell and Alex Aves as well as collaborator Olga Pantos at ESR.

“WRF4PALM: A mesoscale dynamical driver for the microscale PALM model system 6.0” in *Geoscientific Model Development* led by atmospheric physics PhD student Dongqi Lin, with co-supervisors Professor Rudi Marquez and Dr Marwan Katurji.

Enhancing Post Graduate Research

The first UC Doctoral Orientation was held on 31 March, which hosted over 30 students from across UC, as well as students affiliated with the joint postgraduate school Food Transitions 2050. A highlight of the day was a panel session where experienced UC supervisors and students answered new students' questions and gave them tips and advice. Dean of Postgraduate Research Professor Megan McAuliffe and Postgraduate Research Manager Lisa Carter provided an overview of the doctoral journey at UC, highlighting the importance of key milestones and of seeing them as a learning opportunity. Professor Jason Tylianakis, Director of the Food Transitions 2050, gave a thought-provoking talk about working with your supervisor. The Doctoral Orientation day was developed in response to feedback from students in the Postgraduate Experience Questionnaire

(PEQ), who said they wanted clear and comprehensive information regarding expectations, degree requirements and important doctoral milestones as well as opportunities to meet with other doctoral students from across UC. The event also provided an opportunity for students to meet others, discuss their research and form networks that are likely to be strengthened across their doctoral journey at UC.

In the latest UC Science Radio podcast episode, PhD student Clare Wilkinson explains how her research into the way Kaikōura rivers responded to the 2016 earthquake increased her appreciation of the event's cultural impact and the valuable intersection of mātauranga Māori with western science.

Recruiting high quality research students

On 24 March, the Dean of Postgraduate Research and members of the Postgraduate Research Office (PGRO) and Academic Skills Centre met via Zoom with students who have commenced their PhDs overseas as a result of the COVID-19 pandemic. This informal discussion provided an opportunity for UC staff to hear about students' experiences thus far, as well as providing a forum for the PGRO to respond to questions from students and for the students to meet each other and hear about some of the services on offer at UC.

Following on from this meeting, informal cohorts of overseas commencement students have been developed. These Zoom hui will be held regularly with incoming students.

Improve global subject rankings

On 30 March, Research and Innovation (R&I) submitted the 2022 Times Higher Education (THE) data for the World University Rankings.

This data contributes to 28% of UC's overall score. The remaining 72% comes from two reputation surveys and Scopus citation data. The World Ranking result from this submission will be released in September 2021, and the related Subject Area results in November 2021. These rankings are based on data from 2019.

Among the data points we submitted, we have improved on our previous year's numbers by between 3% and 17%. The most notable is our 17% increase in doctorates awarded, with the total rising from 158 to 185.

The annual THE Innovation and Impact Summit co-hosted by Auckland University and Pennsylvania State University featured the publication of the THE Impact Rankings 2021, a global performance table that assess universities against the United Nations' Sustainable Development Goals (SDGs).

The theme of THE Summit was 'Cultivating resilience, changing the world' and I spoke in the session on 'Creating and sustaining impact: How can impact at variable scale'.

UC, with its inaugural submission into the Impact Rankings, has been ranked 201-300 out of nearly 1110 participating universities. UC submitted a portfolio of evidence, alongside a bibliometric assessment of research publications, for five of the 17 SDG's (comprising Sustainable Cities & Communities, Climate Action, Life Below Water, Life on Land, and Peace, Justice & Strong Institutions). A sixth goal (Partnerships for the Goals) was a compulsory goal for all submissions. For three of the SDG's submissions, UC ranked as high as 64th to 72nd globally, but the compulsory SDG score limited UC's overall rank to 201-300, but does show where UC can improve for next year.

Another university ranking scheme has also recently reported its annual results. The Centre for World University Rankings (CWUR) has ranked over 19,780 universities globally in its 2021-22

assessment, and places UC at 516. That puts UC in the top 2.7% internationally, 23rd within Oceania, and 3rd within New Zealand behind Auckland and Otago. The core of the assessment is based around the quality of education (as measured by major academic distinctions of alumni), alumni employment (as measured by top executive positions of alumni), quality of faculty (as measured by number of faculty winning major academic distinctions) and research performance.

Increase and diversify funding sources for the University's research portfolio including for research institutes, centres and clusters.

The Science Board of the Ministry of Business, Innovation and Employment (MBIE) has released its decision on which Endeavour Fund Smart Idea Concepts will progress to full proposal. UC researchers submitted 41 concepts, 13 of which have been invited to this next stage. Across Aotearoa New Zealand (inclusive of universities, Crown research institutes and private research institutes), 113 concepts have been invited, meaning UC represents over 11% of those in the next round. Full proposals are due on 19 May 2021 and we anticipate final funding decisions will be released mid-September.

As the first quarter of 2021 closes, UC is progressing well with its external research income capture. To the end of March, UC had secured (either through a contract or award letter) over \$34 million of competitive funding.

Improve strategic local, regional and international research collaborations to increase research impact.

UC has been successful as a partner in two new Catalyst awards. The MBIE Catalyst Fund is targeted to support international collaboration, with a recent round specifically targeting space-related research with Germany. Associate Professor Wolfgang Rack (Gateway Antarctica) is the UC lead in both funded projects. The first involves working with Oceanum Ltd to detect sea-ice in the Southern Ocean, while in the second UC and Kea Aerospace are exploring the potential for Kea Aerospace solar aircraft to carry miniaturised sensors for glaciological monitoring and logistical support in Antarctica.

Associate Professor Kumar Yogeewaran has partnered with Dr Diala Hawi from the Doha Institute for Graduate Studies and colleagues from the University of Auckland and Sidra Medicine on a three-year longitudinal study of social attitudes, personal values and health outcomes of the people of Qatar. This is the first time this type of research has been conducted extensively on a national scale and the results will assist with implementing mental health strategies, public policies and social interventions.

The Food Transitions 2050 postgraduate school has begun to widen its engagement with end-user businesses and government agencies. The purpose of this engagement is to establish relationships for many reasons, including for co-creation of future PhD projects. The school has started some discussions with the Ministry for Primary Industries about its interest in sponsoring PhD projects. Additionally, Deputy Vice-Chancellor of Lincoln University Professor Grant Edwards, UC's Pro-Vice-Chancellor Science Professor Wendy Lawson and Director Professor Jason Tylianakis have visited some Canterbury farming and related businesses to start to think about how the school might collaborate to support their goals. These organisations have expressed their strong support for the initiative and have indicated their willingness to host students in various ways.

Provide, access and share "state of the art" research, equipment, facilities and e-infrastructure.

The Dean of Postgraduate Research and Professor Jack Heinemann have been working on an academic case for the development of a graduate school at UC. Across February and March, they met

with staff from Te Waka Pākākano, colleges, various UC committees and the UCSA to hear the views of staff and students on whether there is support for the concept and, if so, which degrees and students would be associated with such a graduate school and what students and staff see as its priorities. This feedback has been combined with evidence from a Hanover Research benchmarking analysis, AQA Cycle 6 expectations, latest best practice documentation and the UC PEQ survey data to develop a proposal that was considered by Academic Board on 9 April, with support to continue and progress toward developing a business case.

Research support continued to grow with the provision of Jupyter and enhanced UC Research Repository statistics becoming available in Term 1 (see <https://canterbury.libguides.com/jupyterhub>). The Library continues to work with Research & Innovation, IT Services and the Postgraduate Research Office on providing a comprehensive suite of services for emerging and established researchers (see <http://library.canterbury.ac.nz/research-lifecycle>).

Content to support the growth in online courses has been purchased. The Library continues to support UC's ability to publish openly and increase its research impact, with new read and publish agreements and an increase in funding to the Open Access fund

(see <https://canterbury.libguides.com/sharepublish/home>).

The Wynn Williams and Co Torts Prize and Resource Management Prize for 2020 were awarded at a function held at Wynn Williams on 16 March. Emily McCulloch won the Torts Prize and the two winners of the Resource Management Prize were Rachel Bedggood and Gold Medal winner Harrison Smith (not present). There was a good turnout of staff from UC including Professors Liz Toomey, Stephen Todd, Annick Masselot and Robin Palmer and Dr Toni Collins, along with staff from Wynn Williams, who were wonderful hosts yet again.

People – Nurturing Staff, Thriving Students

People and Culture – staff development

For over a decade, many academic staff have taken part in a mentoring scheme. Individual senior and emerging staff are paired according to a number of criteria, with the aim of providing academic coaching and advice to the emerging staff throughout the year. It is pleasing to see that 27 pairs of staff are involved this year, and I wish to acknowledge all staff involved and express appreciation to the senior staff for their willingness to share their experience and expertise. The feedback each year is that both groups of staff find the programme valuable.

The School of Earth and Environment Research Committee has launched the “Meet your Peers” initiative. The objectives of the initiative are to encourage peer-to-peer engagement on topics that really matter, to foster collaborative opportunities, and to work on building transdisciplinary teams toward possible funding bids.

UC Values

Dr Darryn Russell and Professor Katharina Naswell presented UC Values at the UC Staff Forum and work to socialise the Values is now underway. The Amokapua Māori Tuarua and the Kaiārahi (Service Units) are co-leading three staff drop-in sessions from 13–15 April. The sessions aim to both socialise the new Values and better support staff to understand the meaning of manaakitanga; whanaungatanga and tiakitanga within the UC context. An activity has been designed using a range of behaviour statements that staff will work in small groups to align to the Values, which will give them an opportunity to understand what the Values look and feel like in practice. To date, 116 UC staff have registered to attend one of the three scheduled sessions.

Internationalisation – Locally Engaged, Globally Networked

We have recently reviewed our Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA) templates as we look to expand both the quantity and diversity of international partnerships in line with our strategic vision. This has also involved a significant review of our active and expiring MOU partnerships. We are looking diversified recruitment source countries and alternative transnational educational options, including providing feedback into Education New Zealand’s (ENZ’s) process for New Zealand study centres.

Following from the successful pilot of virtual exchanges of business students with two European universities in January, the virtual mobility programme has expanded, offering Arts and Law students short courses to undertake in the mid-year break in June and July. Partner universities include National University of Singapore, Singapore Management University, Stockholm University, Audencia Business School (France) and Vienna University of Economics and Business. Interest from UC students has been strong and selection processes are underway.

UC has applied to the Association of Commonwealth Universities (ACU) for virtual mobility funding. The proposed programme is centred on a summer school in Philosophy with a partner institution in Bangladesh, with a focus on engaging students who may be under-represented in accessing traditional student mobility models now due to the high cost of managed isolation and quarantine (MIQ), the increase in funds that international students are required to show (\$20,000, up

from \$15,000) and the very high cost of flights currently. An increasing number of students who are eligible to return through the '1,000' cohort are expressing disquiet about returning under these conditions.

UC has had 90% of our quota of 82 students among the '1,000' cohort approved by the Ministry of Education and expects to complete the quota by the end of the month (there are weekly submission points, as we await students' confirmation first). Although a significant amount of time is involved in moving through the Immigration New Zealand process, after a slow start we now have 13 students who have been granted visas under this exemption class. We expect them to be back in time for Semester 2.

ENZ's CEO Grant McPherson and Business Development Manager – University Sector Andy Walker recently attended our Senior Leadership Team meeting, along with International Deans, to share ENZ's vision for "building back better". The message was that options for international education are very limited in 2021, and that the timing of the border opening continues to be uncertain, although they anticipate it will be in the second half of 2022. The sector continues to face many challenges and the risk of losing both capacity and capability is significant.

Opportunities to transform the sector do exist. ENZ provides seed funding that we can use to explore new products and services to increase resilience, a digital learning platform to test learner demand for New Zealand online education options and offshore pathway initiatives that will enable learners to begin their New Zealand journey (a potential extension of the current Northern Consortium of the United Kingdom partnership to stand-alone New Zealand education centres).

International Student Experience

Peer mentoring for new and returning online international students is going well. We have also welcomed offshore students studying at our partner university, Huazhong University of Science and Technology, to the programme to help them keep connected to UC. Nine on-campus peer mentors are supporting 130 online students (both new and returning) who are currently outside New Zealand with a programme of activities to help connect them to important resources, provide support and educate on key New Zealand attributes. The UC Business School has a larger scale of students and runs its own similar programme, Tūhono, specifically supporting 40 of its new online students in Semester 1.

A positive indicator of the success of this programme is the relatively small number of online students who have chosen to withdraw from online learning: the retention rate across all courses is 91% (96% for UC Business School) at the end of withdrawal period. For new international students onshore, retention was 98%.

In collaboration with the UCSA, we held the first International Student Experience Working Group for 2021. This included an open round table discussion to gain input from all international students (on campus and offshore).

This year the College of Arts is pleased to welcome international students from China, Japan, Sri Lanka, Mongolia, India, Fiji and a particularly strong contingent from the United States into its taught master's programmes in Semester 1. Nearly half of these students have begun their studies via our 'online to onshore' pathway. Likewise, just over a third of this year's strong international BA

contingent joined via this pathway. Studying a wide range of majors, 42% of our international BA students in Term 1 are from China while 16% entered from India and 10% from Malaysia. The College also welcomed four PhD students studying online, who join 16 other international students in research degrees that range from Political Science to Sociology and Music, and from Linguistics to History.

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.

The UC Business School Internationalisation team hosted a networking event for international students and alumni in Christchurch on 8 April. This is the first step in a mission to develop a community of belonging and support for the School’s international students and alumni as they pursue their career goals.

The event included presentations from two alumni, Yeepin Low from Mint Design New Zealand and Chanya Ussaneerungrueng from Canterbury Tech, who shared their networking tips and advice for achieving career success.

The event received with widespread positive feedback from attendees, who comprised 28 graduates and seven current students. Planning will now turn to organising a follow-up event, and to considering ways to engage international alumni in other cities and countries. To help with this, a UC Business School International Alumni Group has been established on LinkedIn to keep alumni up to date about upcoming events and activities.

Organisational Efficacy – of a sustainable scale by 2030

Finances

The full-year operating surplus forecast in March has a movement against budget of \$21.221 million. The forecast surplus is now \$6.316 million compared with the original budgeted deficit of (\$14.905) million.

This favourable movement in the forecast is largely related to a higher forecast of student income, including the Student Achievement Component (SAC) at \$20.8 million or 7.9% ahead of budget this year. This improved forecast is driven by a strong increase in Domestic students following the national recession related to the COVID-19 pandemic.

We have some confidence that the SAC increases above the 102% threshold will be funded by the Tertiary Education Commission (TEC), so the March forecast includes all SAC from enrolled students. However, SAC funding above the 102% threshold is payable at TEC’s discretion, so the risk remains that it may not be funded. The value at risk is estimated at \$5.8 million.

Environmentally Sustainable

Grow and leverage our local, national and global sustainability networks to bring new thinking to our challenge and to share our practice

UC co-hosted the second online event in the Sustainable Development Goals (SDG) summit series in March, which was well attended by 138 people. The 15 speakers included Professor Bronwyn

Hayward and Sacha McMeeking, and Corban Te Aika was the MC. On social media, engagement pre-event reached around 50,000 people. We are now gearing up for the third event, to be held online again in June.

UC hosted EVO Cycles to run an e-bike trial on campus. It was an opportunity for staff and students to try out and ask questions about e-bikes. EVO has offered discounted e-bikes to staff and students 17 months with no payments and no interest. About 50 people attended the event.

The Sustainability Programme Board held its first meeting of 2021 in March. One of the topics covered was the new Sustainability Hub website, which is nearing a version that can go live. After identifying 14 degrees, majors and minors as pertinent to sustainability, the Board will continue to add groups of relevant courses to the list. This will mean that all colleges will have a presence in the topics they can contribute to. The Board also began a discussion on what a travel survey to all staff will look like, what questions it will ask and how it will use the information to formulate a new travel management plan, due in 2022. It also had an update on radiata pine planting plans, and the next step is to develop a business case for a strategy for Mt Barker. Finally, the Board has employed someone to prepare a single record that will align all UC activities (academic and non-academic) with the 17 United Nations Sustainable Development Goals.

VC Activities

Past Events	
31 March 2021	<ul style="list-style-type: none"> • Attended New Zealand Qualifications Authority Board (NZQA) meeting via Zoom
1 April 2021	<ul style="list-style-type: none"> • Hosted farewell for Lynn McClelland
8 April 2021	<ul style="list-style-type: none"> • Attended and spoke at the 2021 Child Wellbeing Symposium
9 April 2021	<ul style="list-style-type: none"> • Telephone meeting with Sir John Kirwan regarding Mentemia
13 April 2021	<ul style="list-style-type: none"> • Met with Christchurch District Health Board Chief Executive Peter Bramley • Attended Prime Minister's Science Prizes ceremony in Wellington • Along with the Chancellor, met with Minister Hipkins in Wellington
14 April 2021	<ul style="list-style-type: none"> • Attended UC graduation ceremonies • Speaker for the Research Impact Summit webinar via Zoom
15 April 2021	<ul style="list-style-type: none"> • Attended and spoke at UC celebration for Māori graduates • Attended UC Pasifika April graduation celebration
16 April 2021	<ul style="list-style-type: none"> • Attended UC graduation ceremony
21 April 2021	<ul style="list-style-type: none"> • With Professor Wendy Lawson, hosted Peter Lennox and Libby Harrison from Institute of Environmental Science and Research • Spoke at the CASE Asia Pacific Conference: the President's Plenary via Zoom
22 April 2021	<ul style="list-style-type: none"> • Spoke at Time Higher Education Innovation and Impact summit via Zoom • Attended Learner Success Project Steering group via Zoom
25 April 2021	<ul style="list-style-type: none"> • Attended Anzac Day Service at Christchurch Boys' High School
27 April 2021	<ul style="list-style-type: none"> • Attended Tokona Te Taki – Māori Futures Academy Board meeting
29 April 2021	<ul style="list-style-type: none"> • Attended NZQA Board Meeting in Wellington
30 April 2021	<ul style="list-style-type: none"> • Attended Universities New Zealand Vice-Chancellors' meeting via Zoom • Attended and spoke at the Ilam Fire Station opening

Upcoming Events	
5 May 2021	<ul style="list-style-type: none"> • Attending 2021 Smart Seeds as a panel judge
6 May – 7 May 2021	<ul style="list-style-type: none"> • Attending NZQA Courageous Conversations – Beyond Diversity Two Day workshop in Wellington
11 May 2021	<ul style="list-style-type: none"> • Meeting with new Audit Director from Audit New Zealand
12 May 2021	<ul style="list-style-type: none"> • Attending via Zoom Universities New Zealand Vice-Chancellors' meeting
14 May 2021	<ul style="list-style-type: none"> • Attending Lincoln University Faculty of Agribusiness and Commerce Graduation ceremony • Speaking at Christchurch Club Mother and Daughters dinner
19 May 2021	<ul style="list-style-type: none"> • Attending New Zealand Scholarship 2020 Top Scholar Awards in Wellington with NZQA Board members • Meeting with Minister Hipkins in Wellington with NZQA Board members
24 May 2021	<ul style="list-style-type: none"> • Attending and presenting at the Early and Emerging Career Research awards
26 May 2021	<ul style="list-style-type: none"> • Attending Courageous Conversations Beyond Diversity Unpack and Coaching workshop session via Zoom
27 May 2021	<ul style="list-style-type: none"> • Attending NZQA Board meeting via Zoom
28 May 2021	<ul style="list-style-type: none"> • Attending Universities New Zealand Vice-Chancellors' meeting via Zoom