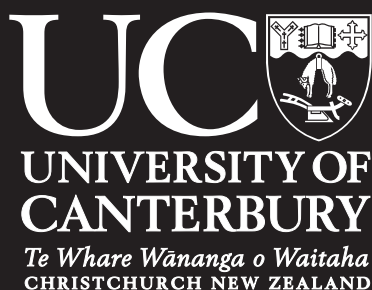



**TANGATA TŪ,
TANGATA ORA**

**Engaged,
Empowered,
Making a
Difference**



Te Whare Wānanga o Waitaha
University of Canterbury
Strategic Vision 2020 to 2030




Cultural narrative

The design is Makaurangi, a fingerprint, the three elements are representative of the three baskets of knowledge (Ngā Kete e Toru) with the lines and koru are a symbol of mana and mana whenua as the designs stem from traditional carving and kowhaiwhai designs.

The three intertwining motifs are reference to the generations of communities engaged with the University and wealth of knowledge shared in the past, present and future.

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Message from the Chancellor

The University of Canterbury has experienced challenges of both an environmental and human nature that puts it in a unique position to contribute to the world.

We are at a turning point in the history of Te Whare Wānanga o Waitaha | University of Canterbury (UC) as we return to an undistracted focus on learning, teaching and research after some years of post-earthquake disruption and reconstruction.

Building on our University's strong global reputation, this Strategic Vision sets a clear direction for UC to build on nearly 150 years of engagement with its local, regional and global communities to become even more connected and purposeful in supporting a thriving world.

This key theme of engagement is threaded through the strategy as a whole, touching on our

commitment to Te Tiriti o Waitangi | Treaty of Waitangi; our approach to locally and globally relevant education and research; our international disposition; our people; and our approach to sustainability.

The foundations for this position of engagement with our communities is our commitment to bicultural confidence and competence in an intercultural world, and to sustainable development. We will contribute our part in making New Zealand and the world sustainable – whether it be economic, social or financial sustainability.

Our strategy is the result of extensive consultation and dialogue with our faculty, professional staff, and student body. This feedback has supported our aim to work with an ethos of excellence, relevance, impact and working as one or kotahitanga. The UC Council looks forward to supporting our students and staff in consolidating our place as a globally recognised, comprehensive, research-intensive university delivering world class education.

Building on this University's strong global reputation, we are ready to strengthen our commitment and engagement with our region in the world for good.



Ms Sue McCormack
Tumu Kaunihera Chancellor

Message from Ūpoko o Ngāi Tūāhuriri

Ngāi Tahu appreciates the core values that underpin the University's teaching of open contestable knowledge.

Ngāi Tahu has always understood the relationship between knowledge, social cohesion and progress, and our relationship with the University is based on that understanding.

If we track the relationship that Ngāi Tahu has developed with our city and province over the last thirty years, it is not difficult to assess where the trajectory of this relationship will go in the future – and just as importantly where the University of Canterbury will figure. Between 1990 and 2018, Ngāi Tahu membership grew from 3000 to 61,000. Likewise, individual equity was projected to have grown from \$81 per member to \$27,000. On a wider front, Ngāi Tahu sub-divisions at Wigram, Preston's Road, Karamū and Te Whāriki (Lincoln) and its commercial developments at Tower Junction, Pita Te Hori Centre and elsewhere are part and parcel of the regional economy. It would be difficult to imagine Ngāi Tahu Christchurch without the Ngāi Tahu investment

after the decade of disasters we have faced. Canterbury is simply too important to the Ngāi Tahu economy and the reverse applies.

The future is not absolute but we can see the direction. Our tribal population is predicted to grow by 80% by 2040 and by 2038 the workforce will have expanded by 50%. This is why UC is important because the focus for this generation will be based on transferable skills and not jobs – at least in the traditional sense.

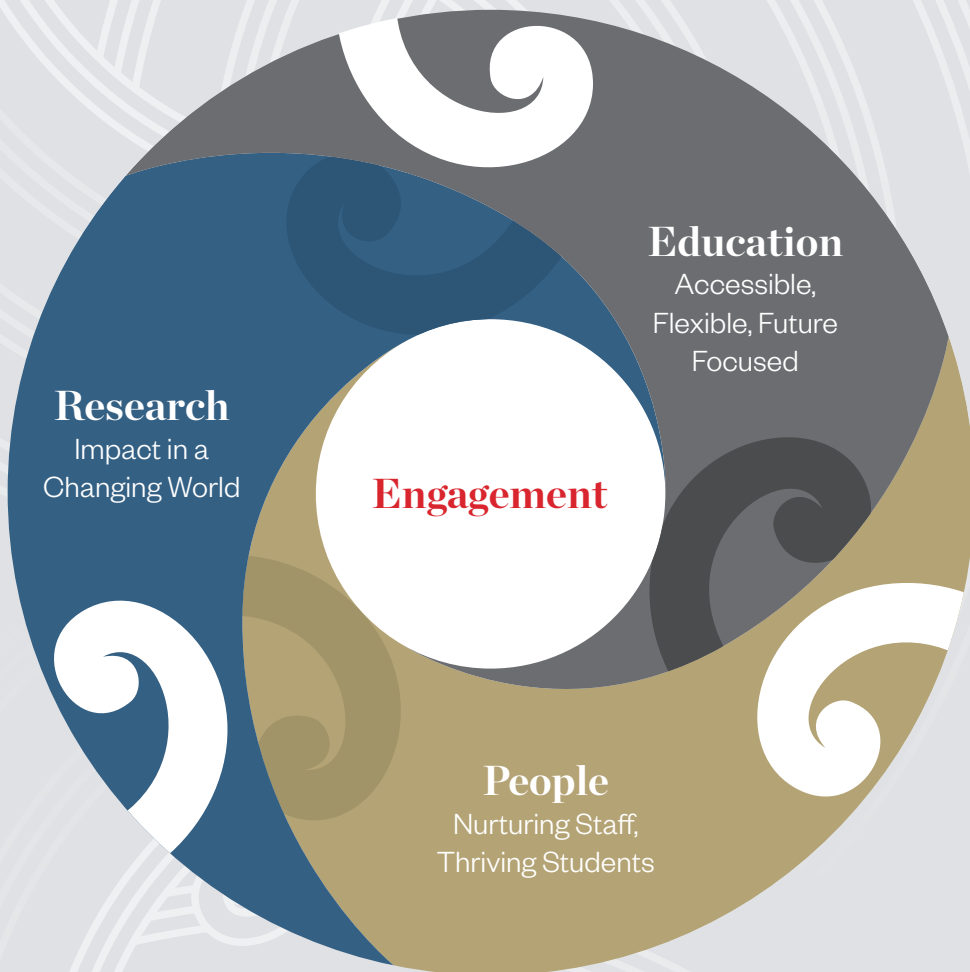
Ngāi Tahu appreciates the core values that underpin the University of Canterbury and the teaching of open contestable knowledge. Knowledge, its creation, production and distribution within an open society that has learnt to be tolerant and appreciative of difference is why Ngāi Tahu supports this University.

Together the two institutions will be able to provide continuing and increasing economic and talent development.

Our tribal population is predicted to grow by 80% by 2040 and by 2038 the workforce will have expanded by 50%.



Dr Te Maire Tau
Ūpoko o Ngāi Tūāhuriri



Introduction from the Vice-Chancellor

Never has a university been better placed to lead regional development while continuing to make a strong mark on the world stage.

Perhaps more so than most, Te Whare Wānanga o Waitaha University of Canterbury (UC) is testimony to the resilience and responsiveness of universities. Following major earthquakes in September 2010, February 2011, and then a series of aftershocks, UC had to embark on an extraordinary journey of recovery. Having recovered from these setbacks, UC is now poised to focus wholeheartedly on its academic mission and ensure that we set the course for our long-term future in a twenty-first century world that is challenging, dynamic and complex.

As a university we have global impact – whether it be engineering earthquake resistant buildings used throughout the world, or contributing to the United Nations Intergovernmental Panel on Climate Change. This Strategic Vision further focuses our efforts to create meaningful local and global impact.

The development of this strategy has been an extensive process of consultation, discussion and debate, primarily with an academic focus. It included participation from the wider University community and our local community, industry and Ngāi Tūāhuriri.

Now that we have concluded our post-quake rebuild, it is the time to harness past experiences and current strengths to be creative and innovative. UC will drive performance in three key interrelated areas: academic, operational and societal impact.

This strategy outlines the way we will build on our proud tradition and reputation for excellence. UC will continue to focus on educational excellence and pioneering research with staff who are more empowered to make a real difference to societies here and around the world.

We will harness our expertise, history of excellence and intellectual and social capital to advance well-being and sustainability locally and beyond.

Now is the time to harness past experiences and current strengths to be creative and innovative.



Professor Cheryl de la Rey
Tumu Whakarae Vice-Chancellor

Our Changing Context and History

The University of Canterbury has been making a difference to people's lives and to society for nearly 150 years. This Strategic Vision sets the direction for UC to further increase our impact for good in the coming years, regionally and globally.

In 2023, UC will mark its 150th anniversary as an opportunity to celebrate past achievements and set a course that looks ahead to its second centenary. Much will change over this period. The very nature of higher education, its delivery, relevance and impact as well as the role of universities in society is expected to change dramatically. Just as globalisation and technology have transformed all sectors of the economy in the past 25 years, in the decades to come, universities face significant transformation.

With massive diversification in the range of providers, methods and technologies delivering tertiary education worldwide, the assumptions underlying the traditional relationship between universities, students, and local and national economies are increasingly under great pressure.

These pressures come from the changing world of learning, work and society, with the factors that affect our work broadly characterised in six key trends: the nature of knowledge, new ways of learning, geopolitics, social cohesion, sustainability, and the nature of work.

This strategy is designed to support UC's responses to each of these trends. In doing so it has identified five ways to address these pressures effectively: refocusing UC on our academic mission; addressing issues using a communitarian approach; addressing problems head on with an inter-disciplinary focus; actively working on culture and behaviour to act as one university; and taking a decisive stand on sustainability. We will also purposefully shift our gaze to the Asia-Pacific region.

The very nature of higher education, its delivery, relevance and impact as well as the role of universities in society is expected to change dramatically.

Te Tiriti o Waitangi | Treaty of Waitangi

Aotearoa New Zealand is premised on Te Tiriti o Waitangi | Treaty of 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.

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. 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. The sense of belonging and commitment to Māori aspirations is made manifest for Māori.

UC is a committed bicultural university operating in an intercultural world. We not only acknowledge the role of, and partnership with Tangata Whenua, we also aim to embed a bicultural perspective in all our learning, teaching and research.

Our History

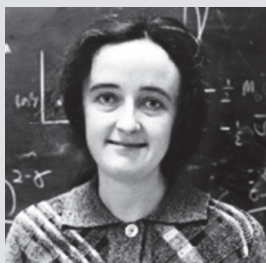
Although the University has adapted and changed to meet external challenges for nearly 150 years, it also holds true to the principles upon which it was founded.

This university was formed first as the Canterbury Collegiate Union in 1872, and became the Canterbury College in 1873, the first constituent college of the University of New Zealand. It was the second institution in New Zealand to provide tertiary-level education, and the fourth in Australasia. In 1961, the federated University of New Zealand was split and the University of Canterbury was created as an independent university.

Henry John Tancred was the first Chancellor of the University of New Zealand. In his inaugural address launching the Canterbury Collegiate Union he propounded his view that the new college should be entirely inclusive:

“It is of the greatest importance to the wellbeing of the whole that this influence should be felt in every part and among all classes, that high as well as low, rich as well as poor, should have every opportunity afforded to them of cultivating and developing the higher faculties in such a manner as will fit them for occupying worthily the highest position in the State.”

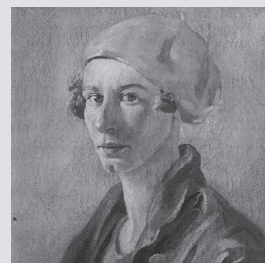
Legends of the University



Beatrice Tinsley (1941–1981) was one of the most creative and significant theoreticians in modern astronomy. A senior scholar, her BSc was conferred on 4 May 1961 (under her maiden name of Hill).



Sir Karl Popper (1902–1994) is regarded as one of the greatest philosophers of science of the 20th century. His MA from UC was conferred in 1938.



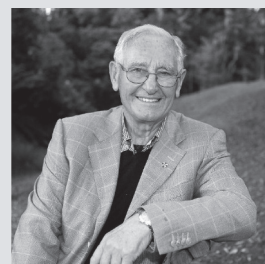
Rita Angus (1908–1970), a pioneer of modern painting, was a leading figure in twentieth century New Zealand art. She studied at UC from 1927–33, and was awarded a DipFA.



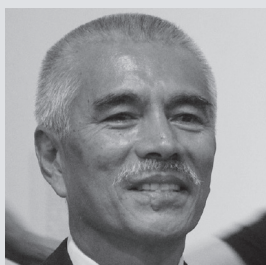
Sir Āpirana Ngata (1874–1950) a prominent researcher, lawyer, politician and leader was the first Māori scholar to graduate from a University in New Zealand in 1893. He further received an LLB from UC in 1897, followed by his MA in 1921.



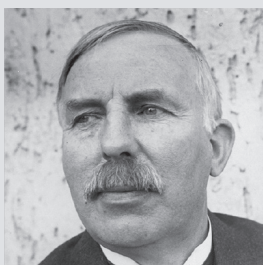
Helen Connon (1859–1903) first graduated with a BA in 1880, followed by an MA with first class honours in English and Latin in 1881. She was the first woman to receive a degree with honours in the British Empire.



Mathematician Roy Kerr (1934–) is best known for his discovery of the exact solution to the Einstein field equation of general relativity. Attending UC from 1951–54, he received his BSc on 4 May 1954 and his MSc on 10 May 1955.



Born in Tabuaeran, Line Islands, Anote Tong (1952–) was President of Kiribati from 2003 until 2016 and is mainly known for his efforts to raise global awareness of the threat posed by climate change. He attended UC between 1971–1975, receiving his BSc on 28 October 1975.



Nobel Laureate, Lord Rutherford (1871–1937) became known as “the father of the atom” for his discovery of atomic structure. At UC Lord Rutherford achieved a BA, MA and BSc by 1895, his DSc in 1901 (by thesis) and was awarded an honorary doctorate in 1931.



Dame Ngaio Marsh (1895–1982) is best known as one of four original “Queens of Crime” novelists. Dame Ngaio studied fine arts at UC and was also a renowned artist, playwright, actor and director.

Our Vision and Mission

Tangata Tū, Tangata Ora Engaged, Empowered, Making a Difference

Since the inaugural address at the founding of the Canterbury Collegiate Union in 1872, this university has stood for accessible higher education, service to community, and the encouragement of talent without barriers of distance, wealth, class, gender or ethnicity.

This Strategic Vision is a clear statement that 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.

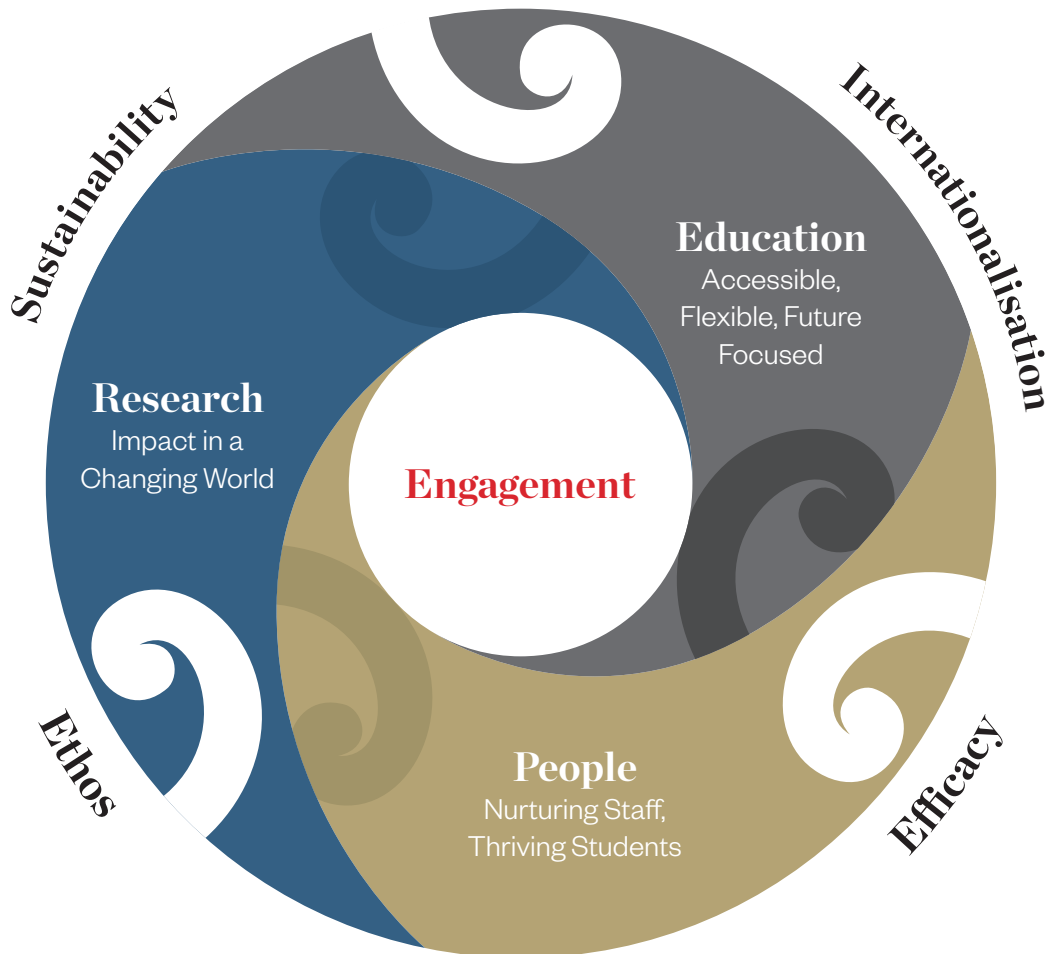
An overarching driver of this strategy is an institutional commitment to engagement. A university that commits itself to engagement undertakes to deploy its expertise and knowledge to advance civic purpose and to foster public good.

UC will continue to support staff who are engaged, empowered and making a difference, with the goal of increasing purposeful academic efforts to make a difference regionally and in the world. UC supports academic staff taking the role of critic and conscience of society and an active role in shaping Aotearoa New Zealand society.

The University affirms its identity as a medium-sized, research-intensive, comprehensive university. It strives to deliver excellent, research-informed education, and creative and innovative research.

Tangata Tū, Tangata Ora

Engaged, empowered, making a difference



Excellence
building our future on the
bedrock of excellence

Relevance
responding to a
changing world

Impact
making a difference
locally & globally

Kotahitanga
working as one
university

UC as an Engaged University

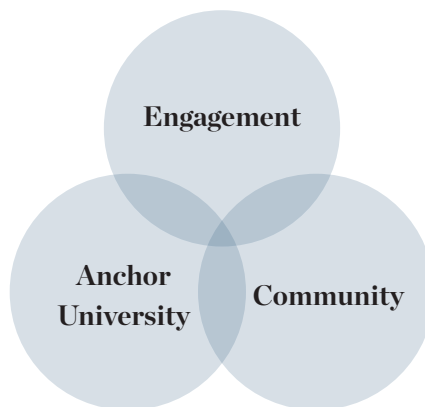
Key objectives to drive successful civic engagement:

- 1** Increase our presence and impact in Ōtautahi Christchurch and Waitaha Canterbury.
- 2** Partner with Ngāi Tūāhuriri and Ngāi Tahu to uphold the mana and aspirations of the mana whenua.
- 3** Make a positive impact on social sustainability in Ōtautahi Christchurch and Waitaha Canterbury.
- 4** Make a positive impact on hauora wellbeing of the people of Ōtautahi Christchurch and Waitaha Canterbury.
- 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.
- 6** Retain and grow the diversity of talent in Ōtautahi Christchurch and Waitaha Canterbury.

UC will purposefully support the development, growth and success of our city and region.

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.

The University will work with the triple concepts of engagement, community and its role as an anchor university to develop research and teaching, strategic investment and support for the city and region. In taking an intentional, institutional stance on its contribution to communities, UC is harnessing the spirit and desire of its staff and students in joining an increasing number of world-renowned, highly ranked universities that have a long history of engagement with their communities.



We will do this by partnering where we can with city institutions and organisations in carrying out our core activities of scholarship, including teaching, credentialing, consulting and research. These institutions include the Christchurch City Council, mana whenua, schools, businesses, and community organisations. We will, where we can, align with their strategic goals and projects, and direct our core activities to supporting the needs they identify.

UC will strengthen our economic and socio-cultural contribution to the city. Our first priority will be to co-develop with our partners a multi-agency Ōtautahi Christchurch research platform and commons to respond to identified needs, support city development and wellbeing, and to strengthen our combined impact. Through this we will lead and coordinate research that supports initiatives responding to the challenges faced by our city, and help build resilience and sustainability into our institutions.

We will adopt policies that support the region and build partnerships within it, such as:

- favouring local businesses in procurement;
- making campus facilities available for external use;
- leveraging our existing presence in the CBD and increasing it where we can;
- seeking opportunities for commercial partnerships;
- 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;
- expanding our capacity to deliver consultancy and other services that build on our expertise to meet community needs;
- engaging in joint projects with community partners, including courses, fieldwork and investments that support community development;
- expanding and coordinating our internship, work-integrated-learning and community-engaged programmes to better support our local institutions and communities.

Partner with Ngāi Tūāhuriri and Ngāi Tahu

At the heart of UC's connection with our 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 to guide our collaboration and drive outcomes. UC will realise 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.

Opportunity for all Communities

The first Chancellor of the University of New Zealand, John Henry Tancred, propounded the importance of greater inclusivity as it would impact the wellbeing of not only the new college but the greater community as a whole. This strategy reconfirms our commitment to greater accessibility to all parts of our community.

Demographic data shows that students from poorer households are far less likely to attend any university; this similarly applies for Māori and Pasifika students. Te Amorangi Mātauranga Matua | Tertiary Education Commission recognises this and its Tertiary Education Strategy prioritises both groups along with supporting adult literacy in Aotearoa New Zealand.

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

We will align with city strategies that recognise the contribution of the arts, sport and culture to community wellbeing. We will also explore programmes and courses, in conjunction with other educational institutions that support the needs of these partners.

We are committed to direct, two-way interaction with our communities through the development, exchange, and application of knowledge, information, and expertise for mutual benefit.

By 2030 UC will have made a measurable improvement to the Ōtautahi Christchurch and Waitaha Canterbury economy.

Internationalisation – Locally Engaged, Globally Networked

Key objectives to drive successful internationalisation:

- 1 Develop UC's global partnerships, particularly in the Asia-Pacific region, to support research and teaching excellence.
- 2 Expand the University's educational services to students living offshore through a portfolio of Transnational Education (TNE) and online educational offerings.
- 3 Expand the nationalities and cultures represented in our student body.
- 4 Enhance the internationalisation of the curriculum and student experience.
- 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.

UC will strengthen and grow its international partnerships to increase teaching and research impact.

As a highly-ranked, research-intensive university, UC has strong international research connections, built on personal and professional relationships. Given that universities are becoming increasingly globalised, competition for talent and resources is intensifying. UC plans to build on these relationships by forging institutional level partnerships and becoming an active participant in global university networks and consortia.

Global Partnerships

UC has strong research connections with institutions in the northern hemisphere, notably with the UK, European and US institutions as well as special relationships with other Asia-Pacific countries. While continuing to collaborate with partner institutions, UC will seek to develop new collaborations with partners in other regions and in particular in Asian and Pacific countries. Consistent with our strong commitment to biculturalism, and in collaboration with the Ngāi Tahu Research Centre, UC will build international partnerships to support indigenous knowledge economies, regionally, nationally and internationally.

We will be internationally recognised for research and teaching that informs and matters to society. Universities that are internationally oriented are especially well-positioned to be effective anchor institutions within their local communities to support socio-economic and cultural wellbeing. Internationally-engaged universities that are embedded within their communities provide an important bridge connecting local policy-makers, businesses and communities to international networks, sister cities and policy-makers.

UC is a member of international alliances including Academic Consortium 21 (AC21) and the Association of Commonwealth Universities (ACU). New alliances and partnerships will be selected on the basis of:

- common research interests with scale;
- existing or proposed transnational or articulation arrangements for education;
- breadth of impact across comprehensive universities;
- both university and subject rankings;
- Ōtautahi Christchurch, Waitaha Canterbury, Aotearoa New Zealand and Pacific interests and comparative advantages.

Transnational and Online Education

UC has a long history of involvement in international education, beginning in the 1950s when students from the Asia-Pacific region came to study at UC under the Colombo Plan. Today UC has a number of articulation agreements in place with overseas universities, where undergraduate students begin their studies in their home country and then come to Aotearoa New Zealand to complete a UC qualification. UC students also travel to offshore universities for sections of their own programmes.

The University sees great value in strengthening ties with high-quality overseas universities that teach and research in similar or complementary areas. These ties bring the potential for improved quality while also supporting the financial sustainability of both institutions. UC will build upon these collaborative programmes through new agreements that involve offshore delivery of UC courses with partner universities.

UC will partner with overseas institutions in major target markets to develop new cohort pathways into UC, while continuing to work closely with local partners, and our key agents. Flexible delivery of selected undergraduate and postgraduate programmes through online and distance learning, and which may include intensive block teaching, will enable UC to deliver programmes to a larger, more diverse international student population.

UC as a Study Destination

Our reputation as an attractive study destination for both domestic and international students is increasingly dependent upon our ability to deliver internationally relevant, academic programmes and to offer students a holistic campus experience. These experiences help students to acquire the knowledge and intercultural understanding they will need to succeed within a global workforce and to thrive as global citizens.

International students contribute to the intellectual and cultural diversity of the campus. Contact with international students enables staff and students to see the world from vantage points that differ from their own – this allows them to learn about and better understand other cultures and countries.

Currently most of our international students come from a small number of countries and are concentrated in two of our five Colleges. This pattern limits cultural diversity within the classroom and our ability to provide a truly international student experience for all. UC will direct resources to enhance the diversity of our student population.

Internationalisation of teaching and research brings new ideas, investment and intellect into the region, as well as global research expertise that local policy-makers and employers can leverage to support regional innovation and socio-economic growth. Meanwhile, research borne out of particular local circumstances helps to generate new international connections and partnerships. Aotearoa New Zealand is one of the leading exponents of genuine engagement with, if not empowerment of, its indigenous people. This commitment enriches teaching and research, and is a distinctive feature on the world stage of international education and research. UC's growing competence as a bicultural organisation means that international students gain an understanding of biculturalism, as well as a better understanding of Aotearoa New Zealand's place in the world.

UC is systematically internationalising all aspects of our research, learning and teaching, operations and governance.

Education – Accessible, Flexible, Future Focused

Key objectives to drive successful learning and teaching at UC:

- 1 Stimulate and support academic development and innovation to become the best educators in Aotearoa New Zealand.
- 2 Deliver a curriculum that prepares our students to be enquiring and enables them to create and contribute knowledge for a better society.
- 3 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.
- 4 Provide a learning environment that uses effective pedagogies, facilities, and learning technologies to support the needs of each generation of learners and employers.
- 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.

UC is adopting curriculum and pedagogy principles to enhance our existing programmes to be meaningful and relevant for both staff and students.

UC provides a comprehensive educational experience for students across undergraduate, taught postgraduate, and research postgraduate programmes. It has committed to a UC Graduate Profile which responds to the needs of contemporary Aotearoa New Zealand society and students who are living increasingly global lives.

Building on existing strengths, UC will be recognised as the leading Aotearoa New Zealand university in research informed teaching and learning. UC will move to a curriculum that is even more globally recognised, locally sought-after by prospective students and graduate employers, engaging and attractive to students and academics nationally and internationally.

This Strategic Vision commits UC to supporting more research informed innovation to enhance our education. UC will create a centre for teaching and learning innovation, which will gather evidence for excellent learning and teaching but also provide a co-ordinating and educative role. Staff will have more opportunities for professional development and recognition for those endeavours.

Underpinning our position of being New Zealand's leading university in research-informed teaching and learning, UC will commit to supporting the professional development of the teaching staff so that students have the best possible learning experience.

Developing Enquiry-Based Education

Society is constantly looking for ways to deal with complex problems and global issues. As a leading university there is an opportunity to work across disciplines, not only in our research, but in our taught curriculum to respond to these complex problems. An undergraduate curriculum that is accessible and meets the goals of developing content-specific knowledge, graduate attributes, and preparation for postgraduate study will require purpose and innovation. In order to be recognised as the leading Aotearoa New Zealand educational university, UC will increase development support, reward and recognition for academic teaching staff.

Building on existing strengths, UC will be recognised as the leading Aotearoa New Zealand university in research informed teaching and learning.

The University's curricula provide students with a high quality, relevant foundation of knowledge that fosters enquiry. These curricula empower students to learn and develop to their full potential. UC will enhance our existing curricula using the following principles:

Principle 1:

Te Poutama guided

the curriculum will provide a coherent staircase from entry through to post doctorate levels.

Principle 2:

Enquiry-based

the curriculum will build enquiry and foster research pathways.

Principle 3:

Interdisciplinary

the curriculum will support inter-disciplinary programs that are thematic and issues-based.

Principle 4:

Accessible

the curriculum will be accessible to a diverse student body

Principle 5:

UC distinctive

the curriculum will be distinctive, reflecting this University's academic strengths and research excellence.

Principle 6:

Partnered

the curriculum will build on meaningful partnerships to anchor UC within local and regional communities, industry and iwi.

Principle 7:

Global

the curriculum will embed global citizenship and sustainability by recognising the challenges presented by changing environments so that students can make a positive contribution to an increasingly globalised society.

Flexible Degree Options and Delivery Modes

Students expect to be able to shop, read and learn in any location and at any time. UC will make a purposeful plan to ensure it meets these expectations while also maintaining a high standard of academic rigour, strong retention rates and constructive outcomes for students.

The New Zealand workforce will continue to face accelerating demands to keep up with new professional and technical knowledge requirements in coming years, particularly with the rise of machine learning, deep learning, artificial intelligence and big data, along with other changes in the workplace.

To meet the needs of future learners, UC will develop more flexible degree options which allow for more issues focused education while also allowing students to choose the most appropriate educational response to fast changing personal and societal needs.

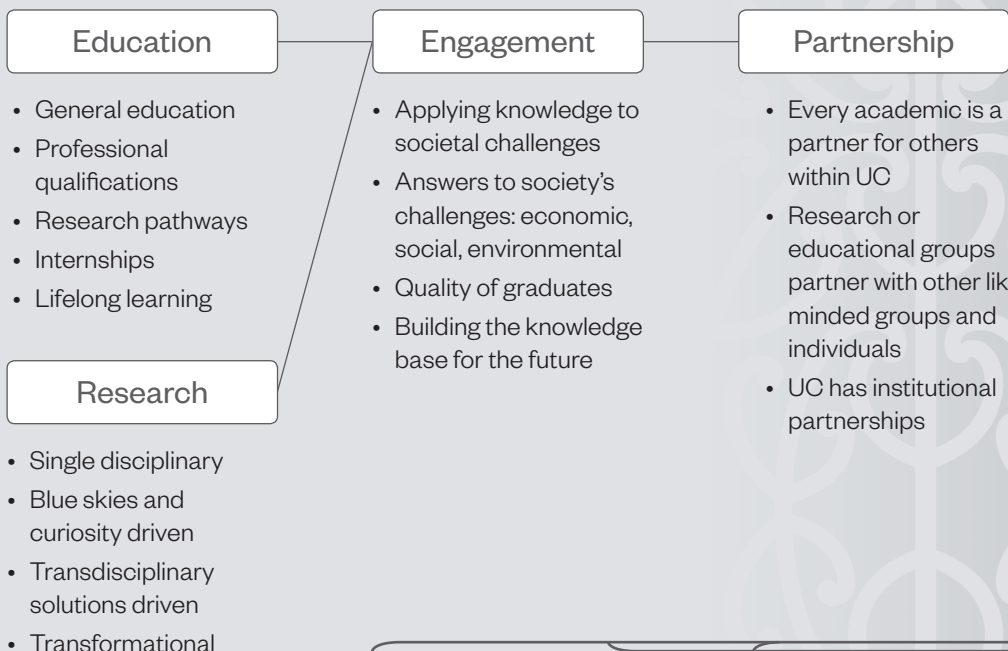
Virtual and Real Learning Environments

UC will increasingly use technology to support our strong pedagogical strategy. Technology will provide opportunities to diversify the student body and to create better access to the curriculum. Technology will support the use of a wide array of assessments that support the acquisition of knowledge, competencies and skills as well as the graduate attributes.

Online education is growing, and blending online with face-to-face delivery is becoming normalised. In 2019, UC has about 1400 students learning online at UC, and this strategy outlines our commitment to increase this number. UC will respond to this growing world-wide trend by improving and increasing our e-learning offerings.

The UC Graduate Profile

The University has made a commitment to a graduate profile in recent times and efforts to implement that across the undergraduate degrees have been concerted. The University is committed to graduate attributes of bicultural competence and confidence, employability, community engagement and global awareness. This reflects the University's established and growing commitment to biculturalism and Te Tiriti o Waitangi | Treaty of Waitangi. UC will continue to develop and keep relevant the UC graduate profile.



Research – Impact in a Changing World

Key objectives to drive high-impact research:

- 1 Develop and support transdisciplinary research to better impact local and global challenges.
- 2 Improve the national and international research profile, reputation and ranking of the University.
- 3 Increase and diversify funding sources for the University's research portfolio including for research institutes, centres and clusters.
- 4 Improve strategic local, regional and international research collaborations to increase research impact.
- 5 Provide, access and share “state of the art” research, equipment, facilities and e-infrastructure.

UC has a proud, rich, deep, and broad portfolio of world class research. UC will continue to deliver global impact and relevance to the world’s key problems.

UC has a mission to make a difference both locally and on the international stage. Two key ways that this can happen is to undertake excellent and impactful research and to ensure the world knows about it. This University will work to improve our reputation and recognition locally and in the world, by both proactively engaging with existing international higher-education collaborations, and by developing new research collaborations with a particular focus across the Asia-Pacific region.

Transdisciplinary Research Responding to Local and Global Challenges

UC is part of the global trend toward transdisciplinary research working on critical, societal “grand challenges”. Our academics work in international research teams as well as in smaller groups and individually, and are part of a global ecosystem of research. Much of this research is focused on the grand challenges facing the world. This Strategic Vision commits UC to continuing and strengthening its focus on sustainable energy, health and wellbeing, environmental sustainability, food security, the aging population, justice and equity, and disruptive technology. The local challenges facing our city and region include sustainable water; mitigating the effects of climate change; city, social and economic development; and Treaty partnership.

Our internal and globally linked research clusters and institutes are based on a transdisciplinary approach which is proving very productive and rewarding. UC will continue these transdisciplinary efforts, and establish new high-impact, high-quality research clusters from which will evolve new transdisciplinary research institutes over the next decade. The emerging themes of research will include social equity, community cohesion, and wellbeing; sustainable water, energy, food use, and infrastructure resilience; interaction of technology and humanity; technology innovation.

The University’s postgraduate students and postdoctoral fellows support the bulk of research at UC. This University recognises this important contribution, and will continue to grow and nurture postgraduate students and postdoctoral fellows to support the increase in impact, quality and volume of its research, particularly supporting transdisciplinary opportunities for them.

Research Partnerships

Aotearoa New Zealand's economy is significantly dependent on commodity-based exports, tourism, and international education services. The country aims to be a high-value, productive economy, whilst improving environmental sustainability and societal equity. The private sector has chronically under-invested in R&D; the Government has re-introduced a research and development tax rebate for companies to encourage investment for business growth. As part of an increased focus on engagement with the local and regional community, UC will purposefully work with local, national, and international partners to provide research and development for economic growth. Similarly, public research funding is expanding, and increasingly being targeted to address specific sector research, capability and investment needs across Aotearoa New Zealand. UC will work with Government, sector groups, and other research providers to proactively develop and deliver national and international research programmes.

This University is geographically placed both nationally (alongside other New Zealand tertiary institutions, a large number of Crown Research Institutes, and a large research hospital in Canterbury), and internationally (at the edge of the Asia-Pacific region, and a gateway to Antarctica and Southern Ocean), to further develop deep research partnerships, that will have impact both regionally and internationally. In developing these research partnerships, our guiding principles will be research excellence, impact and relevance, and building research connectivity that makes a difference.

UC will continue to recognise, grow and nurture the postgraduate and postdoctoral student body to support the increase in impact, quality and volume of its research.

Research Infrastructure

In the period from 2011 to 2019, the University undertook a major rebuild resulting in modern science and technology facilities. Most research is increasingly underpinned by the need to generate, manipulate, integrate, interrogate, share and visualise vast amounts of digital data within nation states and internationally. From the humanities through to astronomy and astrophysics many disciplines now require good access to well-functioning e-infrastructure.

UC will both invest in its own research infrastructure and also strengthen our part in the local and global network of research facilities and e-infrastructure to complement and increase the world's capacity to develop new knowledge and the applications of that knowledge.

Cultural Responsiveness and Engagement

In research, Vision Mātauranga is the frame by which bicultural responsiveness is given effect. Mātauranga Māori is an important expectation of the Government research funding in New Zealand. Te Tiriti o Waitangi | Treaty of Waitangi responsibility obligates research to engage, respect and protect the rights embedded in the partnership between Māori and other New Zealanders. This expectation therefore requires bicultural competence and confidence across our research community and processes which enable quality consideration of these factors.

***By 2030 UC will have increased
research output, impact and
relevance relative to size.***

People – Nurturing Staff, Thriving Students

Key objectives which will support wellbeing and success:

- 1 Foster the UC ethos of excellence, relevance, impact and kotahitanga, and a culture of high ethical standards, collaboration, and innovation.
- 2 Select, develop and reward talented staff including the next generation of outstanding Aotearoa New Zealand researchers and best educators.
- 3 Develop and provide targeted interventions and a positive environment to support student success.
- 4 Adopt Te Pae Māhutonga wellbeing model to guide staff and student support and services.
- 5 Create a diverse and inclusive community where all staff and students have a sense of belonging, building on our bicultural foundations.

UC 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.

The University is building a positive, constructive culture as well as an enabling environment for staff and students to develop educationally and professionally. An ethos of excellence, relevance, impact and kotahitanga will be developed and supported through our organisation.

Nurturing Staff

As an organisation, UC values the ideas and expertise of the many, not the few. This University's research and education aspirations are rooted in the skill, talent and passion of its academics to create and disseminate profound new knowledge. The UC student experience of the next ten years must be delivered through academic, professional, administrative and technical staff working together in new and inspirational ways. UC will therefore place great emphasis on attracting, developing and rewarding staff of world class talent, who are excited to work in our collaborative research and teaching environment in the Asia-Pacific region.

UC is committed to working as one organisation. In order to achieve kotahitanga, and to better support staff to make the contribution they want to make, we will ensure that the functions, roles and responsibilities of units and individuals are clear and support agility, responsiveness and collaboration.

Empowered, effective staff are the key to our success. To meet the goals and objectives of this Strategy, UC will further develop its performance management, learning and development programmes, and reward and recognition processes. Development of leaders who build a strong, constructive, team culture is equally core to our success. In turn, staff will continue to nurture students and to create an active, inclusive and constructive learning and research community for all.

A Health, Safety and Wellbeing Framework for all UC People

UC will implement an agreed integrated model for the health, safety and wellbeing of its people. Adopting a coherent wellbeing framework and comprehensive programme of demonstrably effective interventions, education and services is vital. UC is therefore intending to introduce Te Pae Māhutonga, a framework developed by Sir Mason Durie, and an aligned range of services to support wellbeing across the staff and student body.

The University is committed to embracing diversity and inclusiveness, and will not discriminate on the basis of gender, gender identity, sexual orientation, ethnicity, or age.

Thriving Students

UC has developed an approach to academic and pastoral support that considers the whole student and is based on eight key beliefs and behaviours, ranging from engendering a sense of belonging in students, through to reflecting on learning.

1. Belonging
2. Self-efficacy
3. Personal Meaning
4. Active Involvement
5. Personal Reflection
6. Social Integration
7. Self-awareness
8. Personal Validation

Support and care for students in need of advice, guidance and wellbeing support are provided through outreach, education, pastoral care and crisis intervention and referral support.

The overall approach to support contributes to a campus environment that is responsive to changing trends and an increasingly diverse student community. Encouraging greater participation and access will require UC to embed new success and wellbeing strategies that are data-informed, technology-enabled, and that respond better to the needs of Māori, Pasifika, First in Family and other student groups.

A Community Where People Feel They Belong

A core component of wellbeing is a community where everyone feels a sense of belonging. UC is a diverse, multicultural organisation with emerging bicultural capabilities. Our commitment to weaving bicultural competence and confidence into our teaching, research and daily work is the foundation for enhanced intercultural inclusiveness in our community, in Aotearoa New Zealand and beyond. However, there is more to be done, including further education around how bicultural competence and a broader cultural competence provides a framework for responding to broad social justice issues of racism, systemic disadvantage, privilege and discrimination.

UC has a unique partnership with the University of Canterbury Students' Association (UCSA) and is committed to continue working collaboratively with UCSA, as well as with the Tertiary Education Union (TEU), to enrich our collective understanding, skills and lived experience.

An Environment That Sustains

The built and natural environment on campus is essential to the wellbeing for many people by providing space for recreation, sport, amenities, as well as a sense of place and connection. UC will continue to invest in well-researched, cost effective built and natural spaces that support holistic wellbeing and sustainability. The two first stages will be to build a new interfaith space and a new recreation centre.

***UC will be increasingly known
for its constructive engaging
culture which actively supports
staff and student wellbeing.***

Organisational Efficacy

Key objectives to achieve economic sustainability and effectiveness:

- 1 Increase the economic impact of the University on the city and region.
- 2 Grow and diversify revenue to become an economically sustainable university able to initiate new, high impact projects.
- 3 Ensure that the University's costs and funding mechanisms are efficient, simple and transparent.
- 4 Simplify, automate and reduce business processes with a humanistic approach.
- 5 Use infrastructure in a responsible, ethical, effective and efficient way to enable and empower our people and communities.

The University’s 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.

With UC looking toward its 150-year celebration in 2023, ensuring sustainability will be essential to the long-term prosperity of this institution. This University’s ability to sustain the staff, the work, and the environment for the next 150 years is critical to enabling our people to continue to make a difference – tangata tū tangata ora.

Increasing Our Economic Impact

UC is an anchor institution in Ōtautahi Christchurch and Waitaha Canterbury. We will increase the positive economic impact we make in our communities, providing an increase in local economic growth and positive sustainable population growth.

UC commits to purposefully addressing its economic impact for good on its local communities. This will be done through responsible and impact investment, conscious procurement decisions, locally appropriate employment policies, and responsible facilities provision and estate management. The University will endeavour to recruit high quality staff and students who will increase the intellectual capital of the city and region.

UC commits to attracting and nurturing talent in Ōtautahi Christchurch and Waitaha Canterbury through expanded opportunities for participation, connecting with quality international students, and offering lifelong learning options and relevant work-integrated learning. This will result in an enriched pool of skilled and experienced people for our businesses, homes and communities.



Institutional Economic Sustainability

This University is in a stable financial position in 2019, but remains subscale for long term sustainability. UC will act to ensure it reaches a sustainable scale.

UC will continue to work towards becoming economically sustainable by 2028, with a consolidation phase until 2030. Analysis based on the current operating model shows that in order to take its place as a medium-sized, financially sustainable university in global terms, UC is likely to need to grow. This would enable UC to cover core operational costs on a sustainable basis and generate sufficient earnings for reinvestment in future capital requirements. In this context “growth” means increases in operating revenue and earnings, from student enrolments, research outputs and other diversified sources. UC has shown that we are an organisation able to survive and adapt in highly complex and uncertain conditions. We are well placed to continue to push towards the appropriate scale. Well-planned enrolment growth will enable UC to increase earnings and provide the resources to invest in sustainability.

Opportunities to grow student numbers lie in five main areas:

1. Increasing participation from underserved groups
2. Attracting more students from Aotearoa New Zealand as a whole
3. Increasing the number and diversity of international students
4. Increasing online distance education
5. Embracing lifelong learning

Diversifying Revenue

As a public university working for the public good, UC is heavily reliant on Aotearoa New Zealand Government funding and about 80% of our revenue is from traditional teaching. We will diversify into new revenue streams that will, in turn, reduce reliance on enrolment growth and Government funding to become sustainable. However, it will take time and investment by UC to develop new revenue streams to the scale that reduces this reliance on traditional face-to-face teaching income.

In order to achieve the scale needed to ensure another 150 years of successful sustainable operation, we will need to foster innovation and an entrepreneurial spirit that generates enough opportunities to grow so that the benefits outweigh the risks. There is evidence that supporting and encouraging innovation in large organisations increases not only risk but also revenue. In order to do this, UC will support “intrapreneurs” to innovate successfully, with some reduction in the associated risks. We will support and incentivise individuals who contribute to developing alternative income sources.

Through its scholarly engagement, UC will develop alternative teaching and consulting income streams, linking with the Waitaha Canterbury region, the University’s alumni and individuals’ networks. The University’s alumni are highly valued by the university and represent graduates to be proud of, while also being important links to the community.

The organisation will divert traditional expenditure on “bricks and mortar” to “clicks and mortar”, and look at ways to better utilise its large asset base and commercialise its intellectual property.

The university sector is bound for disruption as mass online education increases and international collaboration change the higher education market. UC is alive to these disruptions and will act to join, rather than to ignore, these opportunities.

UC enjoys the benefits of philanthropic support and will continue to work with donors to improve our long-term financial stability and to support the good we achieve in our communities and for the world.

UC has the opportunity to work with its mana whenua partners, Ngāi Tūāhuriri and the broader Ngāi Tahu group to explore increased revenue streams for mutual benefit.

Transparent and Well Understood Costs and Funding Mechanisms

To guide our operational improvement, we will develop better awareness of the financial impact of our activities, and be agile and creative in our response to currently unsustainable activities. We will improve the transparency of funding and spending to ensure that accurate data is available and used to support decision-making.

Our business and operational services should mirror the advancements we are making within our teaching. We will improve the internal funding mechanisms to support collaboration and development of new revenue sources and entrepreneurial activities.

We will empower people, so that decisions are made as close to the student and the research activity as possible, in the pursuit of innovation, entrepreneurship, agility and responsiveness.

The University's financial strategy is and will continue to be designed to support this Strategic Vision as a whole.

Processes and Systems

UC will use the input and empowerment of frontline staff, process simplification, re-engineering, automation, robotics, AI and other tools to reduce the manual paperwork, bureaucracy and duplication while maintaining financial prudence. Staff using tools and processes will most often know them best, so their leadership, expertise and ideas are crucial in improving them. UC will continue to work to make our institutional arrangements and processes systematic, efficient and coordinated.

Enabling Infrastructure

Throughout the world, organisations are finding that the use of technology, large data sets, and technology-enabled international research clusters can be powerful tools in making research and educational breakthroughs. These tools can also be used for competitive advantage in the global competition for talent – both students and staff. Similarly, they can be used to support evidence informed tactical and strategic decision-making in the university.

UC will use technology to support its global reach for education and research, to attract talented students and staff and to support both strategic and tactical decisions. We will review our technologies, tools and spaces to ensure they are aligned, responsive, place trust in the user, and promote better learning, teaching and research. UC has a permanent data analysis team, a developed data warehouse and is developing a data lake. It teaches data analysis in a number of courses and programmes and has a strong academic mathematics department. However, UC can do a lot more with data to support timely and well informed decisions and to support this strategy. Better data analysis can support a more entrepreneurial university, more individualised learning and teaching support, and also the ability to deliver high-quality research with global impact.

In 2019, the University nears the completion of a \$1.4B rebuild of the campus to meet current and near future needs, it will now focus on addressing the long term requirements for this strategy. The key areas of investment are for student and staff wellbeing, research equipment and the associated facilities, and culturally responsive spaces to support inclusion and student success.

*UC will be of a sustainable
scale by 2030.*

Environmentally Sustainable

Key objectives to drive environmental sustainability:

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

UC will become more sustainable and contribute to the world's sustainability.

The United Nations General Assembly has adopted the 2030 Agenda for Sustainable Development and 17 Sustainable Development Goals (SDGs) as a universal and transformative development strategy. This Agenda commits the global community to 'achieving sustainable development in its three dimensions—economic, social and environmental—in a balanced and integrated manner'¹. Aotearoa New Zealand signed up to the UN SDGs and the University is committed to achieving sustainability for itself and its communities. This section of the Strategic Vision outlines the University's approach to environmental sustainability. Economic and social sustainability are addressed elsewhere.

UC made a commitment to sustainability in the late 1990s, and through this strategy, will accelerate its efforts to become fully sustainable. The main Ilam Campus has been "greened" with better infrastructure, stream restoration, and thoughtful planting; UC continues to address issues of water conservation, transport and waste management. New buildings are built to meet green standards.

In 2012, UC signed up to the Certified Emissions Management and Reduction Scheme (CEMARS) and was the first university outside of the UK to do so. In 2017, UC was recognised by the Fair Trade Association of Australia and Aotearoa New Zealand as a Fair Trade University, one of only two in New Zealand, and the first entirely Fair Trade campus. In 2018, we started to track our contribution to achieving our UC sustainability goals and to the sustainability of New Zealand. In this strategy, UC makes a commitment not only to continue to improve its sustainability but also to become carbon net neutral.

Carbon Status

UC will become carbon net neutral and will meet or exceed the New Zealand Government target of 2050. It will achieve this by developing a Carbon Neutrality Initiative. By fostering engagement and collaboration, the Carbon Neutrality Initiative will create an inter-disciplinary web of expertise across our Colleges and services units, which will come together to guide the implementation of projects and initiatives that will reduce the University's carbon emissions.

Building upon the expertise of Aotearoa New Zealand's only Forestry School, UC will develop its own sequestration programme. The programme will offer opportunities for forestry and business students to learn and to leverage a commercial forest for research. Performance beyond the University's carbon needs provides the opportunity to contribute to the carbon performance of the wider Waitaha Canterbury community.

1. United Nations Economic and Social Commission for Asia and the Pacific, 2015.

Academe Supporting Sustainability

At the base of this University's success will be its approach to sustainability, building on the concept of Ōtautahi Christchurch as a living lab. UC will partner with our community to research, learn and test solutions to global sustainability problems. Using our partnerships UC will provide evidence-based decision-making support to stakeholders to create meaningful impacts.

UC will develop our sustainability practices so that they are woven into the very fabric of our academic mission. By providing our students with the opportunities to work on real-world problems, both on UC campuses and throughout the city, we will nurture graduates who are better prepared to make a difference in our community and our planet. With applied knowledge and community connections, our students will continue to be a shaping influence on Waitaha Canterbury culture and society.

In its approach to sustainability, UC is guided by the special significance of Te Tiriti o Waitangi | Treaty of Waitangi and is committed to being good stewards of our own environment. UC is a member of a range of partnerships, which we use to support our efforts to become sustainable. UC will regularly evaluate those partnerships. We will actively invest in a select number of global and local sustainability partnerships to support our ambitious and holistic view of sustainability.

***UC is aiming to be
carbon net neutral by 2030.***

UC at a Glance

17,299 Students

1,909 Staff (FTE)

50% International Staff

142,000 Alumni

5 Star QS Ranked University

**5 Colleges | Arts | Business & Law |
Education, Health & Human
Development | Engineering | Science**

Over 2,000 Courses Offered

Over 35 Research Centres/Institutes

\$1.5b in Assets

Audited Figures 2018
www.canterbury.ac.nz/strategy

