

**BEFORE A COMMISSIONER APPOINTED BY THE CHRISTCHURCH
CITY COUNCIL**

IN THE MATTER OF

the Resource Management Act 1991

AND

IN THE MATTER OF

RMA/2022/517 – Proposed Digital
Screen Campus, 129 Waimairi Road,
Ilam

**STATEMENT OF EVIDENCE OF ROBYN NUTHALL
(DIRECTOR OF STRATEGY AND PLANNING, UNIVERSITY OF
CANTERBURY)**

Dated: 8 August 2022

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1 INTRODUCTION

- 1.1 My name is Robyn Nuthall. I am the Director of Strategy and Planning at Te Whare Wānanga o Waitaha (the University of Canterbury (UC)). I was formerly the Director of UC Futures, the University's earthquake recovery programme 2013 to 2019. Many years ago, I was a secondary teacher training student on the Dovedale campus.
- 1.2 I have an MBA from the University of Canterbury and Diploma of Secondary Teaching from the Christchurch Teachers' College. I also have a BSc(Hons) in Biochemistry.
- 1.3 As Director of Strategy and Planning, I am responsible for developing and leading major new strategies and plans at the University, such as the new discipline of Digital Screen Production to be taught on the redeveloped Dovedale campus (Orakipaoa¹).

2 SCOPE OF EVIDENCE

- 2.1 My evidence:
- (a) Describes the role of Universities in general, and in the New Zealand economy;
 - (b) Describes the history of the University of Canterbury and its campuses, its faculties and courses offered, the size and nature of the University, its Strategic Vision for education, and its partnership with iwi;
 - (c) Describes the background to this proposal and the new degree that is the catalyst for the proposed Digital Screen Campus (including anticipated enrolments);
 - (d) Introduces the importance of work integrated learning, research and development and commercial partnerships in a University setting;
 - (e) Describes the overall benefits of the proposal;

¹ The Dovedale campus lies within an area that mana whenua knew as Ōrakipaoa (the greater Upper Riccarton area). First noted in letters penned by Thomas Green, Ōrakipaoa has been recorded in several sources as a place name for the upper reaches of Ilam Stream (also known as the southern branch of the Avon) and the surrounding springs that fed the many tributaries around the area.

- (f) Addresses the University's consideration of alternatives to the proposed Digital Screen Campus development; and
- (g) Addresses some of the submissions on the proposal.

3 **SUMMARY**

- 3.1 Universities play a vital role in society, in both teaching and research. Universities, their staff, graduates and educational and research activities also form an important backbone to the New Zealand economy.
- 3.2 The University of Canterbury's Strategic Vision 2020 to 2030 is Tangata Tū, Tangata Ora, People Prepared to Make a Difference, and within that, to create and deliver education which is accessible, flexible and future focussed, as well as research with a global impact. The University has about 150 years of history in working with industry to find solutions, carry out research and deliver work-ready graduates.
- 3.3 There is a well evidenced local and global need for more relevantly educated employees in the fast-developing digital screen industries (which include a wide range of economic activity from the cinema, streaming and broadcasting industries to the virtual reality industry through to the video game industry). Global demand for research and development into new or innovative ways of creating and delivering digital content is also increasing at pace.
- 3.4 This explosion of content development in a fast-changing technical space requires a future focussed educative and research response. The increasing convergence between the screen arts and the digital game development worlds also provides significant academic opportunity to develop modern future focussed education and research that *leads* rather than *follows*, and opens new areas of both research and development for the world.
- 3.5 The University has therefore decided to take its first decisive step into a new digital education future through the development of a new discipline at UC, Digital Screen Production, utilising the Dovedale campus. The first qualifications in this new discipline, the Bachelor of Digital Screen, and the Certificate in Indigenous Narrative are unique in New Zealand. The bachelor's degree brings together the newly

converging areas of film and game development and has a strong focus of hands on learning, work integrated learning alongside industry and research.

- 3.6 The new discipline is a joint venture between Arts and Engineering, both specialities for which UC is well known. Our scale and expertise make UC uniquely placed to deliver the future focussed education that is very much needed in this space.
- 3.7 To be able to deliver this fast-changing discipline effectively, there is need for deep integration between academia and industry. At UC, we can provide a combination of world class academics and the types of facilities needed to attract industry to partner with us in delivering work integrated learning.
- 3.8 Development of the proposed campus will see UC invest about \$107 million in the new and updated facilities needed to deliver the new discipline.
- 3.9 The land and buildings available for development on the Dovedale campus are a unique opportunity, with a confluence of options and advantages not available at any other University in New Zealand. The campus provides a number of existing buildings and about 13 hectares of land for development.
- 3.10 Very few, if any, universities in the world have this confluence of opportunities – strong demand and the ability to meet that demand through existing world class academics, space, location, capability, and some cash reserves.
- 3.11 The combination of globally known academics, world class facilities and co-located industry provides a strong foundation for UC becoming a pre-eminent digital screen school and an Asia Pacific powerhouse in the delivery of screen and digital education, research and development.

4 THE CHARACTERISTICS AND ROLES OF UNIVERSITIES

4.1 The objectives of the relevant statutory framework² require that the tertiary education system (of which UC is a part) is fostered and developed so that it:

- (a) *fosters, in ways that are consistent with the efficient use of national resources, high-quality learning and research outcomes, equity of access, and innovation; and*
- (b) *contributes to the development of cultural and intellectual life in New Zealand; and*
- (c) *responds to the needs of learners, interested persons or bodies, and the nation, in order to foster a skilled and knowledgeable population over time; and*
- (d) *contributes to the sustainable economic and social development of the nation; and*
- (e) *strengthens New Zealand's knowledge base and enhances the contribution of New Zealand's research capabilities to national economic development, innovation, international competitiveness, and the attainment of social and environmental goals; and*
- (f) *provides for a diversity of teaching and research that fosters, throughout the system, the achievement of international standards of learning and, as relevant, scholarship.*

4.2 In terms of teaching, it is the role of Universities to produce well-educated graduates, and to ensure they have the skills to prepare them for their future life and careers (not just their first job), and meet employers' skills needs. Universities work closely with industry and employers to ensure universities deliver the technical and soft skills that graduates and employers need.

4.3 In addition to its teaching role, Universities play a significant role in producing research that underpins new growth and development; and in developing the country's future researchers and innovators.

² Education and Training Act 2020, section 252

Research is critical to the operation and mission of New Zealand universities, and is vital to New Zealand. It produces new knowledge and disseminates that knowledge through:

- (a) research-informed teaching that produces knowledgeable graduates;
- (b) publications that make knowledge readily available to others;
- (c) research collaborations with industry, government and others in higher education;
- (d) public lectures, debates, articles and other forms of media communication that aim to educate and inform the public; and
- (e) consulting services, patents and other intellectual property that are made available to industry on a commercial basis.

4.4 Research is a major output of academic and research-only staff, and informs the teaching and learning environment. Research of national and/or international quality and relevance is expected of modern universities and of academic staff, who may work alone or alongside postgraduate students and other staff employed on research projects.

4.5 Adequate infrastructure is essential to enable universities to achieve their purpose and mission as a teaching and research organisation.

4.6 The research environment, and the income required to support that environment and research outputs, varies from university to university reflecting differences in disciplines and facilities. e.g. as discussed in the evidence of Dr Phelps, engineering, medical and science-based research might have different needs and resource requirements than does some arts-based research.

Economic benefits

4.7 The educational and research activities undertaken by Universities form an important backbone to the New Zealand economy. New Zealand's universities are large institutions, collectively employing approximately 21,500 full-time staff and turning over \$4.15 billion

annually³. They teach around 178,000 students and produce around 44,000 graduates each year (88% at bachelor's degree level or higher)⁴.

- 4.8 National and international evidence suggests that investing in universities is a positive way to grow an economy. Universities spend around \$1.17 billion on research and are home to 70% of the country's researchers⁵. Universities train and employ the vast majority of New Zealand's research and development staff.
- 4.9 Well-regarded universities, such as New Zealand's eight universities, attract talented staff and students from across the country and around the world, with positive flow-on effects for the regions that house them and for the country as a whole. Universities make a significant contribution to the regions that house them, their contribution representing up to 6.3% of regional GDP, counting University and student spending that contributes directly to that GDP⁶.

Funding and income

- 4.10 Universities are expected to be financially viable, generate small surpluses of around 3% on an ongoing basis, and to be sustainable in the long term. Across the University sector, approximately 25% of income comes from sources other than tuition or government funding. Other sources of funding include funded research, commercialisation of research, and trading revenue⁷). Over the past two decades, universities have increased their focus on innovation and generate \$600m-700m each year through the commercialisation of university research (about 16% of total university income)⁸.

³ Summary of 2019 annual audited accounts of universities, Universities New Zealand – Te Pōkai Tara

⁴ Education counts, Tertiary Statistics, Ministry of Education, 2019 data (updated June 2020)

⁵ Summary of 2019 annual audited accounts of universities, Universities New Zealand – Te Pōkai Tara; Research and Development Survey 2018, Statistics New Zealand.

⁶ NZIER, 2020. Draft Report " Regional activity of universities: New Zealand universities economic footprint". (Note: report based on 2018 data).

⁷ 2019 university annual reports. Consolidated/group figures. Universities New Zealand.

⁸ Summary of 2019 annual audited accounts of universities, Universities New Zealand – Te Pōkai Tara.

5 THE UNIVERSITY OF CANTERBURY

History and Campus

- 5.1 Established in 1873, Canterbury College (as the University was then known) was only the second university in Aotearoa New Zealand. Canterbury College was renamed Canterbury University College in 1933 before becoming the University of Canterbury in 1957.
- 5.2 For half of its first 150 years, the University was situated in the centre of Ōtautahi Christchurch (now the Arts Centre) but moved to its current location, a spacious, purpose-built 76-hectare site in the suburb of Ilam, in the 1950s and 1960s. The Ilam campus has a central complex of libraries, lecture theatres, laboratories and student accommodation. Ten local accommodation facilities provide board for more than 3,400 students at all levels.
- 5.3 In 2007, UC merged with the Christchurch College of Education as part of a wider government-led initiative to amalgamate all teacher training colleges with universities. This saw the University take over the Christchurch College of Education sited on the Dovedale campus⁹. The Dovedale campus was built for the Teachers' College in the 1970s, with the College of Education moving onto that campus in 1978.
- 5.4 Following the Canterbury earthquakes (beginning in September 2010), the University campus suffered substantial damage. The damage was widespread and required students and staff to vacate some of the buildings on the site for a period of time. During this time, 47 temporaryⁱ teaching and office accommodation units ('Dovedale Village') were placed at the campus (Dovedale Field) and used as classrooms and administrative offices. In 2019, the UC College of Education, Health and Human Development¹⁰ moved from the Dovedale campus onto the Ilam Campus, leaving the Dovedale campus largely underutilised. The temporary Village was dismantled and removed from the Dovedale Field in 2019.

⁹ As described in Ms Hutchison's evidence, while the College of Education merged with UC in 2007, the land was not acquired for University Purposes and Gazetted until August 2015.

¹⁰ Now two faculties: Education, and Health.

5.5 Following the removal of the Dovedale Village and the subsequent relocation of the University's College of Education, Health and Human Development, the campus has remained significantly underutilised. The campus is currently used for a mixture of block course teaching, to house education related tenants and ancillary activity¹¹, and university support staff (e.g., administrative, maintenance and IT). Several administrative buildings are partially or fully occupied, and there are also students boarding at accommodation facilities (e.g., halls of residence and self-catered flats) remaining on site.

Faculties, courses offered and pedagogy

5.6 Since its establishment 150 years ago, the university has worked with industry to deliver both research and development along with providing work-ready graduates. With a strong science, technology, and engineering foundation, the university's close links with industry are seen across all disciplines. The Structural Engineering Laboratory, for example, provides pre-stressed concrete floors for structural testing and is equipped with movable reaction frames and measuring devices that allow structural engineering firms to test their building designs for earthquake resilience. Industry scale research and development facilities are key in enabling the University to carry out its core research and development function.

5.7 The University has seven Faculties, any one of which can and does use the Dovedale campus from time to time:

- (a) Faculty of Arts (Te Kaupeka Toi Tangata);
- (b) Faculty of Education (Te Kaupeka Ako) (which includes the former Teachers' College functions);
- (c) Faculty of Engineering (Te Kaupeka Pūhanga);
- (d) Faculty of Science (Te Kaupeka Pūtaiao);
- (e) Faculty of Law (Te Kaupeka Ture);

¹¹ Current education related tenants and ancillary activity on site includes Christchurch College of English Ltd, Rewi Alley Chinese School, Flourish Education Consultancy NZ Ltd, University of Canterbury Students Association (Early Learning Centre), Massey University – Ako Aotearoa, Research and Education Advanced Network NZ Ltd, Canterbury Branch of NZ Federation of Graduate Women.

(f) UC Business School (Te Kura Umanga); and

(g) Faculty of Health (Te Kaupeka Oranga).

5.8 The University has a diverse range of study options within these faculties, offering over 120 qualifications in more than 150 subject areas. In 2021, the University enrolled nearly 21,000 students, and employed about 5300 people (about 2000 full time equivalent staff)¹². It is ranked in the top 5% of universities in the world and I understand that it is the third largest employer in Canterbury.

5.9 Not all of the enrolled students regularly attend the campus. Education courses, depending on the discipline, have variations in numbers of student attendance and space use. We are investing in blended (or hybrid), and fully online learning options for all courses. Therefore, student enrolments are not always a good proxy for 'on site' attendance.

5.10 The University is continuing to grow its Future Learning team, which has been established to ensure that its hybrid and online learning is high quality and effective. Demand for online learning remains high post the Covid lockdowns. Some of that online learning content will be produced on the Digital Screen Campus using the new facilities proposed.

Size and nature of the University

5.11 The University is a medium-sized, research-intensive, comprehensive teaching university. It strives to deliver excellent, research-informed education, and creative and innovative research. As a publicly funded university dedicated to providing both private and public good to society, UC (like other New Zealand universities) earns about 20% of its revenue from research and consultancy work supporting external companies and agencies¹³. The University of Canterbury operates numerous (currently 37) research and development centres¹⁴, many of which are government funded. However, there are others which

¹² Source UC 2021 Annual Report

¹³ Universities receive income from a variety of sources including government, domestic students, international students, research grants, commercialisation opportunities, trading activities and philanthropy.

¹⁴ Information on these centres can be found at:
<https://www.canterbury.ac.nz/departments/research-centres/>

are more applied and often work in consultation and collaboration with industry on various projects. Two of which are of particular relevance to the Digital Screen Campus proposal are the Human Interface Technology Laboratory (HITLabNZ) and the Wireless Research Centre (WRC). These are described in the evidence of Dr Phelps. All of this research activity is subsumed within the campus and faculty buildings.

- 5.12 There are four commercial entities that operate from the campus, including Callaghan Innovation, THL, Aegis and Precision Chroma. These are companies which have been incubated by the University.
- 5.13 The Ilam Campus is also home to the UC Centre for Entrepreneurship which helps students and alumni found businesses on campus.

UC Strategic Vision 2020 – 2030

- 5.14 The UC Strategic Vision 2020-2030 is Tangata Tū, Tangata Ora, People Prepared to Make a Difference. The document describes seven themes, each with a goal, and within each theme there are between four and six key objectives.
- 5.15 Our educational vision is to create and deliver education which is accessible, flexible and future focussed, and our research vision is to deliver research with global impact. The Strategic Vision has a strong theme reflecting the University's desire, and indeed obligation, to support the province and Te Waipounamu the South Island. It includes two key objectives which particularly focus on providing public good to the province: to increase the University's economic impact on Waitaha Canterbury, and to retain and grow local talent. The proposed Digital Screen Campus plays a key role in achieving the University's strategic goals.
- 5.16 The University's founding statement from Henry Tancred, the UC Strategic Vision, and the Aotearoa New Zealand university underpinning legislation¹⁵, all confirm the University's role in providing a wide diversity of teaching and research at a higher level to advance, disseminate and assist in applying knowledge and promoting

¹⁵ Education and Training Act 2020, section 268(2)(d)(ii)(A): "a university is characterised by a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates, and assists the application of knowledge, develops intellectual independence, and promotes community learning".

community learning. Key to applying that knowledge is the close relationship with industry: solving problems, developing new knowledge and responding to the need for talent.

Partnership with iwi

5.17 The University has partnered with Ngāi Tūāhuriri and Ngāi Tahu to uphold the mana and aspirations of the mana whenua through the creation of a Treaty partnership office, led by Ngāi Tūāhuriri Ūpoko and UC Professor Te Maire Tau. This unique to Aotearoa New Zealand Te Tiriti partnership is believed to be the first of its kind among Aotearoa universities to embed mana whenua – Te Rūnanga o Ngāi Tahu – into the structure of a University. The office will ensure the inclusion of te ao Māori (Māori world view), mātauranga (knowledge) and the upholding of Te Tiriti o Waitangi at the university.

6 BACKGROUND TO THE PROPOSED DIGITAL SCREEN CAMPUS

6.1 As part of the University's planning after the earthquakes, in May 2020, the UC Council began to consider the long-term future of the Dovedale campus and how it could be better used to deliver the University's strategic vision. Investigations were undertaken of potential new disciplines and associated research functions which would require a specialised campus.

6.2 Several potential new disciplines were considered. Key considerations were identifying sectors which have a strong demand for graduates, are in need of future focussed education response, the offerings of other tertiary providers in those sectors, and whether UC has an academic foundation to build that discipline on.

6.3 As described in Dr Phelps' evidence, a review was undertaken of the existing digital curriculum relative to global developments in the digital industry and education offerings both in New Zealand and around the world. In summary, the findings included:

- (a) There is a steep increase in global demand for on screen content in the film and gaming sector. The content ranges from highly entertaining to highly educative. This explosion of content development in a fast-changing technical space requires an

industry-responsive, accessible, flexible and future focussed educative and research response.

- (b) Technical approaches to producing digital content are converging, with the gaming and virtual reality industries leading the way. The global growth of this industry provides significant opportunities for universities to respond to increased demand for graduates, and for research and development.
- (c) Education offerings in New Zealand are currently limited. None have the space for end to end production facilities on campus and none teach screen and gaming together.
- (d) UC has the foundational talent and the strengths in both teaching and research needed to become a world leader in this new transdisciplinary space. For teaching and research, UC has a strong foundation in academic talent in human interface technology, game development, computer programming, music and sound design, animation, and the screen arts (cinema studies and film practice). Among our academics and professional staff, we have well published technically skilled staff and also Grammy-winning and BAFTA nominated staff. We have globally well-connected staff and visiting professors.
- (e) The growth of the New Zealand screen industry currently faces a number of barriers:
 - (i) While New Zealand currently has several boutique and technical screen education programmes (all based in the North Island), there is currently no pre-eminent comprehensive provider of education and university level research and development in New Zealand for the **converged** screen and digital arts. An analysis of competing degrees and locations in New Zealand and offshore indicates that the two areas of film and gaming are traditionally seen as separate and there is no comprehensive offering that combines the two disciplines at any New Zealand university;
 - (ii) As described in Ms Letcher's evidence, a lack of infrastructure is one of the major constraints on the growth

of the screen industries in New Zealand and particularly Waitaha Canterbury;

- (iii) There is a limited pipeline of staff or crew for the production of film, TV, gaming, animation, and recorded sound content for the booming content generation industries; and
 - (iv) New Zealand needs to create more content rather than act as producer of content from offshore.
- (f) The University can provide the future focussed education response required, and address all of these barriers to the growth of the industry in Waitaha Canterbury and in New Zealand.
- (g) There are no other suitable facilities either on campus or elsewhere in Canterbury that could be used to deliver the hands on learning and the work integrated learning required.

6.4 Overall, the expansion and development of the digital screen arts and engineering courses was considered the best use for the Dovedale campus.

6.5 Some of the key outcomes for the Digital Screen Campus are:

- (a) To expand UC's screen and digital arts education to become the pre-eminent provider in New Zealand, recognised on the global stage;
- (b) To provide UC and the province with screen and game development infrastructure to support a step change in UC's growth and in the local industry;
- (c) To expand the number of research students working in sound, cross reality, screen and game development, and the number and impact of research projects in these fields;
- (d) To expand the number of students with jobs for the future sound, cross reality, screen and game development industry workforce; and
- (e) To efficiently utilise the University campus.

- 6.6 As described earlier in my evidence, UC is a bicultural University with a Tiriti partnership office. The University includes bicultural considerations in all key decision-making and design. This has informed the design of the academic program to be taught at the Digital Screen Campus, as described in Dr Phelps' evidence, and will be a relevant consideration when selecting commercial and production partners. The Innovation Hub Te Matakiki will also provide direct support for emerging indigenous companies and productions.

Development of the new qualifications

- 6.7 There will be a suite of educational programmes developed over time. These will range from professional development micro-credentials and bachelor's degrees through to options for doctorates.
- 6.8 The first new professional degree to support the converged film and game industry is a bachelor's with honours degree in Digital Screen production. The degree combines the arts and engineering aspects of digital screen production. This degree is designed to ensure that students are well versed in both traditional film making and also the new ways of producing content and films. To do this, the University examined all the current and new job roles in film and game production and how each are educated. We identified where this converged discipline would be most valuable for those roles and developed a new degree to support them. Our assessment is that between the Ara Institute of Canterbury, the University of Canterbury, and other local education and development providers, almost all crew roles will be covered. We very much see this degree as part of the wider education and training system in Canterbury.
- 6.9 The new Bachelor of Digital Screen (Honours) degree has an initial six majors (Game Development, Game Arts, Cinematic Arts, Animation, Screenwriting and Screen Sound). The degree has a common first year and an optional fourth honours year. Production projects occur at all levels of the degree and students will have the opportunity of working with industry as part of that education. The structure of the degree, is illustrated in the figure below.

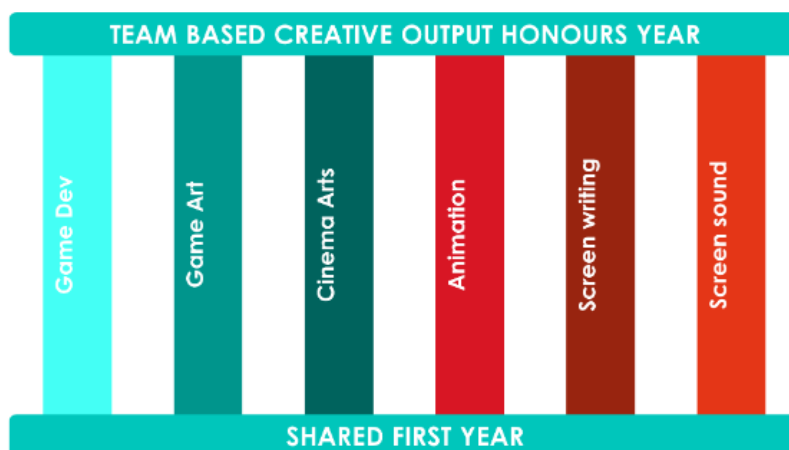


Figure 1: the structure of the new Bachelor's degree.

- 6.10 The majors work to educate students across the converging spaces of film and gaming incorporating the so-called "T-shaped" model of education wherein students are engaged in a broad set of coursework to provide breadth, and then deep specialised experiences to provide depth along an axis of expertise. The majors work together to provide shared multi-disciplinary productions in upper-division coursework that allows students to work together in specialised roles on the creation of full featured media (games, movies, apps, MR experiences, etc.)
- 6.11 The course includes between 60 to 120 credit points of creative production experience in each year, much of which will be industry linked and will use the new facilities proposed.
- 6.12 Significantly, each of these fields is portfolio driven, meaning that entry to the field (and essentially every role after that) is based on a portfolio of quality work. Thus, each of these majors must result in experiences that help students create their portfolio of work prior to graduating from UC, and this work must be of a form and quality that aids students in entering the professional field.
- 6.13 The second new qualification in this new discipline is the Certificate in Indigenous Narrative. This new qualification will provide professional development for anyone working in the creative media industries to gain more awareness of (and ability to incorporate) Māori, Pasifika, and other indigenous cultures in their works. It also provides the basis

for a minor in Indigenous Narrative as part of the new bachelor's degree.

Co-operative education/work integrated learning

- 6.14 Co-operative education (work integrated learning) is at the heart of the proposed pedagogy, as described in Dr Phelps' evidence, and this is vital to providing up-to-date and leading-edge education and research. Work integrated learning refers to work experience opportunities for students which can include internships, projects, fieldwork and clinical placements. This will be a key focus of the courses delivered from the Digital Screen Campus which has not traditionally been available within the Arts disciplines, but is common in health, teaching, or engineering degrees. Taking the Master of Applied Data Science students as an example, their end-of-degree projects may be developed while embedded in a company or organisation, or may be carried out on campus but for a company.
- 6.15 Work integrated learning is strongly grounded in the "UC Graduate Profile" which commits the University to providing bachelor degree graduates who are "innovative, entrepreneurial and employable". One of the university's key tools in achieving this is to offer undergraduates the opportunity to experience work integrated learning such as internships and industry projects.

Anticipated enrolments

- 6.16 For every new degree and discipline, the University creates both targets and also forecasts for enrolments. Enrolments in Digital Screen Production courses are expected to become stable in 2029, when a total of about 600 equivalent full-time students (EFTS) are projected. About 250 of those 600 enrolments are expected to be in uplifts to existing related qualifications at UC and the balance in new qualifications.
- 6.17 The combination of academics at the cutting edge of theory and practice, and the presence of high-quality industry standard facilities mean that UC will also be able to provide a range of professional development opportunities, micro-credentials and mass open online courses for those already in the industry to remain up to date and relevant, or to cross skill in these changing industries. These industry

courses will be a core offering from this campus – whether learners are on site or studying from a distance.

- 6.18 The proposed expansion of digital screen teaching and research will require a total of about 28 new FTE academic staff by 2029. The facilities will require expert staff such as technicians, and there are forecast to be a further 6 FTE staff needed to run the facilities.
- 6.19 The new bachelor's degree and the new certificate have been vetted and approved by all the faculties at UC, the UC Academic Board, and nationally by the New Zealand Committee on University Academic Programs (CUAP). The feedback on the new degree both internally and from other Universities has been very positive, and it is regarded as forward-thinking, creative, and innovative in its design.

Research and Development

- 6.20 For research and development, the opportunities in a set of fast changing industries are increasing. Currently UC staff and students develop research and creative outputs in these industries, mostly in films, music, virtual reality, human interface technology and games, but with severely limited resources and some barriers to collaboration (such as no industry presence on site). In order to serve these industries better, academic staff and students need access to much improved and new infrastructure, and companies and producers active in the industry.
- 6.21 The proposal will provide for significant collaboration with industry to develop emerging content production technologies, delivering on the University's research vision and expanding its research and development capacity.

Digital Screen Campus facilities

- 6.22 The design of the facilities required for the new Digital Screen Campus and the purpose of those facilities is described in the evidence of Dr Andrew Phelps.
- 6.23 As also described by Dr Phelps in his evidence, to have a fully immersive and practical educational experience, the right end-to-end production facilities are necessary. More importantly, the University needs to

provide UC staff and students the facilities to make high quality productions which will support the school's reputation as a work and study destination, and its rankings. UC is making a large-scale investment, not just in new facilities, but in our existing buildings, to deliver 21st Century education and research spaces that provide industry standard technology. These investments are a core requirement for students and faculty to produce world class creative and research outputs, and to grow enrolments and research income.

6.24 Most of the Digital Screen Campus facilities will be available for use by industry partners when not required for solely education and research purposes. There will be conditions for use of the facilities such as placement of interns as part of our work-integrated learning programme. Use of the facilities will be linked to the regional development plan for this sector, formulated by Christchurch's regional development agency, ChristchurchNZ.

6.25 The refurbishment of existing buildings on Dovedale campus is planned to start this year. Subject to the grant of resource consent, construction of the new facilities will start in 2023 and is expected to take approximately 18 months.

7 **OVERALL BENEFITS OF THE PROPOSAL**

7.1 The benefits of the proposal are immense. It will:

- (a) Provide future focussed educational offerings, delivering on the UC Strategic Vision;
- (b) Provide work ready graduates (of which there is a significant shortage both in NZ and globally) for the screen industry;
- (c) Provide research and development services for the global screen community;
- (d) Attract staff and students, while also growing and diversifying revenue for UC to support its long-term sustainability;
- (e) Attract national and global screen companies to produce content in an ideal location with appropriate facilities;

- (f) Provide strong support for the development of the Māori digital creative economy;
- (g) Enable wider development of the hybrid university and online learning; and
- (h) Maximise the use of the existing built assets at the Dovedale campus.

8 **ALTERNATIVES**

8.1 UC has considered the option of developing the campus for creative content subject areas with fewer facilities or facilities of a smaller (non-industry) scale. The main disadvantages of this are:

- (a) There would remain no pre-eminent comprehensive provider of education and university level research and development in New Zealand for the converged screen and digital arts. Film and gaming would continue to be taught separately.
- (b) The courses taught in lesser facilities would not be sufficiently industry-responsive, accessible, flexible or future focussed. The research response would also be heavily constrained.
- (c) Students would not gain the technical skills these fast-changing industries require.
- (d) Students would not gain the type of hands on and work integrated learning needed to the same extent and would have difficulty completing the portfolio requirements of their degrees.
- (e) UC's ability to support the development of the Māori digital creative economy would be much reduced.
- (f) It would result in limited enrolments and not attract the new academic talent needed.
- (g) There would be much less innovation and collaboration between education and industry.
- (h) It would not support local industry or the local economy in line with the UC Strategy.

- (i) It would not support UC engagement with the creative content industry to the extent required to achieve UC's goal of becoming one of the top 20 film schools globally within five to seven years.
- (j) It would not maximise our built resource to deliver our core services and purpose.

9 SUBMISSIONS

- 9.1 I am familiar with the submissions on the application and have attended several meetings held with neighbours and submitters (described in the evidence of Caroline Hutchison, the Campus Development and Space Manager).
- 9.2 The submission by Michael Bond refers to his understanding that there are numerous other existing or proposed film/media facilities (private or other educational institutions) in Auckland, Lower and Upper Hutt, Miramar, Dunedin and Wanaka. As discussed in my evidence, UC has undertaken detailed investigations into the existing education offerings in New Zealand before deciding to invest in this proposal. The UC course is the only degree level course in New Zealand like it, and no existing education offerings have industry working and teaching on their sites.
- 9.3 As also discussed in my evidence, the University's plan to expand significantly blended and online learning is a key strategy, and will likely become the dominant use of the site, should for any reason, demand for industry use of the facilities be less than expected (a matter also raised in Mr Bond's submission).
- 9.4 In terms of Mr Bond's suggestion that UC should focus on engineering specialties and subjects like nanochemistry and environmental economics, the University has significant and growing research and development in nano physics, chemistry and engineering on the Ilam campus. As a result, there are two new environmental bachelor's degrees at UC: the Bachelor of Environmental Science with Honours to cover the science related aspects, and the Bachelor of Social and Environmental Sustainability to cover the social science aspects of environmental issues. This is all done on the Ilam campus where our laboratories are located and social sciences are taught. Those courses are taught using existing fit for purpose space on the Ilam Campus.

In comparison, the Digital Screen discipline needs newly developed space and specialist industry standard facilities, and the best location for that is on the Dovedale campus.

10 **CONCLUSION**

10.1 This proposal charts a new direction for the University in the area of modern converged digital screen production. Due to the ongoing convergence between multiple media forms such as games, movies, television, apps, mixed reality experiences, and more, the timing is right to develop new, future-focused curricular and research efforts that will best prepare our graduates for the world of tomorrow. The global growth of these industries provides significant opportunities for the University to respond to increased demand for graduates, for research and development, and to gain a stronger international reputation in these fields.

10.2 Research and development is part of the University's statutory purpose and makes a major contribution not just to society but also to the nation's economy. Industry scale research and development facilities are required to enable the University to fulfil its research role and obligations.

10.3 The University's proposed development will provide a significant springboard to support Māori and Pacific (indigenous) creative industries in Waitaha Canterbury and the country as a whole. Its new Certificate in Indigenous Narrative is designed to support the existing industry as well as new and emerging companies.

10.4 By incorporating academic and research activities, shared state-of-the-art facilities, and engaging effectively with industry, UC will profoundly advance education in this sector, and help to develop the creative industry.

10.5 The redevelopment proposed will also enable the existing land and buildings to be used sustainably, and will deliver a vibrant and activated campus environment.

Robyn Nuthall

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