

APPENDICES

Appendix One

Written Responses by Fiji National University





New semesterised curriculum launched

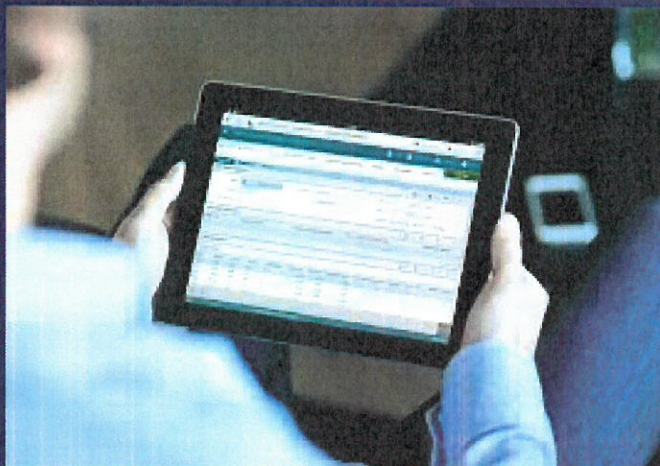
- 2 x semesters per year: February – June and July– November
- Summer school: December – January
- 15 credit courses
- Full academic load = 4 x 15 credit courses x 2 semesters = 120 credits



Enrolment growth (EFTS)

Colleges	2014	2015	2016	2017	2018
Agriculture	1,170	1,032	1,007	1,050	1,044
Business	3,304	2,830	2,401	2,578	3,040
Engineering	3,257	2,352	2,331	2,525	2,942
Education	2,073	1,570	1,614	1,964	2,130
Medicine	2,485	2,493	2,401	2,394	2,741
TOTAL	12,289	10,277	9,754	10,511	11,897

Investment in digital infrastructure (3)



Increase in operational efficiency (1)

	2014	2015	2016	2017	2018
Academic	938	1,001	969	924	899
Support	1,745	1,819	1,449	1,360	1,294
TOTAL	2,680	2,820	2,418	2,284	2,193
Support: Academic	1.9	1.8	1.5	1.5	1.4

Increase in operational efficiency (2)

	2014	2015	2016	2017	2018
Academic	938	1,001	969	924	899
EFTS	12,289	10,277	9,754	10,511	11,897
SSR	13.1	10.3	10.1	11.4	13.2

Appointment of new Pro Vice Chancellors



Professor Mohini Singh
Pro Vice Chancellor (Research)

Qualifications

PhD Technology Management, Monash University
Graduate Diploma in Business Systems, Monash University
Graduate Certificate in Business Data Processing, University of Alberta
BA (Hons) Economics, Punjab University



Professor James Pounder
Pro-Vice-Chancellor (Learning and Teaching)

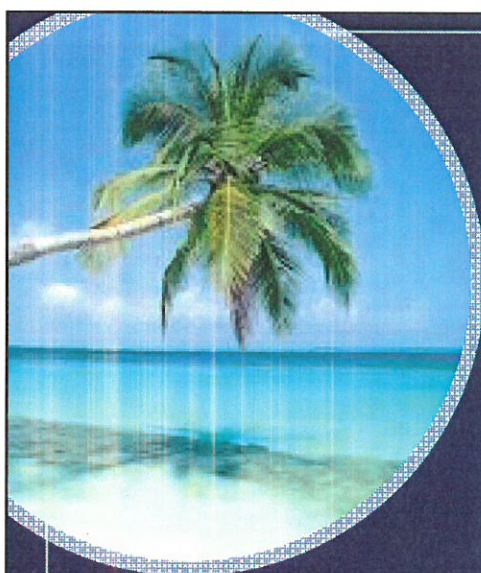
Qualifications

BSc (Economics) Hons, London School of Economics
Master of Business Administration (MBA), Henley Management College, Brunel University
PhD Management, Henley Management College, Brunel University
Doctorate of Education (EdD), University of Leicester




Financial performance (\$m)

	2015	2016	2017	2018
Government operating grant	33.4	42.6	49.7	59.9
Tuition fees	61.7	58.7	61.2	65.4
Other income	48.1	47.5	45.9	39.0
Total income	143.2	148.8	156.8	164.3
Employee-related expenses	(70.3)	(72.6)	(85.3)	(77.7)
Other operating expenses	(51.2)	(44.5)	(44.6)	(50.8)
Depreciation	(11.3)	(11.0)	(10.7)	(11.2)
NTPC levy expenses	(7.4)	(6.8)	(7.6)	(8.5)
Total expenses	(140.2)	(134.9)	(148.2)	(148.2)
Operating Surplus	3.5	15.5	12.4	20.0
Operating Surplus % Income	2.5%	10.4%	7.9%	12.2%



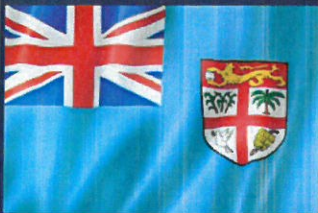
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Responses to Questions on Fiji National University Annual Report 2018

Professor Nigel Healey
Vice Chancellor



20 January 2020



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Question 1 (1)

- The committee notes from the National Development Plan that the agriculture curriculum at FNU will be reviewed to identify practical components and pathways into commercial agriculture, in an effort to continue Government's broad-based support to agriculture as a key driver to economic growth and poverty alleviation. Inform us on the progress of this review.
- Answer: *Most of the academic programmes at CAFF will be reviewed in 2020, in line with the normal schedule. This will begin with in-house revision of course descriptors; assessment by external specialists; presentation to Department, School and College Boards, and industry advisory committees; presentation to Academic Quality Committee of the Senate, and delivery to FHEC. This process will run from February to November. The programmes will aim to align our courses with the government programme on commercial agriculture. (cont'd)*



Question 1 (2)

- The committee notes from the National Development Plan that the agriculture curriculum at FNU will be reviewed to identify practical components and pathways into commercial agriculture, in an effort to continue Government's broad-based support to agriculture as a key driver to economic growth and poverty alleviation. Inform us on the progress of this review.
- Answer: *We will also run the Certificate III in Commercial Agriculture, to provide a pathway for students coming through the TCF. In addition, we have commenced the new degree of BSc (Animal Science) to support the development of the livestock industries. The commencement of postgraduate courses at Masters and PhD levels will lead to the production of higher-level man-power for the country (Dean, College of Agriculture, Fisheries and Forestry).*



Question 2

- How has FNU strengthened the training offered to aircraft engineers for Fiji and the region to meet International Civil Aviation Organization (ICAO) standards?
- Answer: *The Department of Aviation in Nadi is a CAAF accredited training centre and subject to annual compliance audit by CAAF.*
- *FNU offers Certificate IV programmes in (1) Aircraft Maintenance Engineering (Mechanical) and (2) Avionics Engineering. There are 30 places in each. A degree programme is in development.*
- *Students train on actual aircraft. We are seeking an airworthy airplane at CAAF's recommendation.*
- *We are planning to send staff for Type Rating training, to offer more specialised courses (Dean, College of Engineering, Science and Technology).*



Question 3a

- We note that the Vice Chancellor operated without the guidance of a Council for the second half of 2018. Explain why this was the case, the reasons why Council members were not expeditiously appointed following the expiration of the term of the previous members, and its impact on the University's operations.
- Answer: *The term of the 2017 Council expired on 31 December 2017. The 2017 Council was reappointed by the Minister of Education on 21 April 2018 for the period to 30 June 2018.*
- *On 13 July 2018, the Fiji National University (Amendment) Act was passed by Parliament, changing the basis on which members of Council were appointed.*
- *On 14 November 2018, the General Election took place.*



Question 3b

- Who are the current Council members and what is the length of their term?

Name	Term		Term		Term
Dr. Rajesh Chandra	3 years	Prof. Barry McGrath	3 years	Mr. Vishnu Mohan	3 years
Prof. Nigel Healey	Ex Off.	Dr. Joseph Veramo	3 years	Mr. Gordon Jenkins	3 years
Ms. Alison Burchell	Ex Off.	Dr. Penuel Immanuel	3 years	Dr. Eci Nabalarua	3 years
Ms. Tessa Price	3 years	Dr. Nur Bano Ali	3 years	Prof. John Chelliah	3 years
Prof. Dharmendra Sharma	3 years	Dr. Parakrama Dissanayake	3 years	Dr. Mumtaz Alam	1 year
Ms. Lala Sowane	3 years	Prof. Ravi Naidu	3 years	Ms. Makereta Batimoko	1 year
Mr. Raymond Prasad	3 years	Dr. Akhila Nand Sharma	3 years		
Ms. Jyoti Pratibha	3 years	Mr. Devanesh Sharma	3 years		



Question 4

- Does the University have a database on their graduates and have all of FNU's 2018 graduates found employment?
- Answer: *The University has a database of all its graduates.*
- *The University ran a graduate employment survey each April/May at the time of the graduation ceremonies. Reported employment rates were 85-90%, but the response rates were low.*
- *This survey was discontinued in 2019. Under an MoU signed in July 2019, the Fiji Revenue and Customs Service provides employment and salary data for all graduates since 2016.*
- *This is work-in-progress.*



Question 5 (1)

- Page 18 of Annual Report (Table 1) – The committee notes that the number of academic and support staff at FNU has fallen since 2015. Provide a breakdown of which Colleges have had reductions in Academic Staff and the details of the Support Staff positions that have been removed.
- Answer: *See following three slides.*

Question 5 (2)

- Provide a breakdown of which Colleges have had reductions in Academic Staff.

	2015	2016	2017	2018
Agriculture	57	60	56	51
Business	115	109	102	96
Engineering	309	306	295	287
Education	122	110	115	112
Medicine	218	217	211	217
NTPC	180	167	145	136

Question 5 (3)

- Provide the details of the Support Staff positions that have been removed.

	2015	2016	2017	2018
Agriculture	48	54	48	49
Business	21	20	21	19
Engineering	76	80	76	72
Education	27	26	24	24
Medicine	95	85	80	84
NTPC	144	132	114	104



Question 5 (4)

- Provide the details of the Support Staff positions that have been removed.

	2015	2016	2017	2018
Capital Projects	8	8	10	11
Estates & Facilities	728	496	453	394
Finance	126	102	95	87
HR	60	51	43	36
ICT	91	83	76	79
Marketing & Comms.	17	19	20	25
PVC L&T (incl. library)	94	91	99	110
PVC Research	4	4	6	8
Office of Registrar	158	160	171	182
Office of VC	58	17	11	10
TOTAL	1344	1031	984	942



Question 6

- Are there any locals understudying the University's Senior Management staff who are expatriates?
- Answer: *Of the 16 members of Senior Management, four are expatriates*
 - *The expatriate VC is understudied by one local PVC and five local Deans*
 - *The expatriate PVC is understudied by two local Associate Deans*
 - *The expatriate Dean is understudied by two local Associate Deans*
 - *The expatriate Director HR is understudied by four local HR managers*



Question 7 (1)

- One of the key achievements of the College of Agriculture, Fisheries and Forestry in 2018 was the signing of MoU with various stakeholders, including Ministry of Agriculture, Biosecurity Authority of Fiji, Rooster, Charles Sturt University and Vet Beyond Borders to support teaching and research. Provide information on the different areas of teaching and research which will be supported through the MoU and the projects and activities that have been undertaken.
- Answer: *The MoU with the Ministry of Agriculture has enabled the Ministry to support our student training, including industrial attachment of the BSc (Agric) students and internship for the Veterinary Science students. Our staff have developed research proposals for collaboration with the Ministry staff. Two such proposals are in the areas of genetic development and nutrition of sheep, goat and indigenous and commercial poultry. We have appointed some staff from the Ministry to teach on part-time basis while several staff of the Ministry will be enrolling for their Bachelor and postgraduate degrees.*



Question 7 (2)

- One of the key achievements of the College of Agriculture, Fisheries and Forestry in 2018 was the signing of MoU with various stakeholders, including Ministry of Agriculture, Biosecurity Authority of Fiji, Rooster, Charles Sturt University and Vet Beyond Borders to support teaching and research. Provide information on the different areas of teaching and research which will be supported through the MoU and the projects and activities that have been undertaken.
- Answer: *We have assisted the Biosecurity Authority of Fiji in developing a programme to control the invasive American iguana, which is now present on some islands. FNU, through the College, is also now a member of the Fiji Invasive Species Taskforce, which oversees all areas of control of plant and animal invasive species.*



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Question 7 (3)

- One of the key achievements of the College of Agriculture, Fisheries and Forestry in 2018 was the signing of MoU with various stakeholders, including Ministry of Agriculture, Biosecurity Authority of Fiji, Rooster, Charles Sturt University and Vet Beyond Borders to support teaching and research. Provide information on the different areas of teaching and research which will be supported through the MoU and the projects and activities that have been undertaken.
- *Answer: Our MoU with Rooster Chickens enables our students to gain practical training with the company. Rooster Chickens also employs at least two graduates from FNU every year during the life of this MoU.*
- *Charles Sturt has collaborated with us at staff and student levels. Their staff and students have visited annually since the MoU was signed. Their staff give guest lectures to our veterinary science students while our students join CSU students to conduct practicals, including feral dog control in Fiji.*
- *Vets Beyond Borders have offered to provide guest lectures to our veterinary science students. They will also be involved in the delivery of the special internship programme to our new graduates. Dean, College of Agriculture, Fisheries and Forestry).*



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Question 8

- We note that the Associate Dean Research, Dr Zakia Ali-Chand, had received a Gender Grant from the Association of Commonwealth Universities to organize a women's leadership workshop. Inform us on whether this workshop has taken place and if so, its key highlights.
- *Answer: The Association of Commonwealth Universities approved a grant for a gender workshop for FNU (announced by the Duchess of Sussex during her visit to Suva on October 2018).*
- *The aim was to empower women academics to progress to more senior levels as managers and researchers to achieve gender equality. 30 women academics participated in the workshop which took place 7-8 March 2019 at De Vos on The Park Function Centre.*
- *The workshop was facilitated by Dr Zakia Ali-Chand (FNU), Prof. Unaisi Nabobo-Baba (FNU) and Dr Natasha Khan (USP).*



Question 9

- What progress has been made in moving APTC's engineering facilities onto Derrick Campus to co-deliver the programmes with FNU staff?
- Answer: *Three APTC programmes relocated from Walu Bay to Derrick Campus in 2018-19: 1) Refrigeration & Air Conditioning, 2) Electro-technology, 3) Fitting and Machining.*
- *Heavy Machinery/Mobile Plant will also relocate from Walu Bay, but this is pending remodelling the workshop space.*
- *It is also planned that Painting/Decoration, will relocate from Narere and Wall and Floor Tiling from Raiwai/Vatuwaqa.*
- *Phase 1) Co-location Phase. 2) Co-Teaching – FNU lecturers help teach APTC students/programmes. Phase 3) Co-sharing – FNU to align programme to APTC. Phase 4) Co-badging (details to be worked out) (Dean, College of Engineering, Science and Technology).*



Question 10a (1)

- Provide data on the youths who have progressed towards further education and those who have upgraded their qualifications upon completing the Sustainable Livelihood Project skill training.
- Answer: *The objective of the SLP is to empower people in rural communities with skills and knowledge to become more productive and self-sufficient in their rural areas.*
- *The most recent impact assessment showed:*
 - *96.0% of participants found the training to be effective and useful in their villages or communities*
 - *93.3% of participants were able to contribute to the development of their communities after gaining new skills from the SLP training*
 - *17.6% of participants were able to establish income-generating projects for themselves*

Question 10a (2)

1. Kadavu SLP Participant

Name: Senu Baleitumana
SLP Program Taken: Small Engine Repair

Age: 40 years old

How did it help you?

Now I am able to repair outboard engines and electrical appliances. Repaired items which the specialists could not. SLP helped me to learn more and I applied the skills. Now I am able to support my family by getting lots of repairing jobs.



2. Nadroga SLP Participant

Name: Venusi Nawaga

Age: 58 years old

SLP Program Taken: Basic Elderly Care Giving

How did it help you?

Before SLP training I used to do house chores as a retiree. After taking the course on Elderly Care I went to visit my relatives in United States of America. The knowledge gained from this program helped me to get a job related to elderly care where I was paid close to \$1000 a week. Now I work in U.S.A for 6 months and enjoy myself in Fiji for six months. Will again go back after 6 months and will continue until I can.



3. Yasawa Island Participant

Name: Luke M.

Age: 17 years old

SLP Program Taken: Basic Cookery & Patisserie

How did it help you?

After dropping out of school system at the age of 15 I was just staying and moving around worthlessly in the village, mostly dependent on parents. I am very happy that SLP came to our village which has helped me to get a job at Coral View Island Resort. Now I am an assistant Chef and earning good enough to support my family. Thank you, FNU and the Government of the day.



Question 10b

- How successful has the SLP been in helping youths gain reasonable income and secure employment?
- Answer: *Our impact assessment data shows that 16.6% have secured paid employment, while 6.3% have managed to use the training to get a promotion at work.*
- Note: *Tracking down the participants and getting accurate data have always been our biggest challenges because of the mobility of people after the training, and rural to urban migration.*

Question 10c (1)

- Under this scheme, what is NTPC's plans on conducting technical and vocational training programmes in other rural and maritime communities?
- Answer: *We have visited all provinces of Fiji, including Rotuma, but we have still to cover many districts. Over 28,000 participants have been trained so far, with youngest at 14 years old to the oldest on our record at 85 years of age. The table shows the actual number of districts (Tikina) visited and those yet to be covered (Director, National Training and Productivity Centre).*

Question 10c (2)

Table 1: SLP Training Data by Province/ Districts

No.	Province	Districts	Villages	Number of districts trained by SLP	Number of districts yet to be trained
1	Ba	21	107	10	11
2	Bua	9	50	4	5
3	Cakaudrove	16	132	8	8
4	Kadavu	9	75	5	4
5	Lau	13	72	2	11
6	Lomalviti	12	74	8	4
7	Macuata	12	112	4	8
8	Nadroga Navosa	22	121	7	15
9	Naitasiri	16	91	6	10
10	Namosi	5	28	4	1
11	Ra	19	89	7	12
12	Rewa	9	52	7	2
13	Serua	4	24	4	0
14	Tailevu	22	146	10	12
15	Rotuma	7	19	2	5
TOTALS		196	1192	88	108

Question 11a

- Table 3: Recruitment for year 2018 – The committee notes the delay in the filling of vacant positions for Academic and Administrative staff in 2018. Provide a breakdown of the colleges that had these vacant positions.

	End-2018 Vacancies	2018 Filled Posts	Vacancies/Total
Agriculture	10	100	9.1%
Business	19	115	14.2%
Engineering	37	359	9.3%
Education	14	136	9.3%
Medicine	47	301	13.5%
NTPC	53	240	18.1%

Question 11b

- What impact did this have on students and how is the University planning to address the challenges faced in the recruitment of academic staff, particularly in the areas of TVET and senior academic positions?
- Answer: *There is no significant impact on students, as the University can employ adjunct staff and use existing staff more intensively to deliver classes, which are increasingly blended.*
- To enhance recruitment of TVET staff, the University has a "New Blood" route to allow new recruits to join a career development track*
- To enhance senior academic recruitment, the University seeks to ensure its employment conditions are competitive (eg, free comprehensive medical insurance)*

Question 11c

- Provide details on the 361 cessation of staff contracts in 2018.

Termination Reason	No.	Termination Reason	No.
Abandoned Employment	3	Retired	1
Absent from work	4	Summary Termination	20
Contract Expired	110	Termination of Employment	3
Death	12	TOE - Absconding	11
For the Record	14	TOE - Physical Violence	1
Intention of Non Renewal	4	TOE - Theft/ Attempted Theft	4
Made Redundant	25	TOE - Unauthorised Absence	1
Non Renewal of Contract	18	TOE- Neglect of Duty	1
Resigned	129	Grand Total	361

Question 12 (1)

- Page 29 of Annual Report (EFTS by Citizenship) – Provide a breakdown of the programmes that the international students were enrolled in during 2018.
- Answer: See two following slides for “international” EFTS (ie, excl. regional Pacific Island EFTS)

Question 12 (2)

CITIZENSHIP	PROGRAMME	EFTS
Alghanistan	Cisco Certified Network Associate	0.2
	Post Graduate Diploma in Social Policy	0.6
Australia	Bachelor of Medicine & Bachelor of Surgery	2.0
Congo	Bachelor of Medicine & Bachelor of Surgery	1.0
Canada	Higher Education Diploma in Industrial Laboratory Technology	1.0
	Safety Certificate Short Course	0.0
	Unclassified	3.9
China, People's Republic of	Bachelor of Commerce - Management and Marketing	0.4
	Trade Diploma in Hospitality and Hotel Management	0.2
Equatorial Guinea	Certificate IV in Electrical Engineering	0.3
Finland	Postgraduate Diploma in Leadership & Management in Nursing	1.0
	Postgraduate Diploma in Midwifery	1.0
Guyana	Doctor of Philosophy (Interdisciplinary)	1.0
	Executive MBA	7.7
Haiti	Executive MBA	2.2
India	Higher Education Certificate Teaching in Technical and Vocational Education and Training	2.0
	Safety Certificate Short Course	0.5
South Korea	Certificate III in Electrical Engineering	0.5
	Foundation Commerce	2.4
	Foundation Science	0.5
	Trade Diploma in Accounting	0.3
	Bachelor of Nursing	1.0
	Bachelor of Pharmacy	1.0
Mongolia	Bachelor of Medicine & Bachelor of Surgery	1.0
	Bachelor of Science in Agriculture	0.5
New Zealand	Certificate IV in Carpentry and Joinery	0.4
	Certificate IV in Fabrication and Welding	0.5
	Diploma in Architectural Drafting	1.0
	Diploma in Engineering (Electrical)	1.0
	Foundation Science	1.1
	Bachelor of Dental Surgery	1.0
	Bachelor of Medicine & Bachelor of Surgery	2.0
	Bachelor of Nursing	1.0
	Safety Certificate Short Course	0.0
	Trade Diploma in Accounting	1.0
	Trade Diploma in Road Transport Technology & Management	0.8

Question 12 (3)

CITIZENSHIP	PROGRAMME	EFTS
Nigeria	Bachelor of Engineering (Honours) - Civil Engineering	0.5
	Certificate IV in Graphic Arts	1.0
Pakistan	Bachelor of Physiotherapy	1.0
	Master of Public Health - Non Communicable Diseases (NCD)	1.0
	Post Graduate Diploma in Entrepreneurship and Management	1.0
Panama	Executive MBA	1.0
Papua New Guinea	Bachelor of Commerce - Accounting	0.5
	Bachelor of Commerce - Management	0.5
	Bachelor of Commerce - Management and Industrial Relations and Human Resource Management	0.5
	Bachelor of Commerce - Management and Marketing	0.5
	Bachelor of Engineering (Honours) - Civil Engineering	1.0
	Bachelor of Veterinary Science & Animal Husbandry	1.3
	Certificate III in Office Assistant	0.3
	Certificate IV in Aircraft Maintenance Engineering (Mechanical)	1.6
	Diploma in Civil Engineering	0.5
	Doctor of Philosophy (Interdisciplinary)	1.5
	Executive MBA	5.1
	Foundation Science	0.5
	Higher Education Diploma in Accounting	0.3
	Higher Education Diploma in Banking	0.1
	Preliminary Science	0.5
	Trade Diploma in Office Administration	0.9
Philippines	Master in Public Health	1.0
Sri Lanka	Certificate III in Cookery	0.3
	Trade Diploma in Culinary Art	0.5
Taiwan	Bachelor of Medicine & Bachelor of Surgery	1.0
Timor-Leste (East Timor)	Master of Medicine in Anaesthesia	2.0
	Postgraduate Diploma in Anaesthesia	2.0
	Postgraduate Diploma in Surgery	2.0
United States	Bachelor of Medicine & Bachelor of Surgery	2.0

Question 13

- Page 30 of Annual Report (Graduation by Programme) - Provide data on the number of students who, upon graduation, have progressed onto higher levels of qualification at FNU from 2014 to date.

	2014	2015	2016	2017	2018
Graduates	3,233	2,772	3,233	3,078	2,977
Re-enrolling at higher level	380	391	472	380	261
% Re-enrolling at higher level	11.8%	14.1%	14.6%	12.3%	8.8%

Question 14

- We note that the University had a total of 98 expatriates employed in 2018 and that the number of expatriates employed has reduced from 2014. What are the reasons for this reduction?
- Answer: *The number of expatriate staff fell from 154 (5.7%) in 2014 to 98 (4.7%) by 2018.*
- *During this period, 23 expatriate staff gained Fijian citizenship (including five medical doctors).*
- *In net terms, 33 more expatriate staff left the University than were recruited between 2014 and 2018.*



Question 15

- In light of the high occurrence of suicide particularly with the Fijian youths, does the FNU Students' Association have any outreach programmes linked to Lifeline Fiji?
- Answer: *FNUSA is not linked with Lifeline Fiji. We however work closely with the Registrar's Office which has counselors who identify these risk students and help them. We help the counselors by creating awareness about how counselors help students that is being a medium of communication between the University and Students informing students of the services the counselors and registrar provides...*
- *[FNUSA] do programs which creates spaces for students such as MedTalks, Talent shows and cultural events which involves students and helps them find spaces where they are free and able to express themselves. We also conduct events that is recognized by the International community concerning mental health and so forth (FNUSA President).*



Question 16

- Does the University provide counselling services to help students and staff members deal with personal and/or adjustment issues that may interfere with their ability to progress academically and/or professionally?
- Answer: *Counselling services are provided for all FNU students and staff, free of charge by professional counsellors. Currently three full time counsellors are employed under the Office of the Registrar to provide counselling for all FNU campuses and hostels (Registrar).*
- Note: *A full report on FNU's counselling service is attached.*



Question 17 (1)

- Elaborate on the climate smart landscape project conducted by the University in the interior of Ba province.
- Answer: *The climate smart landscape project aims to protect six upper watershed communities in Ba from flash flooding and landslide in the rainy season by using traditional Fijian agroforestry systems.*
- *Six tree nurseries were installed. One main nursery in Navala Village and five other satellite nurseries for native plant and tree propagation and seed production in Nadugu, Nakoroboya, Nanoko, Koro and Bukuya.*
- *The team also planted over 300 hectares of native trees and 100 hectares of vetiver grass.*



Question 17 (1)

- What other sustainability initiatives has the University embarked on?
- Answer: *New campus buildings are designed to green standards to minimize energy use.*
- *The University is installing solar arrays to become energy self-sufficient in its campuses in Nadi, Lautoka and Labasa.*
- *The University moved to become paperless in 2019. Convene is used so that no paper is used for Senior Management Group, Senate and other meetings. All records are archived digitally in Banner.*



Question 18

- What percentage of women were in managerial positions at FNU in 2018?
- Answer: *In 2018, the University had a total of 167 managerial positions (academic + support), of whom 55 (33%) are women*
- *At Senior Management Group level (Deans and Directors), there are 16 senior managers, of whom 4 (25%) are women*
- *The University employed 1,038 (47%) women in 2018, compared to 1,037 (39%) in 2014*
- *The University is moving towards gender balance in its workforce, but needs to do better in terms of the number of senior female managers*



Question 19

- Provide confirmation on whether the outstanding grant payments to the University by the following Ministries have been made:
 - Ministry of Health - \$563,602 (\$500,000 for FSM 4th quarter grant & \$63,602 short payment for FSN Grant); and
 - Ministry of Agriculture \$100,000 – short payment for FCA Grant.
- Answer: *These outstanding grants have never been paid.*
- What was the purpose of the grants and were they budgeted for in the 2010 National Budget?
- Answer: *These were operating grants for FSM, FSN and FCA that should have been transferred to FNU post-merger.*



Question 20

- Emphasis of Matter – Explain the reasons for the continued delay in the transfer of the lease arrangements...
- Answer: *Delays in a) getting the surveys completed, b) getting approvals from the controlling ministries regarding demarcation of boundaries; and c) getting approvals from relevant government departments and regulatory authorities.*
- ...and whether the delay had any adverse impact on the University's operations?
- Answer: *No.*
- What progress has been made in resolving this issue?
- Answer: *FNU has now acquired proper titles to 16 properties. Only Koronivia Campus and TPAF property at Legalega are yet to be transferred .*



Question 21

- Provide a breakdown of the consultancy income of \$141,323 in 2018.

Consultancies	\$
EU Pac TVET Project Consultancy	64,638
Fiji Roads Authority - Traffic Counts - Research Project	26,564
Various Staff Research Consultancies (15% University charge)	50,121
Total	141,323



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Report on Counselling Services by FNU

Counselling services are provided for **all FNU students and staff, free of charge** by professional counsellors. Currently three full time counsellors are employed under the Office of the Registrar to provide counselling for all FNU campuses and hostels.

The counsellors provide a safe, comfortable and enabling environment to discuss any issues affecting the client and explore options to resolve these issues. The information shared between the client and the counsellors remains **confidential**. Students and staff can be self-initiated clients or can be referred by their lecturers or supervisors. A minimum of three sessions are recommended for an effective counsellor client relationship to be established and the number of sessions is mutually agreed as per need of the client.

Counselling is provided individually or for groups when needed. Some reasons for seeking counselling are:

- Feeling lonely or homesick
- Sad or Depressed
- Relationship issues
- Academic difficulties
- Grief over loss of a loved one
- Stress and Anxiety
- Suicidal thoughts
- Behavioral problems which may also include substance abuse.

1. Face to Face Counselling

While face to face counselling is available during normal working hours, appointments are also given after hours and during weekends for working students and busy staff members. Students and staff can communicate with the counsellors through email, official mobile phones and even utilize online communication apps such as Skype and Zoom.

2. Crisis Intervention

Counsellors are also involved in crisis intervention especially in tragic incidents. Such events can occur at any time and counsellors are required to provide psychological first aid to victims and witnesses of such crisis. This includes friends of students and classmates. Group and individual therapy is used to provide support and assurance to our students, staff and parents/guardians to cope with the shock and grief caused by the tragedy. Counsellors avail themselves at hospitals, in hostels or even homes of students in certain situations to counsel in groups or individually. The College of Medicine Nursing and Health Sciences has qualified Head of School who is also engaged during crisis intervention and advice.

3. Established links to External Services for Students

The counsellors have also established networks with other mental health services and social support agencies. They assess the severity of the client's condition and are also referring them to the Stress Management Wards at the nearest hospitals. The counsellors accompany the student to the stress ward and continue to work with the mental health professionals as needed.

Support for Students with Disciplinary Issues

While the purpose of counselling is for the wellbeing of the students and staff, it also focuses on the successful completion of studies at FNU. Counselling is recommended for all students who have disciplinary cases against them. Counselling is not used for reprimanding the student or staff but to reflect on one's thoughts and actions. Clients are provided coping strategies to deal with the consequences of their actions as well as to manage positive changes in life.

4. Staff Counselling

The Division of Human Resources also refers FNU staff for counselling. The introspective discussion allows a staff to recognize one's strength, weakness, opportunities and threats in order to improve performance and productivity while maintaining mental wellbeing. Staff may be referred to outside FNU Counselling if need be.

5. School of Medical Sciences: College of Medicine, Nursing and Health Sciences

School of Medical Sciences Psychiatry faculty engage in the provision of clinical psychiatry services at the Fiji Ministry of Health and Medical Services' St. Giles Hospital and CWMH Stress Management Ward. The FNU psychiatry team also provides counseling and assessments for students and staff as required. They have also worked closely with the FNU Counseling Unit in the development of a wellness guide for CMNHS students and staff. The Head of School, Dr Chang and team act as debriefing partners for the Counsellors as well and are available for expert advice on crisis intervention for students from other Colleges when needed.

6. Partnership with Fiji National University Student Association

Regular meetings and discussions are held with FNUSA and students input is actively sought on Counselling and development of awareness material.

The counselling department also works in partnership with FNUSA to actively seek their input in awareness materials and to improve its services by becoming abreast with their concerns and getting involved their activities. The counsellors contributed significantly towards the Mental Health Awareness Day celebrated on 09 October 2019 at CMNHS and launched an initiative called A.L.M.A which stands for Ask, Listen, Motivate and Ask Again. It is an initiative to encourage and empower everyone to meaningfully connect with the people around them and start a conversation with anyone who may be struggling with life. Students can develop and display empathy and sympathy for others with problems and can guide and motivate them to

seek assistance. The counselling services work in collaboration with other support services such as Centre for Learning and Teaching Enhancement (CLTE) and HPEU in order to enhance learning as well as provide emotional support and mental wellbeing.

7. Ongoing Awareness Campaign and Access

In order to promote counselling as a healthy way of coping with life's challenges, various forms of awareness have been done around FNU over the past years.

- i. **Canteens and Eating Areas:** posters for counselling services have been put on all tables in canteens around FNU. It gives information on FNU services and also emergency contacts for outside Counseling services such as Lifeline Fiji, Empower Pacific, Medical Services Pacific and Fiji Women Crisis Centre and Domestic Violence Helpline.
- ii. **Washrooms Across FNU:** Posters have been put in common places where students converge as well as inside washrooms where a distressed student might be trying to console him/herself in private.
- iii. **Emails:** In addition, information is shared to all staff and students through email.
- iv. **Orientation:** All students are informed about Counselling services during orientation at various FNU campuses and brochures are given.
- v. **Hostel Orientation:** Counsellors also are part of Hostel orientation where they are able to meet and greet the FNU hostel students.
- vi. **Examination Support:** There are academic activities which may result in greater stress. Recognizing this, Counsellors send information on stress management to students through FNU PR.

Recognizing that there are Counsellors also provide students and staff prior notice as they visit the various campuses on weekly basis. The overall awareness effort has resulted in more students and staff seeking counselling services especially through self-initiation. More awareness is planned to promote the concept *"Going to a counsellor when you're feeling down should be as normal as going to the doctor when you have a cold"*.

8. Let's Talk Initiative

Counselling is seen as an essential support service in FNU for its students and staff. With the challenges of 21st century and evolving student life, professional roles and family dynamics, there is a need to have an opportunity to talk about and explore the problems and difficulties that people encounter in everyday life. By openly discussing issues people can explore possible solutions rather than acting irrationally causing loss of life and property. FNU Counselling Services operates with a simple slogan "Let's Talk" and believes in the words of Cheryl Richardson that *"People start to heal the moment they feel heard"*.

Appendix Two

Supplementary Response

Provide more information on EFTS (Equivalent Full Time Student), how it is calculated and a breakdown of the points and credits awarded at FNU with their EFTS value.

Because students can choose how many courses (units) they take each semester, universities typically use “equivalent full-time students” (EFTS) as a measure of their effective enrolments, rather than a crude headcount. This is the equivalent of measuring an organisation’s workforce in terms of full-time equivalent (FTE) staff, rather than headcount, which will overstate the true position by including part-time cleaners and hourly-paid catering or security staff.

Fiji follows the credit system used in the UK and New Zealand. One credit is 10 learning hours. Note that the way that these learning hours are split between face-to-face lectures and tutorials, laboratories and workshops and independent “self-directed learning” (SDL) varies from course to course. Many engineering programmes, especially at sub-degree level, involve a considerable amount of “hands on” experiential learning, so most of the hours are face-to-face, with limited SDL. A highly theoretical programme in economics and finance, on the other hand, will require students to spend most of their time reading and preparing assignments, so the proportion of learning hours spent as SDL will be much higher.

A full-time load is considered to be 120 credits, or 1,200 learning hours, a year (notionally 40 hours a week x 30 teaching weeks). In 2018, Fiji National University launched a new portfolio of semesterised programmes, where undergraduate courses were standardised at 15 credits (150 learning hours). A student studying full-time will take four courses (60 credits) each semester, and eight courses (120 credits) in a year. A three-year bachelor’s degree will constitute 360 credits.

To calculate EFTS, the following calculation is used:

$$\text{Total number of credits taken by enrolled students} \div 120 \text{ credits} = \text{EFTS}$$

To illustrate, at FNU in 2018, there were 17,525 enrolled students, taking a total of 1,427,640 credits. Expressed in EFTS, this reduced to 11,897 EFTS. In other words, the average enrolled student in 2018 was taking 81 credits a year, or approximately 68% of a full-time load.

Appendix Three

Verbatim Report

STANDING COMMITTEE ON
SOCIAL AFFAIRS

[Verbatim Report of Meeting]

HELD IN THE
COMMITTEE ROOM (WEST WING)
ON
MONDAY, 20TH JANUARY, 2020

VERBATIM NOTES OF THE MEETING OF THE STANDING COMMITTEE ON SOCIAL AFFAIRS HELD IN THE COMMITTEE ROOM (WEST WING), PARLIAMENT PRECINCTS, GOVERNMENT BUILDINGS, ON MONDAY, 20TH JANUARY, 2020 AT 2.00 P.M.

Interviewee/Submittee: Fiji National University (FNU)

In Attendance:

1. Professor Nigel Healey - Vice-Chancellor
2. Ms. Reshmi Lal - Senior Executive Officer (SEO)

MR. CHAIRMAN.- Thank you, Honourable Members, and on behalf of the Standing Committee on Social Affairs, I would like to welcome Professor Nigel Healey, Welcome, Sir; and also Madam Reshmi Lal, the Senior Executive Officer (SEO).

Professor, first of all, thank you very much for having us at FNU and we know that FNU has been doing a lot of upgrades and constructions there and a lot of things that will be able to give our children better education and we must thank you for the leadership and the work you have been doing.

Honourable Members, we have also discussed regarding our visit and we are very happy of whatever presentation was done and whatever we saw during our visit, so thank you very much, Professor. Also, today, I would like to welcome you here and you are here to present to the Committee in regards to the 2018 Annual Report.

I believe you have already sent replies giving us the answers to the questions. I will give you the opportunity to present to the Committee. Also, for your information, Professor, after your presentation, if you can also go through the questions which have been sent to you. If you feel that some of the questions have already been answered in your presentation, just be brief on that, but if you can go through all the questions after the presentation, thank you. The time is yours, Professor.

PROFESSOR N. HEALEY.- Thank you very much. We are very pleased to be having this opportunity. As in previous years, what I have done is a very brief overview of the 2018 Report which will not take very long, but at least it will set the scene and it will be kind of clear the direction the University is heading and then we have got a second presentation which has the detailed responses to the questions that you have asked and obviously we can take some of the entries if there is any for that.

So in terms of the main highlights in the 2018 Annual Report, briefly, it is a little bit more about this, but we did do huge amount of work in 2017 to re-design the entire curriculum and so we launched the new semesterised curriculum in 2018. We had a second successive year of enrolment growth, so we have been increasing our number of enrolments. We had major investment in digital infrastructure in 2018 and I think it is a consequence partly and all of that. We had quite a significant improvement in operations efficiency and the last couple of years, we made two important appointments in 2018 which were the two Pro-Vice-Chancellors and then we report on our financial performance.

So the first of these was the semesterised curriculum, so we previously had a rather jumbled curriculum at the University which reflected the fact that the University was constructed by bolting together six colleges that each had their own academic year and their own structures and so on, so we decided in 2017 that we would design a new semester-based curriculum.

Previously, we had three terms a year, what we call 'trimesters' which is very unusual, and the international norm is to have semesters that run approximately 15 weeks of teaching. We put in a summer school over the holidays for students who want to accelerate their learning but basically we standardised on 15 credit

courses and students now do 4 courses each semester. So it is a very clean internationally standard model which we followed.

We took advantage that we had to basically re-design all of our Degree Programmes, all of the Diploma Programmes to fit in this framework to refresh them and to address particularly anywhere we have particular weaknesses, where, say, employment outcomes or student progression. We could deal with those in this major exercise. This was a huge exercise, I mean, you have to understand that it probably affected about 18,000 students. We are talking about several hundred programmes that had to be re-designed so it was a huge effort in 2017. We are pleased to say that it was very well received by students and you can see that after having falling enrolments for two years, the enrolment fell in both 2015 and 2016, we bounced back somewhat in 2017 but we had quite a surge in 2018. So we are getting close to being back to the level of enrolments we had in 2014. So, it has been very successful in terms of, I think, being attracted to students. You can see that the enrolment growth is pretty much across the board, across all the colleges.

The second major area was investment in digital infrastructure. My view very strongly is that if we are digitally properly connected, we can give our students the same learning experience here as we can give them in New York or London and access to exactly the same facilities and resources that students anywhere in the world have, provided that you have got very fast broadband and you invest in the library resources to support that. So we are connected into something call the “Australian Academic Research Network (AANET)” and you can see from this map that the submarine cables go through Suva but they are connecting the Australian Universities with North America and Europe.

We are patched into that which means that we now got very, very fast broadband and we can support all sorts of things in terms of online video conferencing and there are various research software that we have got with this major upgrade. So as part of this, we increased our broadband speeds probably by 16 times at the desktop and for our students, it meant that we could take off all restrictions we previously had on things like Facebook and YouTube, because we had to block them because we did not have enough broadband. We also have an initiative code digit of Fiji which meant that we have got free Wi-Fi anywhere on campus for students, so outside in the open air, they can get access.

One of the big changes that supported this was, they are moved to online library collections. Previously, we were spending a lot of money on books and journals which are very expensive in the Pacific and take a long time to come. If you are buying digital collections you are paying the world price and in fact because we are members of the Association that come with Universities, we actually get very deep discounts on digital resources so we put, basically, all our library resources which are now available online. So if you want a journal, article or a book, you do not go looking in the library for it, you just simply take it from the online collection. You can look that wherever you are. What that meant was that, the libraries themselves no longer need to store books in the way they used to, so we basically reinvented the libraries as what we call “Open Learning Commons” so the libraries become study spaces where students go to work either together or in groups and they access all the facilities they need online.

This is the Open Learning Commons at Koronivia, for example, (shown through PowerPoint Presentation). You can see it does not look like a conventional library, it is just group working spaces. Some of them have got computers, but often students bring in their own devices, and the only books we now need are reference texts, things like text books that people need to be able to refer to. Those rooms behind the glass windows are the group work rooms, so they are bookable and students come in a group, sit around together and talk because they know they are all sound-proofed. It is a very different way of organising a library but it comes from having this digital infrastructure.

The other big development which is now going live as we speak, is to move all our systems online, so we have acquired a system called “Banner” which means that students can do anything, they can apply online, enrol online, check their grades online and be alerted to graduate online; everything is done self-service. This is one of the Banner, sort of what it looks like on your iPad or tablet. We purchased this in 2018. We have been installing it for the last year or so. The Finance System has gone live on schedule in January and the rest of the System progressively rolls out this year.

One of the things that is important about this is that this whole digitisation does two things: it means that we can support students’ learning through this virtual environment. All the materials they need, all the courses are on Moodle which is an online virtual learning environment, so the students can be supported wherever they are without needing to be seen face-to-face by a member of staff.

Secondly, because all the systems go online, you take away all the transactions of filling in bits of paper, processing and so on. One of the consequences of that is that we can become much more efficient.

In terms of the measures of this, the number of academic staff we have got is slightly lower than it was in 2018; the number of support staff is much lower, that has come down significantly because a lot of those sort of mundane transactional jobs where people are receiving paper, typing things into the computers, pounding things around, all of those jobs gradually disappear and one of the things that is meant is that we are actually spending a lot of money on upgrading staff qualifications because there will not be in the University that tier of unskilled low-level jobs as we go forward. So, we need to give the people in those jobs the opportunity to upgrade their qualifications so that they can move into the higher and more productive jobs. You can see that the number of staff has come down by that 25 percent and the ratio of support staff to academic staff has been dropping; it is now about 1:4.

In New Zealand, if we benchmark on New Zealand, it is probably 1:2 or 1:1. We were very bloated before with a lot of low-level support staff doing relatively unproductive activity and that pattern has changed. The other measure of operational efficiency is how many staff you need to teach students and because we are using a lot of digital materials now, it means that we can teach the same number of students with fewer staff or alternatively, more students with the same number of staff.

In academia, we use a concept called Student Staff Ratio (SSR), so it is how many students you have for every staff member. You can see, because of the loss of student numbers, we were down around 10 which is very, very low internationally. We are now at about 13:2. I think for a University configured like we are, 14 or 15 would be an international norm so we are getting back towards something that is sustainable. There are two core functions of the University:

- Teaching & Learning; and
- Research.

We had created the posts of Pro-Vice-Chancellor, Teaching & Learning; Pro-Vice-Chancellor, Research, but they have been filled on a kind of an interim basis by secondment of the existing staff. We did an international job search in 2018 and we made two very high quality appointments. The Pro-Vice-Chancellor, Research came from the Royal Melbourne Institute of Technology (RMIT), Ms. Mohini Singh. She is actually Fijian but she spent most or almost all of her academic career in Australia. She was Professor of information Systems, I think, specialising actually in e-Government at RMIT in Melbourne; and the other one, Pro-Vice-Chancellor, Teaching & Learning, came from a University in Hong Kong called Lingnan where he was the Head of Learning and Teaching and he has worked mainly in Hong Kong and the Middle East. So we are very pleased to be able to do an international job search and attract high calibre academics from across the world. I think it is saying something about the profile of the University these days.

Financial Performance: you can see that our Revenue streams have been growing overtime. Part of that is coming from an increased Government Operating Grant but our Tuition Revenue have also been growing.

You can see there that we had a big increase in Employee-Relation Expenses in 2017, that was when we had rebasing of all the Academic Salaries and Support Staff Salaries to bring them in line with the market, but then what has happened since that time is the operational efficiencies that have come through, so it has slightly reduced the total cost there.

Last year, we run a surplus of around \$20 million in 2018, so it is slightly above what we aimed for, our target is between 5 percent to 10 percent surplus. It is important to say that that is not profit, that is just a surplus on our Operating Expenses that goes into our Reserves and is used to fund the Capital Programme which you saw when you came to visit, so unless we generate, you can see here Depreciation is about \$11.2 million, Operating Surplus is \$20 million, that is \$30 million of cash that went into the Reserves. That can be used to buy new buildings.

I think everyone knows that a lot of FNU buildings are at the end of their economic life. They are not fit for purpose, I mean, particularly, Campuses like Nasinu: these are just wooden buildings from the Second World War. They leak, they have got woodworm, they are not fit for purpose and gradually, we are replacing those with new state-of-the-art buildings like the Business School will be a particular good example of that. So I think some Campuses like Namaka Pacific are relatively new, they are on reasonable condition but we need quite a little bit of work to be done in Natabua, for example; Nasinu Derrick Campus is quite a big programme of work going on there, so that is just an overview of 2018, if that is useful, I am happy to take questions on any aspect of that.

MR. CHAIRMAN.- Thank you, Professor. I will request you if you can also go through the other presentation on the questions and then we will take the questions from Honourable Members.

PROF. N. HEALEY.- I would like to thank the Committee for sending us these very detailed questions in plenty of time, so we have been able to prepare full answers as best as we can, but you may have supplementary questions.

So the first one relates to the Agriculture provision through the College of Agriculture, Fisheries and Forestry. The question is: Are there any plans to review the curriculum in light of the Government's initiatives?

The answer to that is: Yes, we review our programmes on a regular basis. The last comprehensive review was done in 2017 as discussed when we moved everything to Semesters, but in light of the conversations with the Ministry of Agriculture almost all of the Agriculture Programmes will be reviewed and revised in 2020, and we have a standard approach for doing that which means we have what we call "Industry Advisory Committees" that would look into details each of the programme but we do use experts from other universities to come help us with that, so there is a major review that is planned in that space.

The other area that was questioned was about a particular commercial agriculture. We do run a Certificate III in Commercial Agriculture but that Certificate is at the request of the Ministry of Agriculture because on that Programme, students are funded by the Ministry of Agriculture and they are allocated land on completion so they can begin farming. So we are prepared to run those programmes obviously with the Technical College of Fiji coming on stream, we have got a new source of students flying through and we have a new BSc in Animal Science which we try and support the development of the livestock sector. We are also launching new Postgraduate Programmes to support the higher end of the Agriculture Sector.

The second one was about the Civil Aviation Organisation (CAAF). The question was, how do we strengthen the provision? The provision is actually very tightly regulated so we are accredited by CAAF and we are subject to annual compliance and they are very detailed. So there is no room for the kind of latitude in the spaces so it is very important.

We run two Major Programmes in Aircraft Maintenance Engineering and Avionics Engineering, very strictly controlled. There are 30 places in each because of the very high demand, of course. We do train students on actual aircraft but the last CAAF inspection, the aircraft that we trained them on do not fly, they are not air-worthy because they do not need to be for training purposes. However, CAAF, in the last review, recommended that we have at least one plane that maintained its air-worthiness for training purposes. So we are currently in the process of sourcing aircraft and we are also sending our staff for Type Rating so that they can offer more specialised programmes. It is a small Department but it is an important Department for the Aviation Sector.

The third question relates to the Council. The fact that we did not have a Council for a period of time, so the answer is that, the term of the Council that we had until the end of 2017 expired on 31st December, 2017. This was the time when there was a change in the Ministry of Education when the incumbent of the Ministry of Education stepped down. We had an acting Ministry of Education for a period, so the existing Council was briefly re-appointed in the middle of 2018 pending the appointment of a new Council. So we had the Council there for about 10 weeks. We managed to get quite a lot of business through that Council in the middle of 2018 but the membership ended and shortly after that, the FNU Act was amended. So that Amended Act which was passed on 13th July, 2018, changed the basis for appointing members, so previously they were nominated, I think, by 10 professional bodies which include the Fiji Commerce & Employers Federation (FCEF) and the Trade Union Congress who could all nominate and the Minister could only accept from the nominations under the Amended Act that the Ministry of Education could appoint directly.

I have no inside information on this at all but one imagines that the impending election possibly delayed the appointment of a new Council. The way it works is, obviously as the Vice-Chancellor is in the Management Group, we manage the University, we run it. We are answerable to the Council who represent our stakeholders and the Council has the power to make major capital decisions. So, during this period, we basically operated on the existing projects the Council had approved and there were some major ones. We were not able to appear to make any new contracts and new commitments.

This is the current membership of the Council. You can see on this side from Dr. Eci down there are actually 5 members elected by staff and students but Makereta is there, she is elected by the Undergraduate students. We did not have a nomination for the Postgraduate students because our Postgraduate students, I understand, to be all part-time. The rest of these, with the exception of myself and the then Permanent Secretary, we are both ex-Officio, all the others were appointed by the Minister.

Question 4 is about a database of graduates. We do maintain very strong students records. So, we have a database for all our graduates. But we are in a transition from an old survey method to a new one. So, what we did until 2018 was we did a survey of graduates at the point of graduation. So, when they came in to get their robes for graduation, we gave them a questionnaire and we asked them "Can you tell us your status (are you employed, unemployed or in further study; and can you tell us, if employed, how much are you earning?"

So, we did that exercise at graduation each year. It showed very high employment rates, around about 85 to 90 percent. But our concern with it is, we were afraid that the selection was biased. So, what I mean by that is, if you survey students when they come for graduation, first of all, not all students come to graduate in person. I suspect that you would want to graduate in person if you have got a job, if you feel you are doing well. If you have gone back to your village and you are unemployed, you probably either cannot afford or do not want to

come to graduation, you are not in the sample, and then when we gave students forms to fill out, the response rate might only be 30 to 40 percent. Again there might be a bias.

The ones who are unemployed tend to not want to fill out the form. So, we started in 2018 having discussions with the Fiji Revenue Customs Authority and they said to us, "Well, we can give you the actual data on every graduate. It will not be a survey, it will be a complete list. So, if you provide us with the names and details of every graduate from say, 2018, we can tell you as of 2019 - did they have a job, how much they were earning, who were they working for, et cetera. So, we had a number of meetings with FRCS because clearly, we had to find the mechanism by which the data would be anonymised for us. So, we do not want to know the name of the individual. We just want to know so what we do is we provide FRCS with a big spreadsheet with the student's birth certificate, date of birth, TIN No., but then a section that has got what degree they got, the year of graduation, what degree they studied, what was their GPA, and then FRCS complete the remaining columns that say, "And what were your earnings in 2016, 2017, 2018; who is your most recent employer, et cetera, and then before FRCS sends us the data back, they simply delete the columns with the personal information, so we had quite a lot of work to satisfy their legal team that we would not be able to reconstruct in anyway the data to know how much you are earning as of 2019 because obviously they are afraid that we use that information to come knocking on your door, "Would you like to be with the University, you seem to be doing very well?"

So that is kind of work in progress at the moment. We have sent all lists to FRCS for the last three years, and they are compiling this data. So we hope that in future years, we will be able to give you definitively, data. This is really important for the country to know that it is a good return on the investment. We are spending a billion dollars here on education. We need to know that it is a good return on that investment.

As we had discussed earlier, there has been a gradual reduction in the number of academic staff, not much the academic staff, it is broadly flat the academic staff but the support staff, but the Committee did want to know exactly where those numbers are changing, so you can see the numbers are across-the-board, just slightly down. There are academic staff, not very much, so you might even argue there is a little bit of noise here, it fluctuates a bit but the one that has significantly reduced is NTPC because the levy fund at NTPC has been changed, restructured so the amount of training at the NTPC is doing its lower than it used to be. So those numbers have had to be reduced. The others are relatively modest and broadly-based.

The support staff in the colleges, again, have not really changed, again, there is a bit of noise in the system but they are broadly unchanged. That is because these are either administrative staff that are working in departments, you need to have one administrator per department. In some places like Engineering, Medicine and Agriculture, you have got Technicians, so areas like Business and Education have got very few administrators outside of secretarial staff, but the other three where they have got workshops in laboratories, they need Technicians to set up.

Koronivia has actually got farm, farm workers to manage that one, but again there is no real pattern there. There are the major changes in some of the big organisations in the Central Services where you can see they have come down about something like 40 percent. In areas like Finance, HR, there have been quite significant reduction because the efficiencies of the new systems have become unstrained.

In some areas like marketing, we have actually increased numbers because we focused quite a lot on trying to manage that much better. You can see that we have put more resources into learning, teaching and research which are core functions, taking less out, somewhere out in the back office. The big reduction in the status of the facilities relate to the fact that in 2016, security was outsourced, so it dropped by 200 from one day to the next because we have now got a private company who is doing the outsourcing, so in a way, that kind of overstates the underlying reduction.

In terms of locals understudying senior management, was a way the University is structured by definition, every position has got people who are directly reporting to it, who would be the next tier to move up, so if we look at the expatriates, we have got 16 Senior Management Team members and four are expatriates, so I am an expatriate but we have got the tier below me are the Deans and Pro-Vice-Chancellors and six of those are locals, so you would expect if you are going to make an appointment internally within the University, you would draw the next VC from the Deans or PVCs. Similarly, that we have got an expatriate PVC, Learning and Teaching, he has two Associate Deans, one for Teaching Enhancement and one for Flexible Learning, they are both locals. The next cadre of leadership in Learning and Teaching would be those.

Each of the Deans has two Associate Deans, one for Learning and Teaching and one for Research. So we have got one expatriate Dean in Agriculture who came from the University of New England in Australia but he has two local Associate Deans.

We have got one expatriate in Human Resources (HR), the Director of HR, but he has got four local HR Managers. So, directly under, in the next tier below him are Manager, Talent Acquisition; Manager, Conversation and Benefits, et cetera, so I think because of the nature of the structure, it is automatically the case that whenever you have someone, and it is not just the expatriates, but all of the Senior Staff have got people below them who are the next tier down, who you would be wanting to develop for succession planning purposes.

Question 7: You were interested in the College of Agriculture. It has been very proactively rebuilding. I think one of the things that we found back in 2016 was that, the College of Agriculture had really weakened relations with key stakeholders in Fiji and so when we got the new Dean, one of the tasks for the new Dean was to rebuild these relationships. They have been working on rebuilding relationships with the Ministry of Agriculture, which I believe is now very strong. We have a number of students interning with the Ministry, with Rooster Chicken but with a number of companies we have, mainly these are partnerships that sort of provide a structure for us to place students for attachments within those companies. But we want to support companies, Rooster Chicken was the Business of the Year in 2018, and it is a very successful company.

We do work closely with part of the universities internationally, so we have worked very closely with Charles Sturt University, James Cook and Massey in Veterinary Science because they have well-developed programmes there, so we can exchange staff and students.

We also work with Biosecurity Authority of Fiji and we have been trying to work particularly on combatting invasive species. I think one of the American *iguana* which they have been clearing from Taveuni Island, and these are some more of the details of partnerships with Rooster Chicken, Charles Sturt and Vets Beyond Borders. I think the College of Agriculture has been very successful in refreshing and rebuilding its kind of strategic relationships in Fiji.

Question 8 : It was around the Gender Grant. We joined the Association of Commonwealth Universities (ACU) in 2017 having never been members before. We primarily joined in order to get access for the benefits of membership which were very discounted subscriptions from online collections, but we have since become quite active in this Association, so I was elected to the Council in mid-2017 and Reshmi is actually the ACU Champion at the University in trying to promote the benefits. So, we have taken part in quite a number of activities with ACU and they have funded students to go to various summer schools.

One of the things they funded was the Gender Workshop. In the ACU, I think they are a little bit sad that the Duchess of Sussex is no longer, she used to be an HRH, because she was the ACU's Champion for gender equality and she had been very active supporter, as part of her royal duties, she had been supporting the ACU but we won a competitive bid for a gender workshop and that was announced by, I suppose, whom we now call "Megan Markle" again.

In October, 2018, when they were here and that took place in March, the same time as the International Women's Day, it was a two-day event at De Vos on The Park. I was one of the speakers - one of the token male speakers there and get told off that all the things I was doing wrong, but the idea was to try to find ways to overcome the obstacles to women advancing so if we look at (and we have got the data in a moment) the kind of University as a whole, we are about 50 percent female in the staffing. But, what you find is, as the seniority of the staff increases, the proportion changes so there are fewer women at the most senior levels and so, it is trying to find ways to kind of address that. A big part of it is that women take career breaks at critical stages in their career development. It is trying to find ways to reaccelerate their progression.

Question 9 - What progress has been made in moving Australia Pacific Training Coalition (APTC) engineering facilities onto Derrick Campus to co-deliver the programmes with FNU staff?

This is in its third phase. The aim of the third phase of the project which lasts eight years is not to train people in the Pacific to work in Australia but to work with providers in the Pacific to strengthen the quality of provision here in the islands.

We signed an agreement with APTC. Under that agreement, they are gradually relocating all of their existing facilities in Fiji to the Derrick Campus and the idea is, I mean, so far we have moved three programmes, namely:

- Refrigeration & Air Conditioning,
- Electro-technology, and
- Fitting & Machining (That is already taking place and it is at Derrick now).

We are also planning to move heavy machinery and mobile plant from Walu Bay. To do that, we need to extend an existing building to fill in, and so we are having to kind of fit that into our Capital Works Programme. We also plan to move painting/ decorating and tiling from Raiwai. The idea is to do it in four phases.

Phase 1 is simply to co-locate so they just sit,. We have got one big laboratory or workshop. We have got the FNU staff and their equipment here and the APTC staff, their equipment here.

In the second stage, we co-teach. Our staff start teaching the APTC Programmes and then what we do is, once they have acquired that knowledge, we then convert our Programmes so they mirror the APTC programmes so there is still a high standard and then we are looking at co-badging.

In the end, when APTC withdraws, we have got a programme that meets Australian standards delivered by us and by our staff with an FNU badge on, so that is the plan but that would take place over several years. We are still very much in Phase One, starting Phase Two at the moment.

Question 10: Provide data on the youths who have progressed towards further education and those who have upgraded their qualifications upon completing the Sustainable Livelihood Project Skill Training.

This is a project funded directly by the Office of the Prime Minister. It is for around about \$1.8 million annually. The question is, is there data on people who have upgraded their qualifications? Actually, the purpose of it is not for students, originally for people to get formal qualifications. It is to enable them to become more self-sufficient. So, these are intensive two-week programmes that run 40 hours a week over two weeks, and the ideas is, we teach a range of basic subjects like boat repair, building bread ovens, marine-engine repair and maintenance, and the idea is that the people who have been trained, primarily they become more self-sufficient in their communities and they may in some cases be able to actually set up a livelihood doing that for a living rather than just doing it for themselves, so we do quite a regular impact assessment. It shows that almost all

participants and huge numbers have taken part in this, that almost 100 percent of the people find the training very effective and useful in the communities and to be able to kind of become more self-sufficient. About a fifth go on to establish their own small businesses using the skills they have acquired.

There are some testimonies there around the kind of people who have acquired skills. I mean there is an example here of someone who is actually at the bottom left who has actually did a basic course in cookery and then went to get a job as an assistant chef and is working his way up. There is someone here who did a course in basic elderly caregiving who has then got a job in the USA as a consequence of that in that sector, and there is someone up here who has been supporting his family by getting repairing jobs for electrical items. So we do collect a lot of this data on the positive impact it has.

In terms of helping youth to gain income and employment, about one in eight or one in seven of the youths have gained paid employment, about one in five have benefited directly in terms of jobs. But a lot of these folks are not in the form of labour market. They are living in rural communities, they are not seeking paid formal employment but this is really intending to help them become more self-sufficient in inner self-sufficient community.

What are the current plans to conduct this training? You can see at the moment, over the last three years, we have trained 28,000 participants in the Programme. It is not age specific, it is not aimed at young people, it is aimed at the community as a whole, so the old that we have trained is 85 and the table here shows that the number that we have trained is about half the districts, so far 88, and about 108 that are yet to be trained, so we are only about half way through.

And, of course, to some extent it has to recycle because by the time we have finished everything, we probably need to go back and start again with the ones that were trained six years or seven years ago. But it has been quite a high impact programme and it has reached a lot of people. The pattern on recruitment, we want a data on the number of vacant positions within the different colleges and so you can see here at the end of 2018, the number of vacancies that we had and the number of filled posts that we had. On the average, roughly 10 percent to posts are vacant at any one time.

Bear in mind, we have got three-year contracts, contracts not renewed inevitably there is a bit of a gap. We have to confess that we use vacancy gaps as a buffer, so if there is a fluctuation in our Operating Grants, for example, one of the buffers you can flex is to slightly increase the vacancy gap. But it is about 10 percent, it is slightly higher in Medicine and Business because those are harder jobs to fill. This is artificial in a sense, NTPC basically fills jobs as it needs them, so when they get a short course they will go and hire to fill that short course.

One of the reasons we have quite high vacancy gaps is the lead times for hiring are quite long. The most extreme is if you hire someone senior internationally, it can often take sort of between three and six months to get a work permit. If individually you have hired on a six months' notice period and they will not resign until they have got work permit, you are already looking up to a year between making the offer and then starting just because of that leg in the system and then you have got the other side of the leg which is between deciding you want to fill a position, advertising it, it has to be opened for a month and then you are going to need probably at least another month for shortlisting and to get the candidates to come then you have got that period when you made the offer. So the vacancy gaps in higher education tend to be higher than you might expect.

When I worked in the United Kingdom (UK), we never got the vacancy gap below 5 percent, however hard we try, we never get below 5 percent because of that fact.

They relate a question which was: what impact does this have? It really has very little impact because what we do is, bear in mind if vacancy gap is about 10 percent, we can either use adjunct staff to help the teaching

or we can use the existing staff more intensively particularly now everything is blended. So the students can get everything they need for a course online, we just have to use the existing staff more intensively for face to face contact.

There was a particular question about TVET and that is quite a good question. What we have been finding is, when we try and hire in TVET, it is getting quite difficult to find people with the right skill sets. So to work in TVET, we are looking for people who have got good practical experience but are well-qualified academically. So we need them to have a Degree at least a minimum of their Degree and have practical experience. Now what you are intending to find at the moment is, if you advertise TVET positions, you either get younger people, often they have got a Degree but they are relatively inexperienced and they are not really credible in front of students or you get older people who have got a lot of experience but have no credible qualifications.

So it is tricky so what we decided to do is, we launched a new scheme called the “New Blood” TVET’s instructors, and what we did was we kind of said to people that this is deliberately limited to people under 40 because people will want to develop for the long term. But if we had people who failed to meet one of the two criteria, if after the interview we thought they have potential, we would hire them on conditional contracts. So, for example, if you get a new Engineering graduate with no practical experience, what we do is, we will hire them but we will require them to take courses in NTPC and upgrade their practical skills until they can pass straight tests and coming to a workshop.

If we had someone who had, let us say, only a Trade Diploma or a Trade Certificate but require a lot of practical skills, we would hire them but we will upgrade their academic qualifications to a Degree in-service. So we are trying to kind of getting around this problem really if we cannot hire people who meet those criteria, we are actually trying make our own and we launched that at the beginning of last year.

In terms of Senior Academic recruitment, I mean we tried to make sure that our employment conditions are competitive but obviously will never be competitive salary-wise with Australia and New Zealand. But we tend to try and target people with a particular kind of stage in their career, whether they want to be in an influential role and give something back and actually make a big contribution, and I think a number of people we have hired at the senior level have been really in that category.

Of the 2,100 staff, most of the turnover tend to be at the lower end, in terms of groundsman, cleaners, chefs, et cetera, and so this is the breakdown of the contracts that came to an end in 2018. You can see that a number of people get resignations because people are constantly looking for new jobs, looking to advance their careers, that is not a bad thing at all.

Retirements: We do not have retirement age, so we have just recently reintroduced the retirement age to 65. We have not started having a retirement age, so the concept of retirement does not really exist. If you wanted to retire you would resign.

You can see the ‘death’ is worrying where 12 staff died in 2018 about one a month in-service. We have introduced annual medical checks, compensate on medical checks and we did not introduce last year compensation for free medical insurance for all staff because it is a worry. I mean we really should not be in a position where the average age of death is 51.

If we went back to 2010, and we just looked at all the people who died, what is the average age - it is only 51, a lot of these people are dying because mostly it is heart disease. Sometimes, it is blood poisoning, infections from cuts on their feet because they are diabetic. When we did the medical screening, we did find worrying numbers of staff who had uncontrolled diabetes or uncontrolled blood pressure which is a frightening fact.

You would have blood sugar level of 20 and not knowing it or you would have blood pressure of 180 over 110 but not knowing why you are having headaches. So, that is a big concern for us and we have them trying to improve that situation.

The one thing that is the odd one there for the record is, I had no idea what that meant so I asked the HR and they said that it was the Council that retired or finished in 2018. The Council had to be formally on the books of HR because they get sitting allowances. So, they are there as well.

There was another question about Equivalent Full-Time Student (EFTS) by citizenship for international students. We have about a thousand students who are not Fijian but we have very small numbers of students who are not Pacific Islanders. So, these are what we call EFTS, so if you are on full time, you are '1', if you are on part-time, you are '0.5', and you can see, we have got students from seven or eight countries. Most of these are here by accident, they are children of expatriates who are working here or of High Commissioners, or whatever they might be.

At the moment, we do not actively recruit international students outside the Pacific. It is something that we are actively debating but it would be quite a big step. If you looked at this number, for an Australian University or be probably for a University our size - 4,000, you typically have 30 percent of your students (international) but they would all be coming from China and India. We are not actively recruiting in those markets at the moment.

I think when we met last week, one of the things we observed is, one of the dangers if we were to go into actively recruiting international students in the areas where we have got the biggest capacity constraints. So, we can probably easily fill the Medical Course or the Engineering Course with international students but these are priority courses for Fiji and they are kept. We have not got typically where Australia wants to recruit students in areas like business where there is no limit to the numbers you can have, but this is interesting challenge for us.

Sorry, I misled you, it is probably more like 15 countries. There was a question about the numbers that progress to a higher study. You can see roughly around about 10 to 12 percent of students that complete qualification at FNU continue. My suspicion is that we are probably declined over time, the reason being that what has happened at the University is, the balance of the University has gradually shifted from the Technical Vocational Education and Training (TVET) towards Higher Education, so if you go back to 2014, it was probably 60 percent TVET and 40 percent Higher Education. Today it is 56 percent Higher Education and 44 percent TVET, so you might expect over time that because the proportion of students who are entering into Bachelor's Programmes from beginning is increasing. You have got fewer people staying on, so I would think a lot of these people re-enrolling have done, let us say, diploma and come back for a degree.

And because of the way we have designed everything, everything interlocks, so it is very easy if you have done a diploma, you can simply come back and go straight into the second year of degree, but there is still quite around about 10 percent mark on the average.

There was a question about the number of expatriates. We had a reduction in expatriates so we were, but we are still relatively small. We are predominantly a national University, both in terms of students and staff, back in 2014, we had just under 6 percent expatriates. We are now just on the 5 percent, so they are not big numbers. Some of the decline is artificial because we find that some of the staff, particularly the Indian staff who become Fijian citizens while they are employed by us, so there is obviously a number of benefits if you are a Fijian citizen, you have got access to FNPF, you do not have to go through the normal recruitment cycle of getting work permits and so on. Some of them marry Fijians and choose to become expatriates for that reason, others do it to give their children opportunities, probably a pretty positive thing.

If you are in a country where people are choosing to be a citizen, it is not a bad sign that you are doing something right, so in that terms of the 150, we probably recruited about 30 less, so bear in mind, all of those 154 have been through at least one contract renewal since this time. Some of them have 2 contracts renewed but the numbers are not big.

There was a question about suicide. This one was directed to the Students Association, you will see where I put in brackets - the respondent. This is the verbatim response from the President of the Students Association. We are not formally linked in any way to Lifeline Fiji, but we do have our own counsellors in Students Services and we do organise a whole bunch of events to try to alert people on the importance of mental health and guide people towards the Sounselling Services that we have.

On the Counselling Services that we have, we have got three fulltime professional counsellors which can be used by students and staff and we circulate to members a short report in more detail.

I think, in common with universities in other parts of world, we recognise that mental health is particularly important amongst the student population. This is the group that is most vulnerable in a sense that they are moving away from home, many of them for the first time, they are getting student allowances, getting money that they possibly did not have before, there are new temptations, the relationships they form and breakup and all sorts of temptations they can fall into. We are trying to make sure that we look after the signs of stress amongst our student body.

The small landscape project essentially was basically planting native bush, native trees to protect the soil systems in the areas that are prone to flash flooding and landslide so as part of this project, we set up tree nurseries and planted about 300 hectares of native trees and 100 hectares of grass to try and protect the up country area around Ba. There is a project to see if we had an effect. The idea of this was to try and use traditional agro-forestry methods to combat the problem. We won an international award for this, called the "Green Ground Award" which was awarded in Paris.

Question 17: What are the sustainability initiatives the University embarked on? Three major ones, I think, you know we are doing a number of new buildings. All the buildings are built to high green standards to minimise carbon footprint. We are starting in the West installing solar arrays so that we can become self-sufficient in energy. We have got Nadi, Lautoka (Natabua) and in Labasa we have already started our project of installing the solar arrays. We also moved to become paperless so that we are not using such resources in the same way. We do suggest that everything is now on "Banner" but all our meetings take place on something called 'Convene' so we do not need paper for our meetings.

Question 18 : What percentage of women are in the managerial roles? At the moment, roughly a third of all our designated line managers, one-third are women. That compares with 47 percent of the workforce. So roughly a parity with the workforce as a whole, but as you move up, looking at the total managerial cadre, only one-third are women and at the senior management group level, it is only 25 percent so we are trying to work hard to kind of improve that by supporting things like ACU gender workshops, et cetera, so that we can help develop our female employees.

I think there are other initiatives, we are looking at things like homework clubs and in discussions to set up a "crash" (a platform to launch one's career) so that for women coming back from work, it is less of a career leisure for the women who have children. Internationally, we are not doing badly but whenever you are not at 50 percent, you are not doing well. So that is something we are monitoring carefully.

Question 19: The question about two payments that are outstanding. Unfortunately, they remain on our books as 'debt'. We are owed about \$560,000 by the Ministry of Health and Medical Services and another

\$100,000 by the Ministry of Agriculture. These are historic debts. When the University was formed, the first operating grant payments for FSM, FSN and Fiji College of Agriculture went not to the University but to the Ministry and the Ministry was supposed to pass them on. That did not happen in 2010 and it has not been able to happen since because these were grants tagged to these ministries for a specific purpose in 2010. Once 2010 lapsed, the Ministry was not able to access this funding again. They have made requests a couple of times, as we understand, to the Ministry of Economy, for example, to get the \$560,000 in their budget so they can pay us but the Ministry of Economy has not been able to do that. So it is just a kind of a legacy thing that stays on the books until the Council chooses to write it off.

Question 20: Emphasis of Matter – Explain the reasons for the continued delay in the transfer of the lease arrangements.

We are nearly there. Our legal team has been working very hard on this, but bear in mind, we are now in our 10th anniversary, we have got the full titles to everything: The Koronivia Campus, we have now resolved but you can see the delays. You have got to do surveys then you got to get approval from the ministries that previously were in control about agreeing to those demarcation of boundaries and then you have got to get the transfers to take place. If I give you an example, the one at Koronivia was problematic because if you go to Koronivia, the Fiji College of Agriculture and the various Research Stations at Koronivia were kind of interwoven, they are a patchwork and so it was not like, for example, Nasinu, where you say, there is a campus, it is yours. This is a bit like a kind of subdivision where we have got half the houses, they have got half the houses and you are having to try to split them. You can imagine if you were separating a subdivision in half, there would be questions about who gets the roads and who gets the parks? Actually that is exactly what the problem was.

The Ministry said, “We do not want you to have the playing field” and we said, “Well, who uses the playing field? It is the students. It was for the students.” They said, “No, the Ministry of Agriculture staff used to play rugby on it sometimes.” So, we had this standoff where they said, “We are not going to approve the transfer of the playing field hence we will not approve the transfer of anything.”

I think in the last couple of weeks, we finally got an agreement that we would transfer everything to us including the playing fields but we have agreed that we will let them play rugby on it from time to time. We had an interesting meeting with the Permanent Secretary for the Ministry of Agriculture and I did say, although you will not give us the lease, you do realise that we have got a great big fence around it and security on the gate so it is possession, it is nine-tenths of the law which is far better off just to do the transfer and we amicably agree then to a Memorandum of Understanding (MOU) that gives you access to the ground for organised events. The one at Legalega, opposite where Fiji Airways is, it is that land there. The problem there was that when we surveyed it, some of the land was being used by a Chinese hotel so there has been a complication with that. There is a Chinese hotel complex being built next door but we are nearly there, but it has been a long process.

Question 21: Provide a breakdown of the consultancy income of \$141,323 in 2018.

We have got a relatively modest consultancy income. We did a couple of projects: One for European Union Pac Technical and Vocational Education and Training (TVET) and another for Fiji Roads Authority which is where we provide teams for traffic counts. About \$50,000 comes so we allow staff to do consultancies on their own account, provided they declare it but we do charge an overhead for the staff. So these are our staff who are doing it on their own time and using their own resources. We allow them to do that but we are making the initial charge because they are our staff. So I am willing to take questions on any of those if you have any further questions.

MR. CHAIRMAN.- Thank you, Professor Nigel Healey, for the presentation and also providing the answers to the questions that were sent. We now give the opportunity to Honourable Members for any supplementary questions.

HON. S.V. RADRODRO.- Thank you, Professor, for your presentation and thank you, Mr. Chairman, for the opportunity to ask further questions. Just on the members of the Council, I may have missed it in your presentation, but I would like to ask if the Students Association are represented in the Council?

PROFESSOR. N. HEALEY.- Under the FNU (Amendment) Act of 2018, the answer is no. So under the amendment Act, the two representatives of students are directly elected for the purpose of being on the Council.

So we have one that is directly elected by the Undergraduate students and one directly elected by the Postgraduate students. In the previous Act of 2009, it simply said - two student members elected by the student body, and we interpreted that to mean the President and Vice President of the Student Association. But the current Act (amended Act) is much more explicit, it says that they must be directly elected for the purpose of serving on the Council.

What we have done is, we had a discussion with the Student Association and we said, it probably makes sense that if we are going to run direct elections to Council, that they kind of co-opt the Council representatives to the FNUSA as kind of observer status, so that there is not a disconnect between the two.

I broke the conversations because I did not think it was helpful to have in a way two different student voices. There is a potential risk for the Student Association to take this view and the Council representative takes that view and they are at variance with each other, so you cannot satisfy one without upsetting the other. So we have encouraged them to work together as a shared position on Council.

MR. CHAIRMAN.- Thank you, Professor.

HON. S.V. RADRODRO.- Sorry, I asked that question because students are your biggest stakeholder and your key stakeholder. I would like to think that it would be very important and prudent to have the Association represented in the Council, like they are the voice of the students in the Council rather than the Council

Who are the other members that are in the Council that are appointed by the

PROFESSOR N. HEALEY.- The two student representatives on Council are directly elected by the student body but they run for election only as Council members. So we organise special elections to Council for those two members. And those elections are carried out by the Registrar in the same way we hold elections, we have professorial representative – representative of the deans, representative of non-professorial.

I agree with you but the way the Act is currently framed is quite explicit that the elections are direct to Council. So what we tried to do as I said is we have tried to encourage the Council representatives to liaise closely with the Students Association. And the Student Association is itself represented on all other committees of the University. So in terms of Senate, Learning Teaching Committee, College Academic Boards and the Council, the Association is represented.

MR. CHAIRMAN.- Thank you, Professor. Any other question, Honourable Members?

HON. A.T. NAGATA.- Thank you, Vice Chancellor. I am interested in the Counselling Services. How do you measure the success of the Counselling Services?

PROFESSOR N. HEALEY.- That is a fair question. I think really the indicator of failure would be if students are constantly coming back for further counselling. For students, what we will try to resolve is within two or three counselling sessions that we have come to a resolution with the student. I think we have to escalate it if we had a student who had a problem that we could not deal with. But so far, I think, we have been able to

resolve cases. We have relatively limited numbers of serious cases. But I was asked a question by the *Fiji Times* a while ago about drug abuse on campus and I said, “No, by international standards, although we know it is starting to become a challenge within Fiji, within the university sector, we are pretty intolerant of this kind of thing and we have very low incidence.” So, we have no alcohol on campus for students, we have no smoking on campus for students, no kava and almost no cases of illicit drug use. I know from my time in other universities that it is rampant; absolutely rampant.

I was the Dean of the University of Manchester and recreational drugs, particularly cocaine were just wholesale and a real social problem. So, I think at the moment we are not experiencing some of those mental health problems that are induced through substance abuse that you do see in other parts of the world. But it is a very good question and I think it is a fair challenge whether we are kind of routinely monitoring the number of referrals and how quickly they are being resolved? I do not see that data but I am not aware of anything getting escalated to me.

MR. CHAIRMAN.- Thank you, Professor Healey. Are there any other questions?

HON. S.V. RADRODRO.- Professor Healey, I believe it was in 2018 when the Honourable Minister for Economy was out marketing or promoting the Budget or enhancing the public on the Budget. There were two main issues that were raised by FNU students.

One was on the qualification of those teaching at University, like there was a gap in regards to like the lecturer was not meeting the criteria in regards to qualification and teaching the courses. Maybe they are holding Degrees and they are doing Honours Programme or something like that.

The other issue was on the accommodation. So, how has FNU taken these issues on board or how have they resolved these two main concerns raised by students?

PROFESSOR N. HEALEY.- Those were very fair challenges by students. In terms of the first one, under our registration with the Fiji Higher Education Commission, academic staff are required to hold a qualification one level above the level which they teach. Obviously if you are a PhD level, you cannot go beyond that. So it is a ten point scale – a Degree is Level 7, Postgraduate Diploma is Level 8 (all Honours is Level 8), Masters is Level 9 and PhD is Level 10. So when we embarked on this registration, we completed registration 2016, at that point we did have a number of staff who did not meet that requirement. So part of the issue was we had a number of staff who had been at the University before the merger.

For the merger, the Colleges were primarily TVET with the exception of FSM and so the qualification of staff were below that required to teach a Degree level. So we have embarked on a kind of a major journey to get staff to upgrade qualifications. We have made upgrading qualifications to the appropriate level - a requirement for staff. We have tuition waivers so that staff do not pay when they take high level qualifications and staff who fail to meet the requirement that they are above the level at which they are teaching, they have only been given conditional contracts and the contracts if they do not make, so we took the view and you can, I suppose, argue the merits of this, but we took the view that we need to give the staff a fair chance to upgrade. It is not reasonable to turn around and say, “The world has changed, you are fired” but what we said to people is, “You need to invest in your own qualification upgrading, we will give you time to do that and we will support you to do it but you have to do it, it is not negotiable. If you fail to do it, your contract will not be renewed.”

We have got staff who have chosen not to do it and they have left. I think some people left in 2019, voluntarily stepped down from jobs because they did not want to upgrade and that was fine, but they have had a fair go, they have had a chance to do it.

So, we are well on track of the TVET staff, my sense there is probably more than about half the TVET staff that did not have sufficiently high qualification but most of them have been voluntarily upgrading qualifications, doing Bachelor of Education in TVET. So, we have been driving that quite hard, similarly for the academic staff in the Higher Education, we want everyone to have PhDs. So, we have been enhancing the support they get, they go offshore to get a PhD. We increased the allowance they got by three-folds and we have provided them a lot of support to get overseas scholarships, but if they chose to do it here, we are supporting them to do PhDs part-time.

So, it is a live issue for us but it is part of our strategy. One of the things that I have said to people is, this has happened everywhere. If you look in Australia, New Zealand and United Kingdom, all of them have raised similar higher education systems. All of them upgraded their institutions about 20 years to 30 years ago. So, around about 1990-1992, a lot of what used to be called Polytechnics in Britain all became universities, the staff all had to upgrade their qualifications, same thing happened in Australia, a place like Griffith, Queensland University of Technology (QUT), Auckland University of Technology (AUT) in Auckland, the same thing and they have all just upgrade. We are following that same journey but we just decided we had to be much more proactive about it.

In terms of accommodation, by start of this semester, we have and we will have upgraded and refurbished every hostel. So, we have got about just over 2,000 beds in our Halls of Residence. Some of them were not in a very good state but we have had a kind of rolling programme - to renovate and upgrade the quality of accommodation. You cannot do it all in one go because then the students have got nowhere to live. So, we actually had the problem where we started the upgrading and we had the FNUSA come in to see us and say, "Don't." So, we agreed with the students, a rolling programme where we take a block out at a time in each campus, upgrade that then move people into a new block, take the next one, et cetera.

So, we have pretty much completed that and in terms of teaching a combination, obviously we have got the new buildings that are coming up. When I started, we were spending about \$2 million a year on repairs and maintenance. We are now running about \$10 million; about a 5-fold increase. So, that is just to get the existing facilities back to standard. Obviously, a lot of the plan is to build new accommodation, like the Business School of the FMA building or the Veterinary hospital. So, we have got a big capital programme as well as a big Repairs and Maintenance Programme.

MR. CHAIRMAN.- Thank you, Professor.

HON. S.R. RASOVA.- Thank you, Mr. Chairman. Thank you very much, Professor Nigel Healey and Ms. Reshmi Lal.

On your highlights of 2018, on Investment, Digital Infrastructure – No. 2 and all these Investments and Increased Operational Efficiency, I think that you have increased most of the things like paper trails and not using paper and stuff, so you have cut costs. That means you must have saved a lot of money but I take it that your finances, your total expenditure from 2017 and 2018 is still the same even though those things are happening. You have a structure of digitalisation and everything, your staff. You also have \$20 million of non-profit or reserves and everything. Can you just elaborate why the expenditure is still the same? *Vinaka*.

PROFESSOR N. HEALEY.- Yes, I think when I talk about Operational Efficiency, we have been talking about in terms of our labour efficiency, if you like. What is happening is that, the way we are spending money is changing. We used to be spending money on people doing labour intensive things. Increasingly, we are spending the money on software and hardware. As I have said before, our expenditure on repairs and maintenance has significantly increased because we had a big deficit there so that is much higher than it was before.

Our expenditure on software, online systems and so on is much higher. If I can take an example of the “Banner” system, that total project which started in 2018 and completes this year was \$20 million, so what we have been trying to do is kind of make savings in the routine day-to-day business so that we can redirect that money. We are not a business, we are not trying to make profit. We are just trying to use the funding for the best return for the country so by moving that money into acquiring such a system like Banner, we are then providing ourselves with the means to be much more efficient and much more effective. It is not just about saving money into the staffing, it is about improving the quality of service. If you can enrol in a programme from Rakiraki, if you can check your grades at any time, at the moment, the way the problem and the way the University has been, everything is time-consuming because you have to ask somebody who could dig it out of the system for you because nothing is self-service. It will be much better so I think what we have done is we have just changed the way we are spending money.

We are spending money on different things. We are putting much more money into training and upgrading staff qualifications, into improving the quality of the buildings, into the digital infrastructure and we are trying not to waste money on things that are not having value. Is that a fair answer?

MR. CHAIRMAN.- Thank you, Professor. Is there any other question, Honourable Members? All right, one more.

HON. S.R. RASOVA.- Yes, thank you, Mr. Chairman. I would like to come and work there, you do not have any retirement. Can you just explain?

PROFESSOR N. HEALEY.- We obviously lookout for distinguished adjuncts.

MR. CHAIRMAN.- Thank you, Professor, for the presentation and also providing all the answers. Professor, would you like to add something else before we close for today?

PROFESSOR N. HEALEY.- Probably you do not know but I do a kind of a weekly newsletter for staff that goes out every Monday morning and I write it on Sunday night. It is basically a report back on the events of the last week and foreshadows major events this week. I did provide a bit of a commentary in the newsletter today. One of the things that I said is that I was presenting to the Committee today.

This is my fifth presentation of an annual report. I think what has happened over time is the Committee has become much more searching in the questions that are asked and by providing the questions in advance. If you ask questions on the spur of the moment, my ability to answer is relatively limited. If you ask very detailed questions a week in advance, we had a team of people gathering these information for about a day-and-a-half to make sure the information was all properly sourced and prepared. I said to the staff, “This is parliamentary oversight as it should be, we are a public University, we should be publicly accountable for every penny we spend and every decision we take”, so I would like to thank the Committee really for the work over the last five cycles.

You have put in, refining this process because it does feel a bit like coming to a PhD viva now and being quizzed. I wished I get the questions in advance but I think the quality of the scrutiny is now very high and I appreciate the work you put in. Thank you.

MR. CHAIRMAN.- Thank you, Professor. On behalf of the Standing Committee on Social Affairs, I also would like to thank you.

Also, we have information that you have already given your resignation, so on behalf of the Committee Members, we would like to wish you well because you have done a lot of things for the FNU and also for our

country. We would like to wish you well in your future endeavours. Thank you very much for your time. *Vinaka Vakalevu*. Thank you.

PROFESSOR N. HEALEY.- It has been a privilege, thank you.

The Committee adjourned at 3.37 p.m.