

Academic Board Meeting - Part I

29 May 2024 01:30 PM



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Part I: Paper for Decision



**MASSEY UNIVERSITY COUNCIL
MINUTES OF THE ACADEMIC BOARD**

**HELD VIA VIDEOCONFERENCE
on**

WEDNESDAY 24 APRIL 2024 AT 1.30 PM

PART I

Present:

Associate Professor Claire Matthews (Chair), Vice-Chancellor Professor Jan Thomas, Provost Giselle Byrnes, Cameron Causland-Taylor, Professor Stephen Croucher, Professor Meihana Durie, Sosefina Filo-Masoe, Micah Geiringer, Professor Ray Geor, Professor Jill McCutcheon, Professor Margaret Maille, DVC Student and Global Engagement Dr Tere McGonagle Daly, Flynn O'Hallahan, Professor Julieanna Preston, Dr Marta Rychert, Distinguished Professor Peter Schwerdtfeger, Professor Bryan Walpert, Professor Cynthia White, Hennessey Wilson.

In Attendance: Chancellor Alistair Davis and Governance Advisor Chanell Meehan.

Apologies: Dr Maria Borovnik, Professor Jo Cullinane, Professor Jonathan Elms, Professor Lisa Emerson, Professor Tasa Havea, Professor Huia Jahnke, Associate Professor Andre Mürnieks, Communications Manager Jenna Nichols, Professor Matt Roskrige, Professor Nicolette Sheridan, Associate Professor Veronica Tawhai, Professor Fiona Te Momo, Professor Georg Zellmer.

Early Departure: Stephen Croucher (2.54pm), Sosefina Filo-Masoe (2.57pm) and Professor Cynthia White (3.15pm).

1. PROCEDURAL MATTERS

1.1 Introduction/Mihimihi

The acting Chair opened the meeting with a mihimihi and welcomed all members present and those in attendance.

1.2 Apologies/Quorum

The apologies were noted by the Board and there were 19 members in attendance.

1.3 Declaration of Interests

No interests were declared for the meeting.

1.4 Meeting Agenda Review

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The Chair acknowledged Professor Fiona Te Momo for acting as Chair in the meeting held on 20 March 2024.

1.5 Confirmation of Minutes of Meeting held on 20 March 2024 – Part I (AB24/04/39)

AB24-16 RESOLVED: (McCutcheon/White)

THAT the Academic Board adopts the minutes of the meeting held on 20 March 2024 as a true and correct record

CARRIED

1.6 Matters Arising

There were no matters arising from the minutes.

1.7 Action Schedule - Part I (AB24/04/40)

The Chair spoke to the action schedule and noted there were no outstanding actions.

1.8 Academic Board Work Plan 2024 - Part I (AB24/04/41)

The Board noted the 2024 Work Plan.

2. STRATEGIC UPDATES

2.1 Chair's Report (verbal)

The Chair provided a verbal report for Part I, noting since the last board meeting she has attended meetings for Council, People and Culture Committee and Finance and Assurance Committee. She noted Council is focused on supporting the university through the current situation. She attended Wellington graduations last week with Manawatū graduations coming up next week, and Albany in May. She noted the Academic Board elections are coming up with terms expiring at the end of July. The Academic Board will be advised of the election results in the June meeting which will also be the final meeting for outgoing members. She noted after the June meeting, nominations for an Academic Board Chair will be called then Council will appoint a Chair.

2.2 Vice-Chancellor's Report (AB24/04/42)

The Vice-Chancellor noted her report is taken as read and noted a meeting will be held on Friday 3 May with Sir Peter Gluckman via a webinar regarding the advisory groups under the current government. There is a short timeframe for consultation and she encourages submissions for this as it could have an impact on the future of Massey.

The committee noted the report and discussed the Singapore collaboration and how this offers undergraduate studies across all Colleges by leasing teaching space at PSB Academy. Singapore based staff will teach our programmes under Massey Global. The committee also discussed Massey's improvements in QS rankings and the need to maintain our commitment to being a research led university.

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ACTION: Congratulatory letters to be sent on behalf of the Board to award recipients as listed in the Vice-Chancellor's report.

2.3 Provost Report (verbal)

The Provost provided a verbal report to the Board and noted a decision has been made to collaborate as a sector to focus feedback to ensure the university sector advisory group. Managing science advisory group feedback with all submissions to be published. The MURF funding scheme round will be beginning soon as well as SREF. The Specific Circumstances Framework is about streamlining the student experience: working with ITS a website has been developed for this so there is only one place to disclose the information for assistance to remove barriers. Future of examinations: do we still have a need for these, infrastructure to support exams, factors to decide if we do continue to work on a digital platform – will be bringing an assessment policy to the Board in future.

The Board noted the report.

2.4 Student Report (verbal)

Flynn O'Hallahan provided a verbal report to the Board and noted there has been continued negative feedback around course and staff changes. He noted students have raised a lack of communication, and posters were removed. Nursing students have noted a lot of their degree has been moved online, would like paid placements. Supervised exams will continue to engage with replacement of PSI system. Would like to see the distance campus factored into the focus on campus improvements, some courses are set up well to support this. Distance students would like to receive further support, Te Tira Ahu Pai are wrapping support around this.

The Board noted the report and discussed the system and software improvements that have been made. It was noted the system does not support an earn as you learn option for nursing but we are working on options.

2.5 Micro-Credentials and Short Courses Policy and Procedures (AB24/04/43)

The Provost spoke to the policy and procedures and noted this is part of a regular review process. There previously separate policies and procedures for micro-credentials and short courses have now been combined.

The Board noted the policy and procedures and discussed short courses generally being designed for corporate clients that are completing these for professional development, noting these short courses do not have assessments. Micro-credential courses are assessed and give students the option to stack or transfer credits.

AB24-17 **RESOLVED:**
Abstention from Micah Geiringer.

(Byrnes/Croucher)

THAT Academic Board:

- Approves the revised Micro-credentials and Short Courses Policy.
- Approves the revised Micro-credentials and Short Courses Procedures.

CARRIED

2.6 Research Funding Landscape (AB24/04/44)

Part I: Paper for Decision

The Provost spoke to the report and noted there has been significant change in the research space. The implications for Massey will be around research funding for science competitions. There have been a small number of high-quality applications from each Uni for smart ideas – MBIE is seeking to make their process more efficient. Research funding agencies are moving to more efficient processes and looking at addressing competition. PBRF has been cancelled so there will be no 2026 funding change, we are still receiving 2018 funding. It is likely to be another form of quality assessment to be decided on.

The Board noted the report and discussed their concerns around the changes for smart ideas. Concerns were also raised around allocations being based on previous success as well as the use of the age index. It was noted that feedback can be provided both as an individual and also by the university itself. Research investment in New Zealand was noted as being lower than other countries around the world.

2.7 REaDI Update (AB24/04/45)

The Provost spoke to the update and noted REaDI is funded from SLT strategic investment fund and rangahau is one of the four pillars of our strategy. Invest in researchers and preparing for PBRF. The PBRF 2026 cancellation will have an impact but for now we need to continue our work in this space until there is a replacement for PBRF.

The Board noted the update and compliments were made regarding the approach to REaDI. It was noted there could be a shift to the mentoring space away from REaDI.

2.8 College Health Board Annual Report 2023 (AB24/04/46)

Jill McCutcheon spoke to the report and noted 2023 was a challenging year, this report outlines a number of requirements.

The Board noted the report.

2.9 Academic Committee Annual Report 2023 (AB24/04/47)

The Provost spoke to the report and summarised the work Academic Committee completes on behalf of the Academic Board. Achievements of last year include the academic audit, academic progressions working group, academic proposals, policy updates etc. Snapshot of activities by the colleges e.g. CUAP.

The Chair noted and acknowledged the work of the Academic Committee on behalf of Academic Board.

The Board noted the report and discussed working with students in future around this.

2.10 Update on Implementation of University Strategy Related to Academic Matters CoHSS (AB24/04/48)

Cynthia White spoke to the update and noted more detail has been provided on academic teaching within the university. The chair acknowledged and thanked Cynthia for her report and the approach.

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The Board noted the update.

Early departure for Stephen Croucher at 2.54pm.

Early departure for Sosefina 2.57pm

3. CUAP PROPOSALS (AB24/04/49)

The Provost spoke to the proposals and noted a range of new qualifications and specialisations that need to go to CUAP. Seeking to streamline the student journey and ensure the college’s stream of offerings are competitive within the environment we are working in. Seeking to reduce the size of some courses.

The PVC CoCA acknowledged the work of the Academic Committee to assist CoCA to transform its programmes to ensure viability and a distinctive course offering in New Zealand.

The committee noted the CUAP Proposals and discussed the changes made to ensure financial viability. The Toi Mataurangi and CoCA work was noted as aligning with the university strategy and it was noted Māori students are happy with this. It was noted courses have been resized from 30 credits to 15 credits to help with the workload, a student transition plan is currently being considered to ensure the right advice is provided to students.

AB24-18 RESOLVED: **(Agreed)**

THAT Academic Board recommends the CUAP proposals listed in section 3 to the Vice-Chancellor for approval and forwarding to CUAP for noting.

CARRIED

Abstention Micah

3.1 CUAP New Qualifications (for approval)

- 3.1.1 - CUAP Proposal Overview for CoCA Curriculum Transformation
- 3.1.2 - Master of Screen Arts
- 3.1.3 - Master of Commercial Music

3.2 CUAP New Specialisations (for approval)

- 3.2.1 - Applied Communication – Major and Minor
- 3.2.2 - Mātauranga Toi Māori

3.3 CUAP Qualification Amendments (for approval)

- 3.3.1 - Master of Fine Arts
- 3.3.2 - Bachelor of Design with Honours
- 3.3.3 - Bachelor of Design
- 3.3.4 - Bachelor of Fine Arts with Honours
- 3.3.5 - Bachelor of Fine Arts

3.4 CUAP Specialisation Amendments (for approval)

- 3.4.1 - Memo – Overview of supplementary changes for CUAP proposals
- 3.4.2 - Concept Design, Fashion Design, Industrial Design, Integrated Design, Photography, Spatial Design, Textile Design, Visual Communication Design

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- 3.5 CUAP Reported Qualification Retirements (for approval)**
3.5.1 - Master of Sport Management and Postgraduate Diploma in Sport Management

- 3.6 CUAP Reported Specialisation Retirement (for approval)**
3.6.1 - Public Policy (in the Master of Analytics)

4. PAPERS FOR NOTING

- ★ 4.1 College of Health Minutes 20 February 2024 - Part I AB24/04/50
- ★ 4.2 College of Sciences Minutes 15 February 2024 – Part I AB24/04/51
- ★ 4.3 College of Humanities and Social Sciences Minutes 16 February 2024 - Part I AB24/04/52
- ★ 4.4 Academic Committee Minutes 5 December 2023 - Part I AB24/04/53
- ★ 4.5 Academic Committee Minutes 5 March 2024 - Part I AB24/04/54

The Board noted the papers as listed.

4. DECISIONS TRANSFERRED FROM PART II OF THE ACADEMIC BOARD MEETING

4.1 Conferment of Degrees Paper (AB24/04/58)

AB24- **RESOLVED:** (Agreed)

THAT the Academic Board approves the degrees be conferred, and the certificates and diplomas be awarded to those as listed in document AB24/04/58, and the seal affixed to the parchments.

CARRIED

5. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB24/04/55)

AB24-19 **RESOLVED:** (Agreed)

THAT the Academic Board exclude the public from the papers as noted in the table below, excluding Governance Advisor Chanell Meehan.

| General subject of each matter to be considered | | Reason | Section 48(1) grounds |
|---|--|---|-----------------------|
| AB24/03/56 | Confirmation of Minutes Academic Board Meeting 20 March 2024 – Part II | For the reasons set out in the Part I minutes of 20 March 2024 held with public present | |
| 24/03/57 | Action Schedule – Part II | Improper gain or advantage | s7(2)(j) |
| 24/03/58 | Conferment of Degrees and Awarding of Diplomas and Certificates | Personal privacy | s7(2)(a) |

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| General subject of each matter to be considered | | Reason | Section 48(1) grounds |
|--|-------------------------------|--------|-----------------------|
| 24/04/59 | Report on Academic Grievances | | |
| Papers for Noting | | | |
| College of Sciences Board Minutes 15 February 2024 Part II | | | |
| College of Humanities and Social Sciences Minutes 16 February 2024 Part II | | | |
| Academic Committee Minutes 5 December 2023 - Part II | | | |

This resolution was made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.

CARRIED

Part I of the meeting closed at 3.07pm

Signature: _____

Date: _____



Academic Board Action Schedule – Part I

| ITEM | ACTION | RESPONSIBILITY | MEETING DATE REF | STATUS | DUE DATE |
|------|---|----------------|------------------|---|------------|
| 1 | Congratulatory letters to be sent on behalf of the Board to award recipients as listed in the Vice-Chancellor’s report. | AB Secretary | 24.04.2024 | Ongoing following each Academic Board meeting | 29.05.2024 |

Academic Board 2024 Work Plan

| | 21 FEBRUARY | 20 MARCH | 24 APRIL | 29 MAY | 19 JUNE |
|--|---|---|--|---|--|
| Location | Zoom | Zoom | Zoom | Zoom | Zoom |
| Standing Items | <ul style="list-style-type: none"> Chair's Report VC Report Student Report | <ul style="list-style-type: none"> Chair's Report VC Report Student Report | <ul style="list-style-type: none"> Chair's Report VC Report Student Report | <ul style="list-style-type: none"> Chair's Report VC Report Student Report | <ul style="list-style-type: none"> Chair's Report VC Report Student Report |
| Strategic / Academic Discussion | <ul style="list-style-type: none"> Research Commercialisation Update Research Funding Landscape (Govt policies/ National Research Priorities/ Aus Uni Accord) Copyright Policy | <ul style="list-style-type: none"> Annual Reports from AB Subcommittees x7 AB monitoring of self-improvement actions CoCA/ CoH/ CoHSS update on implementation of uni strategy related to academic matters | <ul style="list-style-type: none"> Report on Academic Grievances ReADI Update Paerangi MBS/ CoS update on implementation of uni strategy related to academic matters | <ul style="list-style-type: none"> Report on Policies approved through AB Te Pou Rangahau Update Transnational Education Update International Travel Presentation | <ul style="list-style-type: none"> Proposed 2025 meeting schedule Report on Research Ethics – background, applications, issues, policy development and reviews upcoming/ ongoing |
| Academic Programme | Qualification Review Reports (if any) Conferment of Degrees and other qualifications | CUAP Proposals (Round 1) Qualification Review Reports (if any) Conferment of Degrees and other qualifications | CUAP Proposals (Round 1) Qualification Review Reports (if any) Conferment of Degrees and other qualifications | Qualification Review Reports (if any) Conferment of Degrees and other qualifications | CUAP Proposals (Round 2) Qualification Review Reports (if any) Conferment of Degrees and other qualifications |
| Papers for Noting | Subcommittees' Minutes | Subcommittees' Minutes | Subcommittees' Minutes | Subcommittees' Minutes | Subcommittees' Minutes |

Academic Board Meeting - Part I - PROCEDURAL MATTERS

| | 24 JULY | 21 AUGUST | 25 SEPTEMBER | 23 OCTOBER | 20 NOVEMBER |
|--|--|--|--|---|---|
| Location | Zoom | Zoom | Zoom | Zoom | Zoom |
| Standing Items | <ul style="list-style-type: none"> Chair's Report VC Report Student Report | <ul style="list-style-type: none"> Chair's Report VC Report Student Report | <ul style="list-style-type: none"> Chair's Report VC Report Student Report | <ul style="list-style-type: none"> Chair's Report VC Report Student Report | <ul style="list-style-type: none"> Chair's Report VC Report Student Report |
| Strategic / Academic Discussion | <ul style="list-style-type: none"> General Reports from AB subcommittees x7 (review of performance under current ToR) | <ul style="list-style-type: none"> Research Rankings Update (SDGs/ THE Rankings) | <ul style="list-style-type: none"> Annual Report on Academic Integrity Academic Board Meeting Schedule 2024 – Confirmation | <ul style="list-style-type: none"> AB Self Review Te Ara Paerangi and Te Pou Rangahau 6-monthly update from Provost | <ul style="list-style-type: none"> 6-monthly update on AB approved policies |
| Academic Programme | CUAP Proposals (Round 2) Qualification Review Reports (if any) Conferment of Degrees and other qualifications Graduating Year Reviews | Qualification Review Reports (if any) Conferment of Degrees and other qualifications Graduating Year Reviews | Qualification Review Reports (if any) Conferment of Degrees and other qualifications | Qualification Review Reports (if any) Conferment of Degrees and other qualifications | Qualification Review Reports (if any) Conferment of Degrees and other qualifications |
| Papers for Noting | Subcommittees' Minutes | Subcommittees' Minutes | Subcommittees' Minutes | Subcommittees' Minutes | Subcommittees' Minutes |

| | |
|----------------------|---|
| MEETING DATE: | 29 May 2024 |
| AUTHOR: | Vice-Chancellor Professor Jan Thomas |
| SUBJECT: | VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: April – Early May 2024 |

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Recommendations

- Recommendation: That Academic Board note this update on current issues, key achievements and highlights arising during the reporting period.

Executive Summary

This report is intended to be a high-level summary overview of the reporting period. I have taken the opportunity to provide links to information for further detail. I wish to continue to emphasise that given the size, depth and diversity of our multi-campus university, this report can only provide a point-in-time record of the accomplishments of our staff, students and wider community. Please forgive me for not being able to mention all of the wonderful mahi and achievements of the Te Kunenga ki Pūrehuroa Massey University whānau, both individually and in partnership across the university, and externally with our many communities, at home and across the globe. Many of these stories can be found on the [Massey News site](#) and other internal communication channels detailed in this report.

I highlight in this report just a few of the university’s efforts and achievements in making Massey a place of equity and excellence, for students, staff and our community. I will seek to ensure that the content reflects, and speaks to the enactment of university’s Strategic Plan, pou, attributes, and Te Tiriti foundation. In this regard, you will note that this report is provided in a format and structure to reflect the four strategic pou of the university.

Te Pou Rangahau – Research

Examples of the delivery of research excellence and its impact include:

- *Ministry of Business, Innovation and Employment (MBIE) Research Funds*

Te Pūnaha Hihiko Vision Mātauranga Capability Fund - Outcome

One proposal, led by Callum Rees, School of Agriculture and Environment, which was submitted to this fund in October 2023; has been funded. The project titled *Establishing the social and*

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environmental impacts of the Pūtōrino landslide dam outburst flood in the Rangitīkei receives \$250,000. In feedback, the MBIE panel said “this was an exemplary proposal and alignment of Rangitīkei Mātauranga-a-iwi with applied geosciences. This was a detailed proposal with a clear and achievable work programme. The project team is good, and the Panel liked the mentoring of an early career researcher”. The Panel concluded their remarks with, “There is a clear mandate for the project and the Panel believe this proposal will contribute well to RS&T.”

In addition, Massey participation in two other projects was noted in the press release from MBIE:

- *Tāne i te wānanga: Ngāti Rangi herbarium*, with Ngā Waihua O Paerangi Trust – the iwi authority for Ngāti Rangi whose rohe is on the southern slopes of Ruapehu. The Massey contact for this is Associate Professor Jen Tate from the School of Food Technology and Natural Sciences.
- *Kia mau tonu ki te mana me te mauri o te whenua i roto i ngā tikanga o tātou tūpuna, takuiho ki ngā uri – The prestige and life force of the land is enhanced beneath the mantle of our ancestral traditions* with Owhaoko B & D Trust. The Trust administers seven land blocks forming part of the Mōkai Pātea lands, just north of the Napier-Taihape Road, which belong to Ngāti Tamakōpiri, Ngāti Whitikaupeka and Ngāti Whiti Tama. The Massey contact for this is Craig McGill in the School of Agriculture and Environment.

Each project has been awarded \$250,000 over two years.

New Zealand United States National Aeronautics and Space Administration (NASA) Research Partnerships Catalyst Fund - Outcome

Associate Professor Gabor Kereszturi from the School of Agriculture and Environment and Associate Professor Pauline Harris, Rongomaiwahine, Ngāti Rakaipaaka, Ngāti Kahungunu ki Wairoa, from Te Pūtahi-a-Toi School of Māori Knowledge, have received more than \$74,000 each from the Ministry of Business, Innovation and Employment (MBIE) for their research projects to pioneer space-based earth observation studies.

Both researchers will undertake a six-month investigative study in conjunction with a NASA partner from 1 April 2024. MBIE has funded 12 feasibility studies nationwide and will provide an additional three years of funding for up to five of these projects based on initial findings. [Read more...](#)

Mahi undertaken to foster, support and enable research excellence. Examples include:

- *Government review of university funding landscape*
As announced on 27 March, a [University Advisory Group](#) (UAG) has been established by the Government, to explore challenges and opportunities in the university system, to support excellence in teaching and research. This group has been set up in tandem with the [Science System Advisory Group](#) (SSAG).

The UAG will consider the future role of universities and both groups will be chaired by Professor Sir Peter Gluckman. The group will consider, among other issues, the role of the ways to assess research and teaching quality, how to best achieve equity for all learners, and the role of international education.

As an initial step to engage stakeholders, the UAG held online hui for staff across all New Zealand universities. On Friday, 3 May, the Chair of UAG, Professor Sir Peter Gluckman, held an online meeting open to all Massey staff.

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The UAG will provide an initial report to the government in August 2024 and a final report in February 2025. Advice from the group will inform policy changes, ensuring a robust and forward-thinking university system for New Zealand.

Further information about the UAG

Read the [Terms of Reference for the UAG here](#).

Sign up for [updates and further information from the UAG here](#).

Provost Professor Giselle Byrnes is coordinating our institutional response via the University Research Committee and College research directors who work closely with Pro Vice-Chancellors. The submission questions and portal can be found [here](#). Submissions close Friday 31 May 2024.

We will keep you informed as this work progresses.

- Research Enhancement and Development Initiative (REaDI)*

The REaDI supports the development of researchers at Massey University. It is also aimed at preparing for the Performance-Based Research Fund (PBRF) and other research evaluation exercises (including external research funding and international research rankings). Considering the Government's announcement in March that the PBRF Quality Evaluation 2026 has been cancelled ahead of the review of the university sector, the PBRF Governance Group has confirmed that REaDI activities in 2024 will continue as planned. This includes any College REaDI funding rounds and collaborative activities designed to support researcher development and success. Any activities focused specifically on preparation for the Quality Evaluation will be amended as appropriate to support the broad purpose of REaDI for researcher development.
- Massey University's supervisor policy, development framework and accreditation*

In 2018, the Doctoral Research Committee revised the Policy for Supervision of doctoral research students. The policy defines supervision as the highest form of university teaching, based on tuākana-teina, a Māori values-based principle of ako (two-way learning). The policy identifies the roles and responsibilities of supervisors and is designed to build supervisory capacity and capability through differentiated supervisory roles, responsibilities, learning and development.

Since the Graduate Research School began implementing the policy in 2020, we have accredited supervisors across all disciplines and levels. The 640 accredited supervisors represent about 70% of our research active staff; there may be capacity for more supervisors to be accredited. The majority of supervisors (64%) are main supervisors, with early career researchers working in co-supervisory roles (20%) and many of our senior researchers acting as mentor supervisors (16%). The role of mentor supervisor is not limited to leading supervisory teams, but these 'good citizens of the university' lead doctoral education in many roles.

Supervisors are offered a range of differentiated learning and development opportunities:

- Professional Learning and Development** in person, online and blended focusing on responsibilities, pedagogy and relationships.
- Supervisor Mentoring** through in person and virtual circles, and the Accelerate programme.
- Supporting Engagement in Students' Learning and Development** as supervisors in programmes like Strengths@Massey, Thesis Writing Boot Camp and 3MT (Three Minute Thesis).
- Opportunities for Leadership in Doctoral Education**, for example, through coordination roles, committee membership, convening examinations or mentoring supervisory teams, develop knowledge and skills in supervision.

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- **Accelerate Supervisor Development Programme** is a learning, development and mentoring programme designed to enable accredited co-supervisors who demonstrate research excellence and capability to more quickly progress to the role of main supervisor.
- **Online resources** include readings, recordings and links to relevant materials.

The next step for implementing accreditation is the development of online modules and to evaluate its impact, as called for in *Te Pou Rangahau*, the research plan for Massey.

- *OneMassey Research Tab*
The OneMassey Research Tab hosts a large suite of resources to support research careers. This resource links staff to funding opportunities, researcher development, research systems information, project development and management, and research impact training resources. The [research funding calendar and search](#) and [four sets of eLearning modules](#) are a couple of highlights to visit regularly.

Te Pou Ako – Learning and Teaching

Mahi undertaken to foster, support and enable an excellent learning environment. Examples include:

- *Pūrehuroatanga explained on one page*
The university's strategic initiative, Pūrehuroatanga, brings together teams and projects from across Massey to uplift and improve ākonga (student) success outcomes, particularly participation, student retention and course completion, which are the student success measures used by the Tertiary Education Commission. This initiative focuses on all students, with an added focus on ākonga Māori, Pacific Peoples learners, disability and neuro-diverse students, digital innovation and student journey programmes. Together, it seeks to address the challenges of ensuring equity and parity for all students, remove institutional barriers to success, as well as providing targeted, proactive and data-driven support for learners who need it.

A one-page overview of the initiative, its drivers, focus areas, activities and outcomes has recently been developed and provides a simple overview. Read more [here](#).

- *Meeting our Pūrehuroatanga objectives*
We continue to work in support of Pūrehuroatanga (Learner Success), with the latest Educational Performance Indicator (EPI) results showing positive progress. The following are results directly from the latest update to the Learner Success Plan (LSP):
 - **Retention:** Massey has made some good progress towards closing the parity gap in this area. Our results show that both Māori and Pacific priority learner groups have already achieved the 2026 target which was to halve the parity gap, with the Māori learner gap closing from 10.1% in 2016 to 1.6% in 2023, and the Pacific learner gap closing from 12.8% to 6.4% over the same period. Further improvements are required for our part-time learners who, although there are some improvements, are broadly on par with previous expectations.
 - **Successful Course Completion:** Over the last seven years, successful course completion has been improving for Māori learners, with the parity gap between 2016 and 2023 reducing overall from 12.9% to 7.5%. This also demonstrates a similar trend for Pacific learners, where the parity gap has closed from 20.4% to 18% over the same period, with both groups seeing better results for internal learners, which is consistent with the wider distance student performance.

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- **Qualification Completion:** While not a formal university EPI, we recognise that qualification completion is important and that we have work to do to achieve parity here. The results have been highly variable and 2023 saw the largest parity gap we have had in the last seven years, even though cohort qualification completion has improved overall. We know some of this has come about because of changes happening across the university, and the significant improvement in the employment market, meaning part-time learners are taking longer to complete.
- *Academic development webinars*
 TeachTogether is a new webinar series that offers timely conversations on teaching and learning-focused issues affecting higher education and what they mean for Massey. Each webinar will focus on a specific teaching-related topic and include an international expert as well as Massey staff. TeachTogether is an initiative of the Centre for Education Transformation (CET) and is suited to anyone involved in teaching and learning.

The first of the series, on the first-year student experience, took place on 15 April. The webinar was headlined by international expert Professor Sally Kift who was joined by Massey staff engaged in the Pūrehuroatanga initiative. More than 70 staff attended.

- *Programme Incubator*
 The Programme Incubator is an extension of the successful course development model (the course incubator focused on redesigning courses using transition pedagogies ensuring embedded approaches to student academic and pastoral support). While the course incubator has been shown to make a statistically significant difference to student outcomes, working at the course level naturally limited the overall impact across the student journey. Extending the model across qualifications means students will receive a more consistently high-quality experience, with intentionally scaffolded knowledge and skills development across their courses.

Acknowledging the resource constraints the university is currently experiencing, the Centre for Education Transformation is designing several versions of the Incubator, ranging from a fully facilitated 'deep dive' into programme redesign, to a set of self-help resources that programme directors can access as required for a more 'light-touch' approach.

With the Programme Incubator in the pilot phase, the Centre for Education Transformation is working with several programme teams to refresh existing programmes or develop new ones. This includes support for the College of Creative Arts as it continues to work through significant changes to its Bachelor-level programmes, and for the School of Agriculture and Environment, which is developing a new three-year Bachelor of Earth and Environmental Science with two new majors in Land and Water Science, and Geoscience.

The Activate team has also worked closely with the Programme team redeveloping the Digital Business and Innovation major within the Bachelor of Business (formerly the Organisational Technology Management major) to submit the initial Committee on University Academic Programmes (CUAP) documentation, and will continue to engage with the team as this work progresses.

In parallel with this work, the Curriculum Transformation Unit is working together with the Office of Academic Quality, Reporting and Assurance, to map operational activities that intersect when academic staff are reviewing or developing programmes and courses. With mapping nearly completed, the next step is to identify key points at which academic staff might benefit from support from either unit and to identify how best to help them access that support. This work will

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also help to ensure staff in both units have better access to information provided by the other, and can draw on this as necessary when working with academic staff.

The end goal of this project is to ensure academic staff can work through the process of developing and reviewing programmes and courses with input from the right service at the right time in a way that is seamless, intuitive and efficient.

- *Assessment transformation - Cadmus*

Over the past year, the Centre for Education Transformation has been working with a group of courses from across the Colleges to pilot Cadmus – an online assessment tool designed to support both students and teaching staff to manage the challenges of academic integrity in assessment. Course coordinators create tasks in the tool, using templates provided to ensure learning centred assessment, and students complete the assessment in the Cadmus environment, which not only provides students with context specific academic skills information and university guides as they work, but it also records all the student activity. This not only generates a set of powerful learning analytics which course coordinators can use to monitor student engagement and progress, but it also identifies actions which could be indicators of breaches of academic integrity, such as the pasting in of large blocks of text. Significantly, Cadmus is a useful tool for students if they are questioned about use of artificial intelligence, as it provides a record of the development of their work which can be used to support an argument of originality.

Following endorsement from the Estates and Infrastructure Advisory Committee, the Senior Leadership Team has approved the development of a business case for wider implementation of Cadmus, affirming the strong synergy between Cadmus and our strategic goals of improving student success outcomes.

- *Online examinations*

Steady progress is being made on the project to implement the recommendations from the Future of Examinations Requirements Working Group. A high-level implementation plan is currently under development which will be presented to Academic Committee in June.

- *Improving online learning delivery*

Work is underway to promote the use of Tuku One Button Studios to teaching staff looking to produce high quality videos. Tuku studios are available on all three campuses and provides an easy way to create better quality recordings with in-person support from the Centre for Education Transformation. Many staff have not previously had information about how to make use of the studios, so the new marketing initiative will help to raise awareness across the Colleges and ensure we are getting value for money out of this excellent facility.

- *Scholarships Applications Advice and Guidance – New Web Page*

The Scholarships Team have worked alongside colleagues in the Web Team to create a webpage to support students in applying for scholarships. The [Scholarship applications advice and guidance](#) page includes information on how to find scholarship opportunities and instruction for students in preparing strong applications. This page fills a long-standing gap and is hoped to raise the quality of scholarship applications, helping students access funding opportunities to support their studies.

The advice and guidance page complements the [Scholarships and Awards](#) database, a list of over 300 scholarship opportunities available to Massey students. This is a searchable list with the ability to filter and sort scholarships, allowing users to find information with ease.

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- The Student Wellbeing and Safety at Massey [training module](#) has been released into the Development Catalogue and promotion commenced this month.
- Global Engagement continues to focus on recruitment and conversion of International Students for Semester 2, 2024. In addition to working directly with students to defer who were not granted visas for a Semester 1 enrolment, we continue to engage with Immigration NZ to ensure they are adequately resourced for future high visa application intake windows. We provide fortnightly updates to their international education team with detailed application and regional volumes to better forecast for future intakes.
- The Universities NZ/Immigration NZ working group has reconvened after a long hiatus and redefined priorities for different workstreams. Process and evidentiary requirements remain the top priority while communications, reporting, regions and agents are the secondary priorities. The overall aim of this work is to decrease processing time for international student visas for the tertiary sector to less than 20 working days.
- The Specific Circumstances Framework was recently released to students. This enables them to apply for a range of academic supports in one place and improvements were also made to the Disabled Student Support process. Additional functionality was also included for College staff to create wellbeing cases should a student share a circumstance that is likely to benefit from additional support.
- Massey Student News – *Kōrero o te wā*, was delivered to all students during Semester 1. The newsletter has an average open rate of 65-70%. The latest issue included a feedback questionnaire so we can continue to refine this channel of communication with students.
- *Meet the heroes of our Semester 2 marketing campaign*
 Stage two of our [Semester 2 marketing campaign](#) has gone live this week, infusing a burst of vibrant colour as it showcases student stories across billboards, posters, online platforms, and radio stations. The campaign is targeted at mature students aged 20 years and above, and distance students. The aim is to increase enrolments for Semester 2 and raise awareness of Massey among those who are considering tertiary education. You can read more about the campaign and the students involved [here](#).
- *Strengthening ties to enhance student success*
 Massey recently hosted a senior delegation from the University of Tasmania to discuss student success, academic development and the role played by libraries in the modern university. [Read more...](#)
- *Business development the focus of a new micro credential*
 The new micro credential was created by academics in response to industry needs. The micro credential, just launched by Massey Business School, will provide small and medium enterprise business owners and managers in Manawatū and Whanganui with the skills and knowledge to develop strategies for growth. [Read more...](#)
- *Schools of Music and Screen Arts*
 The School of Commercial Music and Creative Media Production is being renamed as the Schools of Music and Screen Arts to align with the English naming conventions of the School's degree

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programmes. Work in underway with Marketing and Comms to roll out new name on the MU website etc.

- *Celebrating six decades of nurturing veterinary talent*
As the institution for veterinary education in Aotearoa New Zealand, we proudly celebrated World Veterinary Day recently by shining a spotlight on the enduring legacy of [Tāwharau Ora School of Veterinary Science](#). [Read more...](#)
- *30 years of celebrating Sport and Exercise graduands*
[Sport and Exercise](#) staff and students celebrated another graduation milestone last week at The Regent, with Professor Andy Martin marking 30 years of coordinating student practicums within the programme. [Read more...](#)

Te Pou Tangata – People

Mahi undertaken to foster, support and enable an inclusive, respectful and safe environment. Examples include:

- *Kōrero with staff*
Staff Update is a weekly e-newsletter that shares information from across the university and works in parallel with *People@Massey*, which celebrates staff achievements and shares insights into the work our people do. *Staff Update* includes the latest updates from SLT, whether it is a message from myself or other relevant information from others in the team. This enhances the visibility of SLT members and our decision making. *Staff Update* includes information and updates that do not warrant a *Massey-all* email. Please note that the ongoing SLT *Focus on the Future* communications are provided via the weekly *Staff Update*, where possible.

Massey-all emails are used for significant items of interest that are time-critical and important to all staff, and generally will come direct from the Vice-Chancellor and members of the university's Senior Leadership Team.

We have also regularly been inviting staff feedback through an evergreen feedback mechanism, which you can find at [vcfeedback](#). This is monitored daily, and I respond to as many comments as is practical.

- *Focus on the Future – Vice-Chancellor's webinar 10 June*
At the beginning of May, I had the pleasure of attending our graduation ceremonies in Manawatū. Graduation is one of my favourite times in the university calendar - it is so rewarding to see our students complete and celebrate their qualifications. As university staff, we know how much unseen hard work has been invested by the students to set themselves up for future success, and all of you contribute to that in some way, so thank you.

In a similar way, there has been a lot of work going on in the background to ensure Massey is financially sustainable. Our Finance team have been completing the first forecast for this financial year, which gives us valuable insight into how we are tracking against the Financial Recovery Plan.

Later this month, we will share with staff the financial forecast as well as more details on how our financial recovery plan is progressing.

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When we asked for feedback on the in-person staff forums held earlier in the year, many of those who responded told us how much they valued the chance to have their questions answered. To give staff another opportunity for these discussions, I am going to hold a webinar in June.

[Registration is now available](#) for the Vice-Chancellor's webinar at **1pm on Monday 10 June**. Staff need to register using a Massey Zoom account. If you do not have a Massey Zoom account, you can request one [here](#). If you have questions you would like answered in the webinar, please submit them [here](#).

Celebrating our People

- *Honouring a lifetime of leadership with Massey Medal*
Philanthropist, veteran businessman and esteemed alumnus Bryan Mogridge ONZM was awarded the university's highest accolade, the Massey Medal, at Manawatū graduation. [Read more...](#)
- [Eight new Professor Emeriti titles granted](#)
Massey is proud to announce eight new Professor Emeriti, conferred by the Honorary Awards Committee. Professors Serge Demidenko, Richard Haverkamp, Alastair Nielson, Qiao Wang, Pamela von Hurst, Carol Wham, Michael Belgrave and Roberta Hunter have been granted emeriti titles in recognition of their service to the university. [Read more...](#)
- *Massey artists win highest accolade at Venice – the Golden Lion*
Referred to as the Olympics of the art world, the Venice Biennale is an international contemporary art exhibition held every two years in Italy. This year, it is centred around the theme 'Foreigners Everywhere' and runs until 24 November.

The prestigious art exhibition La Bienale Di Venezia showcases a range of works from global artists, with an installation from our [Toi Rauwhārangī College of Creative Arts](#) cohort receiving the highest accolade from the event - the Golden Lion. The story of the Mataaho Collective's fantastic win is [here](#).

Professor Robert Jahnke and Caitlin Devoy, Industrial Design Technical Demonstrator and Fine Arts alumna, will also be exhibiting in Venice as a part of the Biennale.

- *International poetry festival honours Massey professor*
Professor Leonel Alvarado from the School of Humanities, Media and Creative Communication will be honoured at the upcoming eighth edition of the International Poetry Festival Los Confines. The festival, which runs from 22 to 26 May, is the largest literary platform in Honduras and will feature 25 poets from Latin America, Europe and Asia.

Festival director and poet Salvador Madrid says Professor Alvarado was selected as the guest of honour due to his reputation as a sharp and profound voice in contemporary Central American poetry. Since the publication of his first poetry collection in 1991, Professor Alvarado has published more than 10 books of poetry, fiction and criticism. He says he's honoured and humbled by the distinction. [Read more...](#)

- *Professor to edit esteemed communication journal*
Head of School of Communication, Journalism and Marketing Professor Stephen Croucher has been appointed editor of *Communication Monographs*. [Read more...](#)

Te Pou Hono – Connection

Mahi undertaken to create, honour and sustain meaningful connections and partnerships, and addressing the world's big problems, matters of national interest, and promoting leadership. Examples include:

- *Exploring opportunities beyond borders - Prime Minister's business mission to Southeast Asia*
I was delighted to be invited to join this high-level business delegation led by Prime Minister Christopher Luxon. As promised in my last report, I wish to share my observations and the opportunities developed during the course of this trip.

As I reflect on the whirlwind experience of the Prime Minister's Business Delegation trip to Singapore, Thailand, and the Philippines, I find myself inundated with a spectrum of insights and aspirations. It was not merely a journey across geographical borders; it was a journey that transcended the confines of conventional thinking, offering a panoramic view of possibilities for Te Kunenga ki Pūrehuroa Massey University and Aotearoa New Zealand as a whole.

Read more about my experiences on the Prime Minister's trade mission [here](#). Along with one of the many media articles that this trip generated: [Massey takes risk in bid for international students](#).

- *Massey University's 100-Year Anniversary commemorations in 2027*
A working group has been established for Massey University's 100-Year Anniversary commemorations in 2027.
- *Donation to the Wellington Library from the Turkish Embassy*
The Wellington Library was the recipient of a donation of books from the Turkish Embassy in early April. The donation was facilitated by an academic staff member in Toi Rauwhārangī with a longstanding relationship with the Embassy as well as research interests involving Gallipoli. A delegation from the Embassy presented books which focus on art, architecture, and archaeological sites from the Ottoman Empire and its predecessors.
- *Wellington Library exhibition for the Asian Aotearoa Arts Hui 2024*
The Wellington Library provided space and resources for the Asian Aotearoa Arts Hui this year, and marked the event with an exhibition in the Te Pikitanga exhibition space. The Asian Aotearoa Arts Hui 2024 ran from 14 April – 10 May.

Celebrated at Toi Rauwhārangī College of Creative Arts for the past few years, the Hui offers a programme for students, staff, alumni and the wider community that focuses on Asian Tauīwi arts, whakapapa, whanaungatanga and cultural wellness.

- *Early learning curriculum resource*
Led by Associate Professor Tara McLaughlin, Institute of Education, in collaboration with team members from the Early Years Research Lab and Tātai Angitu, 'Kōwhiri Whakapae', a curriculum resource for early learning. It has been officially released by the Ministry of Education.
- *Interactive state-of-the-art tsunami exhibition*
An interactive state-of-the-art tsunami exhibition is drawn from past tragedy to provide residents of Rēkohu Wharekauri/Chatham Islands with lessons on how to be better prepared for future events. This exhibition is a collaborative effort between Toka Tū Ake Earthquake Commission (EQC) and the Joint Centre for Disaster Research, School of Psychology. The Joint Centre for Disaster Research developed the display with experts from the Institute of Geological and Nuclear Sciences

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(GNS Science), EastCoast Lab and the National Institute of Water and Atmospheric Research (NIWA).

- *Ensuring equity and equitable learning outcomes*
 Dr Elaine Khoo, Institute of Education, has been invited, as part of a symposium panel to represent the New Zealand Association for Research in Education (NZARE) at the American Education Research Association (AERA) 2024 annual conference. Dr Khoo is part of a cross-institution and interdisciplinary team, representing collaboration between Massey University and the University of Waikato, to showcase research on the global stage which has theoretical and practical contributions in enhancing educator culturally responsive pedagogies through blended professional learning and development to ensure equity and equitable learning outcomes for Māori learners.

For Academic Board's information

I attach the following, which I thought would be of interest to Academic Board members.

International higher education funding landscape:

- *International overview:*
[Could a publicly funded university 'go to the wall'? \(universityworldnews.com\)](https://www.universityworldnews.com)
 26 Sept 2023
 This article also refers to New Zealand universities and comments regarding there being too many universities and that they have been waiting to find out which one would shutter. There continues to be ongoing debate about the number of universities for a small country (too many?), however, in benchmarking with countries that are relative to the NZ context—proportionally to the size of population we are on par.
- *United Kingdom:*
[Panic stations set in at some cash-strapped universities \(universityworldnews.com\)](https://www.universityworldnews.com)
 22March 2024
- [Higher ed policies drive layoffs and cuts in the UK, Aus and Canada \(thepienews.com\)](https://www.thepienews.com)
 2May 2024
- *And over the ditch:*
[Unless properly funded, the future of HE sector looks bleak \(universityworldnews.com\)](https://www.universityworldnews.com)
 28 February 2024
- [Victorian university annual reports: better but not great - Future Campus](https://www.futurecampus.com)
 2 May 2024

Free Speech

- *United States*
[Widespread Protest and Historic Arrests on United States campuses \(forbes.com\)](https://www.forbes.com)
 30 April 2024
 “The nationwide movement of protests and encampments over the Israel-Hamas war is active at public and private schools of every size and in every region of the country, including many colleges that aren't generally known for having a politically active student body. Responses by

college administrators have ranged from tacit permission to police violence in the form of tear gas and tasers. Many of the responses have sparked concern from free speech experts and faculty.”

“The first reported police response was at the New York City campus of Columbia University on April 18, after its president called for police to clear out encampments. More than 100 students were arrested that day, according to [The New York Times](#). The events at Columbia appear to have inspired widespread protests at U.S. colleges since then, with many adopting a similar protest strategy of encampment.”

- *New Zealand*

Ed Insider 2 May 2024

“**Palestine Protest** - Auckland Uni warned yesterday of a [planned Palestine solidarity protest on campus](#), which would involve an encampment, as has occurred in the USA. The Uni planned to facilitate a protest, but not an overnight encampment, and had spoken with the police about that. Coverage of the protest was provided by [NZ Herald](#), [RNZ](#), [RNZ](#), [Newshub](#), with most protesters going by 9pm. The Free Speech Union [called for rights to free speech](#) to be protected. Peace Action Wellington supported the protest, and [criticised Auckland Uni VC Prof Dawn Freshwater](#) involvement of the police.”

| | |
|----------------------|---|
| MEETING DATE: | 29 May 2024 |
| AUTHOR: | Academic Board Chair, Claire Matthews |
| SUBJECT: | Schedule of Academic Board Approved Policies |

Key Strategic Points

1. Council has resolved to provide a delegation to its sub-committees to approve policies within the remit of their Terms of Reference.
2. The schedule of policies provided in this report are those confirmed as appropriate for Academic Board to approve, on behalf of Council.
3. Council retains approval of all Statutes, governance related policies and those with strategic importance.

Recommendations

That the Academic Board:

- Notes the schedule of policies that will come to Academic Board for approval.
- Notes the current status of those policies, including the four prioritised for review in 2023.
- Discusses and endorses the four policies proposed to be prioritised for review and brought through to Academic Board for approval in 2024.
- Notes that Academic Board will receive a further update on progress to review these policies in August.

Discussion

Of the schedule of policies that are to be approved by Academic Board on behalf of Council (refer Appendix 1), a number are overdue for review. It is recommended that policies be reviewed within three months of their specified review date, although they do remain in force unless repealed or superseded by another version of that policy.

Work is in progress across a number of the documents listed in this table, primarily through the Office of Academic Quality Reporting and Assurance - and for some of these the associated work and consultation requirements are significant. An update on progress to review each of the policies noted that are overdue for review will be provided to the Board in August.

Update on priorities in 2023

Four reviews were prioritised for review in 2023. The following updates are provided:

| Name | Update |
|---|---|
| Assessment Strategy Principles and Guidelines | A small working group was formed to review the Guidelines. A decision was made to create an Assessment Policy and Assessment Procedures (P&P). The Guidelines review is continuing, but is waiting until the P&P are approved before finalising the Guidelines. The P&P have been out for consultation and are about to be revised considering feedback received. |

| Name | Update |
|---|--|
| Subcontracting of Teaching Activity Policy | Linked to Approval Pathways and Quality Assurance Guidelines for Domestic and International Subcontracting of Teaching Activity. Review commenced. Teams channel created and review team assigned. |
| Code of Responsible Research Conduct | Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations. |
| Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants | Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations. |

Priorities for review

It is proposed that Academic Board review the schedule and confirm that the following are a high priority for review in 2024:

- [CoCA Retrieval Policy](#)
- [Policy on Paper Information and Study Resources](#)
- [Code of Responsible Research Conduct](#) and related policies (commenced as above)
- [Subcontracting of Teaching Activity Policy](#) and related guidelines (commenced as above).

Note that associated documents such as procedures, guidelines and frameworks are not listed in this schedule but should be reviewed at the same time as the overarching policy and included in the approval process for context as to the broader arrangements for implementation.

Appendix 1: Schedule of Policies to be approved by Academic Board, on behalf of Council (overleaf)



Appendix 1: Schedule of Policies to be approved by Academic Board, on behalf of Council

| Name | Delegated Approval Body | Review Date | Current status |
|---|-------------------------|---------------|---|
| Academic Outputs Policy | Academic Board | April 2017 | The Academic Outputs Policy has been incorporated into schedule 2 of the <i>revised</i> Intellectual Property Policy currently being considered for approval. |
| Academic Progress Regulations | Academic Board | July 2022 | Archived on 1 August 2023 as it was agreed that as the version is changed regularly, and as a version appears in the Calendar, it would be removed from the policy library and maintained only in the Calendar going forward. |
| Academic Progression Policy | Academic Board | June 2027 | |
| Approval Pathways and Quality Assurance Guidelines for Domestic and International Subcontracting of Teaching Activity | Academic Board | August 2014 | Linked to Sub-contracting of Teaching Policy. Review commenced. Teams channel created and review team assigned. |
| Articulation Policy | Academic Board | July 2016 | A proposal to Academic Board to disestablish policy will be prepared based on it being covered in the MU Qualifications Policy and Framework. |
| Assessment Strategy Principles and Guidelines | Academic Board | March 2015 | A small working group was formed to review the Guidelines. A decision was made to create an Assessment Policy and Assessment Procedures (P&P). The Guidelines review is continuing, but is waiting until the P&P are approved before finalising the Guidelines. The P&P have been out for consultation and are about to be revised considering feedback received. |
| Award of Alternative Qualification Procedure | Academic Board | June 2017 | A proposal to Academic Board to disestablish policy will be prepared. Rules around this are covered in the Conferment and Graduation Regulations and in the MU Qualification Framework. These Procedures cover the process to be followed by Student Registry. There is no information in here that students need to know that is not covered elsewhere. |
| Class-Qualification Representative Guidelines | Academic Board | February 2021 | Review not started |
| CoCA Retrieval Policy | Academic Board | February 2013 | |
| Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants | Academic Board | 2017 | Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations. |

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| Name | Delegated Approval Body | Review Date | Current status |
|--|-------------------------|---------------|---|
| Code of Ethical Conduct for the Use of Animals for Research, Testing and Teaching | Academic Board | December 2028 | |
| Code of Responsible Research Conduct | Academic Board | May 2018 | Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations. |
| Doctoral Supervision Policy | Academic Board | October 2025 | |
| Equity of Access to Educational Opportunities Policy | Academic Board | October 2027 | |
| Equivalence Policy | Academic Board | June 2025 | |
| Graduating Year Review Procedures | Academic Board | February 2016 | Awaiting CUAP review of GYRs and completion of review of Qualification Review Policy and Procedures. |
| Micro-Credentials and Short Courses Policy | Academic Board | March 2027 | |
| Policy on Paper Information and Study Resources | Academic Board | October 2015 | Review not started |
| Policy on Student Engagement in the Assurance and Enhancement of Teaching and Learning | Academic Board | February 2021 | Review not started |
| Qualification Review Policy | Academic Board | October 2017 | QR P&P review working group constituted. Work on Curriculum Lifecycle Framework (CLF) subsumed this review. Progress being made and anticipated framework will be ready Q3 2024. Future need of P&P will be considered as part of CLF work. |
| Recording of Scholarly Work and Student Work Policy | Academic Board | February 2018 | Initial review undertaken in 2022. Feedback sought, and review stalled at this stage. Review re-started and further revision required to update for current practice. |
| Scholarships Fellowships Bursaries and Awards Policy | Academic Board | June 2022 | |

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| Name | Delegated Approval Body | Review Date | Current status |
|---|-------------------------|---------------|--|
| Subcontracting of Teaching Activity Policy | Academic Board | July 2014 | Linked to Approval Pathways Guidelines. Review started. Teams channel created and review team assigned. |
| Thesis Embargo Policy | Academic Board | February 2027 | |
| Transition Procedures | Academic Board | December 2018 | Formal review not started but discussions on linking this to a policy or whether this is covered sufficiently elsewhere have started. Some of this process is covered within the Academic Process and Regulation Change (APRC) work. |
| Use of copyright material for educational purposes policy | Academic Board | January 2027 | |
| Use of Artificial Intelligence in Assessment Policy | Academic Board | February 2026 | |

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|----------------------|--|
| MEETING DATE: | 29 May 2024 |
| AUTHOR: | Dr Sal Lampkin, Senior Sustainability Advisor |
| SUBJECT: | Sustainability of our research related international air travel |

Recommendations

- **Note** the information in this paper
- **Discuss** the points raised at the end of this paper
- **Provide** feedback via the Microsoft Form
- **Forward** this paper to the College Boards and University Research Committee

Purpose

The purpose of this paper is to provide Academic Board with key considerations regarding the work to reduce carbon emissions from Massey staff international air travel, and to seek advice on the implications and opportunities for Massey's research excellence.

Please note this paper is not addressing mechanisms such as offsetting and carbon budgets/taxes or the travel related to our Global Engagement and international education. These are being reviewed as part of the revised Climate Action Plan, including carbon compensation.

Introduction

Background

The relationship between academic international air travel and career development has been extensively discussed in the literature. Business travel demand is driven by factors such as individual preference, strategy, location and infrastructure,¹ along with the norm of 'doing business' face-to-face.² Internationalization continues to be a strong institutional driver^{3,4} within a complex global tertiary sector that requires high ranking publications and abundant citations,⁵ with conference attendances providing crucial networking and trust-building opportunities.^{6,7}

¹ Derudder, B., Beaverstock, J.V., Faulconbridge, J.R., Storme, T. & Witlox, F. (2011) You are the way you fly. *Journal of Transport Geography*, 19(4), 997-1000. <https://doi.org/10.1016/j.jtrangeo.2011.01.001>

² Müller, A. & Wittmer, A. (2023) The choice between business travel and video conferencing after COVID-19 – Insights from a choice experiment among frequent travelers. *Tourism Management*, 96, 104688. <https://doi.org/10.1016/j.tourman.2022.104688>

³ Strengers, Y. (2014) Fly or die: Air travel and the internationalisation of academic careers. Demand Centre Online Article.

<http://www.demand.ac.uk/04/06/2014/fly-or-die-air-travel-and-the-internationalisation-of-academic-careers/>

⁴ Hopkins, D., Higham, J., Tapp, S. & Duncan, T. (2016) Academic mobility in the Anthropocene era: A comparative study of university policy at three New Zealand institutions. *Journal of Sustainable Tourism*, 24(3), 376– 397. <https://doi.org/10.1080/09669582.2015.1071383>

⁵ Tijdink, J.K., Schipper, K., Bouter, L.M., Pont, P.M., de Jonge, J. & Smulders, Y.M. (2016) How do scientists perceive the current publication culture? *BMJ Open*, 6(2), e008681. <https://doi.org/10.1136/bmjopen-2015-008681>

⁶ Kreil, A. S. (2021). Does flying less harm academic work? Arguments and assumptions about reducing air travel in academia. *Travel Behaviour and Society*, 25, 52-61.

⁷ Wenger, A. (2023). Shifting from academic air travel to sustainable research exchange: Examining networking efficacy during virtual conferences. *Journal of Cleaner production*, 414, 137577.

Recent studies are finding that there may not be a simple positive correlation between travel and academic success. For example, no relationship was found when measured against the h-index or research productivity.^{8,9,10} “While the dominant assumption [...] was that reducing air travel would harm science, the results revealed alternative assumptions that science would benefit or remain unaffected.”³ The connection between sabbaticals and academic travel is also being eroded by the increased opportunities afforded by technological advancements and the impact of COVID-19.¹¹ It is notable that the 2017, pre-pandemic, report for Universities New Zealand by Deloitte, an organisation external to the sector, categorised benefits from academic mobility separately to those from international collaboration when assessing opportunities for New Zealand universities.¹²

As we move beyond the twentieth century thinking, whereby undertaking research and travelling internationally are inextricably linked, further work is needed to characterise aspects of research that have been or could be impacted by restricted air travel. On analysing Massey data, for example, there has been no reduction in the number of publications co-authored between Massey researchers and international co-authors since 2018, ranging between 54.5 – 58.9, with 58.2 in 2023¹³. We do know, however, that a lag exists between developing an international collaborative relationship and a publication output, with several variables influencing the length of that lag. As the debate continues, this suggests that the consequences of reduced flying is poorly understood and may be less than many academics perceive.

Furthermore, studies are now finding that there is a reduction in creativity and innovation with online interactions. Virtual events can improve networking with collective chat boxes, targeted break out rooms and imaginative programmers.^{14,15} Concentrating on a small screen, however, narrows cognitive focus and switches off mental abilities to associate and combine concepts, both of which are crucial for ideation.¹⁶ Remote collaborators report increases in collective knowledge and incremental progress, yet still needing in-person interactions for conceptualisation of new ideas and creative thinking.¹⁷

Finally, the environmental impact of the current conference model is now in question. COVID-19 resulted in conferences going on-line, with “an increase in digital interactions between geographically distant working groups”.¹⁸ The momentum for a transition long-term is now waning, and three areas have been identified as central to re-energising that shift: venue selection, virtual attendance and

⁸ Wynnes, S. Donner, S.D., Tannason, S. & Nabors, N. (2019) Academic air travel has limited influence on professional success. *Journal of Cleaner Production* 226:959-967.

⁹ Chalvatzis, K., & Ormosi, P. L. (2020). The carbon impact of flying to economics conferences: is flying more associated with more citations? *Journal of Sustainable Tourism*, 29(1), 40-67.

¹⁰ Ploszaj, A., Yan, X., & Börner, K. (2020). The impact of air transport availability on research collaboration: A case study of four universities. *PLoS ONE*, 15(9), e0238360.

¹¹ <https://www.tandfonline.com/doi/full/10.1080/1360080X.2022.2140888>

¹² https://www.universitiesnz.ac.nz/sites/default/files/Deloitte%20Access%20Economics_UNZ_International_collaboration_FINAL_report.pdf

¹³ SciVal data, 22/4/24

¹⁴ Jack, T. & Glover, A. (2021) Online conferencing in the midst of COVID-19. *Sustainability: Science, Practice and Policy*, 17(1), 292–304.

<https://doi.org/10.1080/15487733.2021.1946297>

¹⁵ Yates, J., Kadiyala, S., Li, Y., Endashaw, A., Perlick, H. & Wilde, P. (2022) Can virtual events achieve co-benefits for climate, participation and satisfaction? www.thelancet.com/planetary-health, vol 6 (Feb 2022)

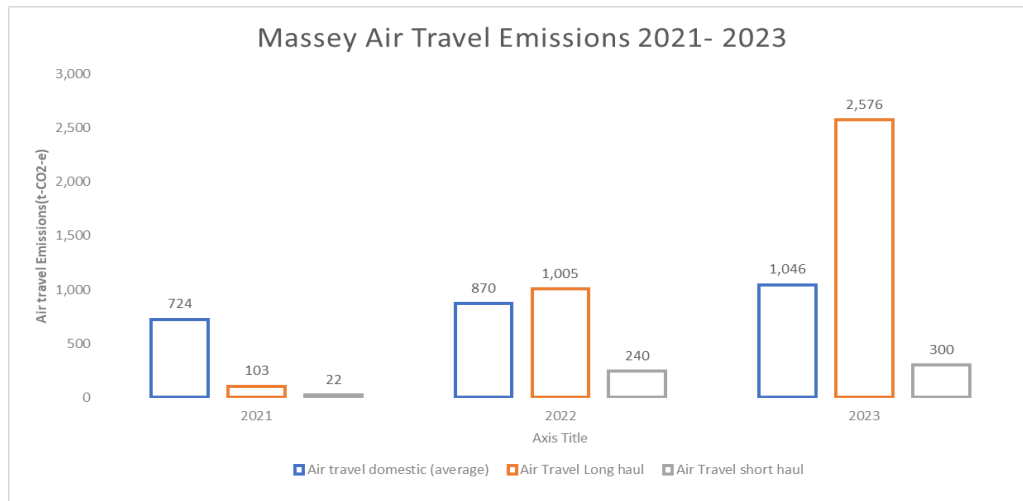
¹⁶ van de Griend, B. & Gomez-Baggethun, E. (2023) Reducing academic flying beyond COVID-19: Drivers, alternatives, and avenues for change. *The Geographical Journal*, 189, 300–313. <https://doi.org/10.1111/geoj.12471>

¹⁷ Nature 621, 661 (2023) <https://doi.org/10.1038/d41586-023-02918-6>

¹⁸ Schwarz, M., Scherrer, A., Hohmann, C., Heiberg, J., Brugger, A. & Nuñez-Jimenez, A. (2020) COVID-19 and the academy: It is time for going digital. *Energy Research & Social Science*, 68, 101684. <https://doi.org/10.1016/j.erss.2020.101684>

event frequency, along with regional hubs for large international conferences.¹⁹ As Myles Allen, from Oxford's Environmental Change Institute stated, "For just one conference 28,000 delegates travelled 285 million kilometres - almost twice the distance between Earth and the Sun. [...] we need everyone, from funding bodies to academic institutions, to relegate this kind of excess to the past."²⁰

Current state²¹



Discussion

Risk

Massey’s historic reliance on international air travel likely poses a risk to the long-term sustainability of our research excellence, compounded by our geographical location and the increasing turbulence across the aviation sector. Factors such as pandemics, financial crises, wars, natural disasters and rocketing travel fares can create an uncertain global landscape that halts travel practices, leaving our academics in a holding pattern and Massey’s reputation vulnerable. Our current financial recovery plan off the back of COVID-19 is a case in point – whereby opportunities to fly are still restricted to only three categories.²² The momentum gained by COVID-19 has slowed, as incentives to maintain delivery online lessen in other parts of the world compared to universities based at a distance from the Northern hemisphere centre. Hence, it is pertinent to consider how we evolve from our historical travel patterns, as these so called ‘extra-ordinary’ circumstances become less so.

Challenges and Opportunities

Many of our academics are anxious about travelling less internationally, of not being ‘in the room’ and of missing out. A tension exists between the awareness of the environmental impact of their travel and the need to nurture and extend their networks, exposure and collaborations. Support can be provided by, for example, information and voluntary guidelines, enhanced digital communication

¹⁹ Klöwer, M., Hopkins, D., Allen, M. & Higham, J. (2020) An analysis of ways to decarbonize conference travel after COVID-19. *Nature* 583 (7816): 356-359. <https://www.nature.com/articles/d41586-020-02057-2>

²⁰ <https://www.geog.ox.ac.uk/news/2020/0727-reducing-carbon-footprint-travel-post-covid-19.html>. Accessed 24/4/24.

²¹ 2023 data waiting Toitū verification

²² Massey Staff Update 26 March 2024 ‘Reminder - international travel approval’.

options, alternative funding priorities and prescriptive limits.¹¹ This does little, however, to curb the precarity for the future for both early career and senior researchers.²³ Work is underway by the Sustainability Office to establish a more cohesive and connected system around our staff travel, focusing on achievements, learning from others' experiences and building genuine international connections via our wide-ranging Massey community.

Closely associated are academics' perceptions of the impact of less travel on their careers. Perceptions vary according to the experiences and information shaping how we each see things. "Many argue that [...] only the researcher can make this judgement" regarding whether or not attending an event in-person has sufficient added-value.⁵ In the second half of 2024, the Sustainability Office will be working with Schools & Institutes to introduce a decision-flowchart so staff can check their choices when planning international research activities. Another option is to consider developing a framework that quantitatively captures the added-value of travel, to facilitate academics and approvers regarding applications and to relieve some of the pressure and expectation for both groups.

The lack of metrics around the added-value from our staff international travel compounds the challenges, in particular as emission and dollar resources are increasingly finite. Calculations have been made on the carbon footprint of conferences^{9,24} and the relationship with academic success as discussed earlier. We need greater visibility, however, of who is going where to reduce duplication, enhance collegiality and connectivity and enable, for example, Alumni to invite travelling staff to specific events they are holding offshore. The Sustainability Office will discuss with the Heads of Schools & Institutes how best to inform staff as they plan travel, exploring how post-travel reporting and travel data could be shared and utilised more effectively.

Changes to the New Zealand tertiary system, likely with the PBRF cancellation and undetermined recommendations of the [Science System](#) and [University](#) Advisory groups, lend themselves, perhaps, to Massey considering its geographic location as an advantage. There is scope to change the global system to a nuanced modus operandi in which geography is more carefully considered, influenced by Associations, academics and disciplines. For example, when setting locations for international in-person meetings, or countering the need of academics in the Global South to travel, by academics in the Global North travelling less.⁶ As the environmental impact of conference attendances is debated world-wide, historically our most common reason for travelling,²⁵ there is opportunity to engender creative ways to achieve the networking and collaborating such practices afford, driven by our geography.

A current MURF-funded study, in which half the respondents were located in Oceania, suggests changing practices in academic air travel has a more pronounced effect for early career researchers (ECRs) compared to senior researchers.²⁶ This could be attributed to the increased concern among younger academics regarding climate change, whilst they navigate the growing norm questioning

²³ Read, B. & Leathwood, C. (2018) Tomorrow's a mystery: constructions of the future and 'un/becoming' amongst 'early' and 'late' academics. *International Studies in Sociology of Education*, 27(4), 333-351. <https://doi.org/10.1080/09620214.2018.1453307>

²⁴ Jäckle, S. (2022) The Carbon Footprint of Travelling to International Academic Conferences and Options to Minimise It. *Academic Flying and the Means of Communication*. https://doi.org/10.1007/978-981-16-4911-0_2

²⁵ URC 20/107 Re-evaluating the purpose of Massey's international air travel (Sept 2020)

²⁶ Wu, L., Lampkin, S.R., Tsui, K., Ryley, T. & Fu, X. (2024) Is academic flying affecting career development in the post-COVID-19 era? Assessing the impact of perception of climate change. [Manuscript in preparation].

traditional expectations for academic travel.^{27,28} Other ECRs have reported that the COVID-19 lockdowns expanded their horizons, opening opportunities to talk more to researchers anywhere in the world, laced with Zoom, Slack and Google Docs for building networks, unique expertise and international collaborations.²⁹ From a sustainability viewpoint, prioritising ECRs for travel may simply be delaying the evitable discussions regarding our limited travel resources for when the next generation of ECRs appears. There is an opportunity to front-end this proposition and initiate innovative conversations in our region, via a younger generation entrenched in social media.

Massey's 2023 Annual Report states, "Collectively, we need to recognise that there are finite resources and ensure they are spent in the best way to get the best outcomes."³⁰ Whilst technology capabilities are developing quickly, already providing "more diverse workspaces with geographical and temporal flexibility",⁹ they will struggle to replace serendipitous moments and the intense conceptualisation work possible when senior researchers collaborate in-person. Our senior academics are actively engaged in the transition that is required, with several citing examples of choosing not to travel as a keynote speaker; instead working with the event organisers to attend virtually. As Massey, and Australasian institutions more broadly, push for change in tertiary sector practices, other innovations can perhaps be offered, such as 'an audience with the expert', one-to-one five minute online slots for ECRs to share an idea with a senior academic or ask questions.

Outside the box

Considering aspects 'outside the box' enables a shift in perspective from the overwhelming challenge of reducing academic international travel, to the opportunity and understanding regarding how unconventional, nuanced associations can be integrated alongside more conventional solutions.^{31,32} We need to be expansive in how Massey interacts with the tertiary sector and consider, perhaps, the following:

- Suitable 24/7 facilities on campus for academics to reflect, conceptualise and collaborate with global colleagues during on-line international events, as if they were 'in the room'
- The long-term resilience of Massey's research quality and outcomes if ECRs are prioritised for international travel
- An academic career framework without travel at its core, designed by academics.

I invite the Board to discuss the above points, along with other ways Massey can be a pioneer in this space and provide feedback via the Microsoft form.

Next steps

Academic Board feedback will inform:

- 1) Work with Heads of Schools/Institutes in 2024/5.

²⁷ Nursey-Bray, M., Palmer, R., Meyer-Mclean, B., Wanner, T., & Birzer, C. (2019). The fear of not flying: Achieving sustainable academic plane travel in higher education based on insights from South Australia. *Sustainability*, 11(9), 2694.

²⁸ Storme, T., Faulconbridge, J.R., Beaverstock, J.V., Derudder, B. & Witlox, F. (2017) Mobility and professional networks in academia. *Mobilities*, 12(3), 405-424. <https://doi.org/10.1080/17450101.2015.1116884>.

²⁹ https://www.eauc.org.uk/reducing_aviation_emissions_in_the_tertiary_edu2 Accessed 07/05/24.

³⁰ Te Kunenga ki Pūrehuroa Annual Report 2023, p.10

³¹ Bertella, G. & Castriotta, M. (2024) Thinking and acting creatively for greater sustainability in academic tourism. *Journal of Convention & Event Tourism*, 25:1, 54-72. <https://doi.org/10.1080/15470148.2023.2284748>.

³² Zhu, W., Shang, S., Jiang, W., Pei, M. & Su, Y. (2019) Convergent thinking moderates the relationship between divergent thinking and scientific creativity. *Creativity Research Journal*, 31(3), 320-328. <https://doi.org/10.80/10400419.2019.1641685>

Part I: Paper for Decision/Information

Confidential



- 2) Climate Scenarios workshops to advance Massey's context, based on scenarios developed for New Zealand's [tertiary sector to 2100](#).
- 3) Ongoing work across the tertiary sector to enable a nuanced conference model.

| | |
|----------------------|---|
| MEETING DATE: | 29 May 2024 |
| AUTHOR: | Associate Professor Claire Matthews, Chair Academic Board |
| SUBJECT: | University Advisory Group |

Key Strategic Points

1. The University Advisory Group (UAG) was recently established by the government to provide advice on New Zealand's university system. It has called for submissions to the first round of consultation, which closes on 31st May.

Recommendations

- That the Academic Board discusses the key submission questions, and offers feedback for inclusion in the University's submission.

Purpose

The UAG's final report has the potential to have substantial implications for the university sector in New Zealand, and for Massey University in particular. It is therefore appropriate for the Board to reflect on the consultation questions and offer feedback, especially on those questions that directly concern the scope and work of the Academic Board.

Key questions for discussion

Phase One of the consultation covers high-level sectoral questions that consider the role of universities in New Zealand. In this phase of consultation the UAG asks 11 questions, and I am suggesting that perhaps the three that may be considered as the most relevant for discussion by the Board are:

- Q1: What should be the primary functions of universities for a contemporary world?
- Q5: How research-intensive do New Zealand universities have to be? Do they need to be research intensive in all subjects?
- Q8: How to ensure universities play their role in advancing all segments of New Zealand society without compromising on the goals of excellence?

Members are invited to visit the UAG website for more information, including the full set of consultation questions. Individuals and groups may make written submissions to the UAG and if you wish to make a contribution to the Massey University submission, please send your comments to Mel Barnes (M.L.Barnes@massey.ac.nz) no later than midday Thursday 30 May.

Supporting Documents

- UAG web site: <https://uag.org.nz/>

Qualification Comparison



GDTCE Graduate Diploma of Teaching (Early Childhood Education) GDip Teaching (Early Childhood Education)
v4.0 COLLEGE SUB-COMMITTEE

compared to

GDTCE Graduate Diploma of Teaching (Early Childhood Education) GDip Teaching (Early Childhood Education)
v3.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

| | |
|--|--|
| Number of Years | 1 Year |
| Professional Body | |
| Effective From | Interim Date |
| Contact Person | |
| Notes | |
| No Professional Body Recognition Assigned | |
| Year of Implementation | 2025 2020 |
| Qualification Code | GDTCE |
| Qualification Title | Graduate Diploma of Teaching (Early Childhood Education) |
| Reporting Title | GDip Teaching (Early Childhood Education) |
| Abbreviated Title | GradDipTchg(ECE) |
| Credit Value | 120 |
| Language of Instruction | English (EN) |
| Qualification Duration | 1 Year |
| Maximum Time to Completion | 3 |
| Qualification Type | Graduate |
| Qualification Subtype | Graduate Diploma |
| No New Enrolment | Yes |
| Without Specialisation? | nosp |
| Allows Minors from other Qualifications | No |
| Qualification Lead | VIJAYA MURALIDHARAN (7 Mar 2024 to ---) VIJAYA MURALIDHARAN (3 Mar 2024 to ---), JOSIE GRACE (11 Nov 2019 to 2 Mar 2024) |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) |
| Proposed Review Dates | |
| Date Types | Date |
| No dates assigned | |

Qualification Graduate Profile

Graduates will demonstrate:

- knowledge and understanding of, and the ability to critique the principles, concepts and ideas that define the field of education and inform the practice of teaching;
- effective professional teaching, implementing the principles of Te Whaariki in a range of Early Childhood settings;
- competence in working in partnership with families and whanau, supporting their parenting and encouraging their involvement in their child's learning and development;
- an ability to plan and assess programmes which enhance the learning and development of individual children, with special attention to times of transition;
- an understanding of the implication and obligations of the Treaty of Waitangi as these apply to educational provision;
- an awareness of equity issues as they apply in early childhood education;
- knowledge of research processes appropriate to teaching young children.

Personal Attributes

Graduates will demonstrate:

- the ability to analyse and be reflective with a view to ongoing development;
- the ability to think creatively and critically and apply those attributes to teaching practice;
- a personal philosophy of teaching and learning appropriate to early childhood education;
- the ability to maintain confidentiality, trust and respect in the early childhood setting;
- organisation and management skills;
- a willingness to continually develop their personal and professional knowledge base
- a multidisciplinary perspective;
- a bicultural and multicultural perspective.

Interactive Attributes

Graduates will demonstrate:

- knowledge of professional roles and responsibilities in early childhood settings;
- appropriate oral and written communication skills;
- the ability to negotiate and resolve conflicts within early childhood settings;
- the ability to relate to students and adults from diverse social and cultural backgrounds;
- collaborative skills;
- willingness to receive and act on advice from professional colleagues.

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

| # | Description | Graduate Profile | Educational Objectives |
|--|-------------|------------------|------------------------|
| None | | | |
| Graduate Profile | | | |
| 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement | | | |

Qualification Graduate Attributes and Competencies Mapping

| Qualification Graduate Attribute | Competencies |
|----------------------------------|--------------|
| None | |

Admission 

1. Admission to the Graduate Diploma of Teaching (Early Childhood Education) requires that the candidate will:

- (a) meet the University admission requirements as specified; and
- (b) hold a New Zealand teacher education (Primary) degree of at least 360 credits or a New Zealand teacher education (Primary) three-year diploma of at least 360 credits, or equivalent which meets the requirements of the Teaching Council of Aotearoa New Zealand for registration as a teacher in New Zealand;

or

(c) hold an overseas teacher education (Primary) degree of at least 360 credits or overseas teacher education (Primary) three-year diploma of at least 360 credits or equivalent, and be registered as a teacher with the Teaching Council of Aotearoa New Zealand;

or

(d) have been awarded or qualified for a Bachelor's degree of at least 360 credits, or equivalent; and

(e) hold a qualification(s) approved by the Teaching Council of Aotearoa New Zealand as appropriate for entry; and

(f) have completed approved courses in education to the value of at least 30 credits.

2. In all cases candidates are required to have:

(a) demonstrated competence in literacy and numeracy; and

(b) achieved an Academic IELTS score of at least 7.0 with no band less than 7.0 or approved equivalent within the preceding two years, unless the candidate holds New Zealand University Entrance Level 2 literacy credits or higher, or Teaching Council of Aotearoa New Zealand recognised equivalent qualification(s) and/or schooling; and

(c) met the requirements for registration as set down by the Teaching Council of Aotearoa New Zealand, in terms of in terms of good character and fitness to be a teacher.

3. Admission to the Graduate Diploma of Teaching (Early Childhood Education) will be granted or withheld on consideration of the admission requirements specified under Regulations 1 and 2, a Police Vetting report and a selection process which may include a written application, interview, and written and/or practical exercises as may be determined by the Academic Board or their delegate.

Qualification Requirements

4. Candidates for the Graduate Diploma of Teaching (Early Childhood Education) shall follow a flexible programme of study, which shall consist of courses totalling at least 120 credits, comprising:

(a) the Professional Studies and Teaching Experience courses listed in Schedule A of the Graduate Diploma of Teaching (Early Childhood Education) Schedule (75 credits); and

(b) the Curriculum Subject Studies courses listed in Schedule B of the Graduate Diploma of Teaching (Early Childhood Education) Schedule (45 credits); and

(c) attending professional practice and community placements, field trips, studios, workshops, tutorials, and laboratories as required.

Specialisations

5. The Graduate Diploma of Teaching (Early Childhood Education) is awarded without specialisation.

Academic Requirements

6. Every candidate for the Graduate Diploma of Teaching (Early Childhood Education) shall perform to the satisfaction of the Academic Board or their delegate at least 14 weeks of supervised clinical practice, in accordance with the requirements of the following courses:

(a) 265.470 ECE Professional Inquiry and Practice 1;

(b) 265.485 ECE Professional Inquiry and Practice 2.

Student Progression

7. Should a student in the Graduate Diploma of Teaching (Early Childhood Education) be charged with an offence against the law after entry into the qualification, the student must advise the College Pro Vice-Chancellor or their nominee of the charge within three working days.

8. If the Academic Board or their nominee is of the opinion that any student does not meet in general terms the requirements set down by the Teaching Council of Aotearoa New Zealand for registration as a teacher in New Zealand in terms of good character and fitness to be a teacher, the student's enrolment in the Graduate Diploma of Teaching (Early Childhood Education) programme will be refused or cancelled.

Completion Requirements

9. A candidate's programme of study may not exceed two years of full-time study, or three years of part-time study from date of first enrolment in a course to be credited to Graduate Diploma of Teaching (Early Childhood Education).

10. Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes.

Academic Progress

11. For candidates enrolled in the Graduate Diploma of Teaching (Early Childhood Education), the following will lead to exclusion from the qualification:

(a) failure to obtain a pass in a course in two successive attempts; or

(b) failure to pass courses totalling at least 60 academic credits or failure to pass at least 50 percent of an approved part-time programme of study in any academic year; or

(c) failure to complete the Graduate Diploma of Teaching (Early Childhood Education) within two years of full-time study, or three years of part-time study from the date of first enrolment in a course to be credited to the Graduate Diploma of Teaching (Early Childhood Education).

12. A person excluded under Clause 11 will only be readmitted to the Graduate Diploma of Teaching (Early Childhood Education) with the approval of Academic Board or their nominee. Such approval may be withheld or granted subject to conditions.

Schedule to be added to

Schedule A: Professional studies and teaching experience courses

75 credits

| Specialisations and Courses | | | |
|-----------------------------|---------|--|--------------|
| Code | Credits | Title | Show Courses |
| 265470 | 15 | ECE Professional Inquiry and Practice 1 | |
| 265471 | 15 | Learning and Development in Early Childhood Education Contexts | |
| 265472 | 15 | Advanced Studies of Infants and Toddlers | |
| 265485 | 15 | ECE Professional Inquiry and Practice 2 | |
| 265476 | 15 | Curriculum and Teacher Inquiry in ECE | |

Schedule B: Curriculum subject studies courses

45 credits

| Specialisations and Courses | | | |
|-----------------------------|---------|--|--------------|
| Code | Credits | Title | Show Courses |
| 265473 | 15 | Integrating Early Childhood Curriculum: Mathematics and Literacy | |
| 265474 | 15 | ECE Curriculum, Assessment, Planning & Evaluation | |
| 265475 | 15 | The Arts in Early Childhood Education | |

QGA-CLO Mapping

Displaying current status - no comparison done

| |
|------|
| None |
|------|

| | |
|-----------------|--------|
| TEC Code | |
| Code | MY6010 |

| | |
|----------------------------|-----------------------|
| QAC, NZQF and ISCED | 21 - Graduate Diploma |
|----------------------------|-----------------------|

| | |
|---------------|--|
| NZSCED | Teacher Education: Early Childhood (Pre-Service) |
|---------------|--|

| | |
|-----------------------|-----|
| Workload Limit | Yes |
|-----------------------|-----|

| | |
|-------------------------------|-----|
| Eligible for StudyLink | Yes |
|-------------------------------|-----|

EFTS Based Funding Request?

No

Student Allowances Request?

No

Student Loans Request?

No

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0

Vacation/Recess Weeks

0

Total Gross weeks

0

NaN

Teaching Hrs/wk

0

Work Experience Hrs/Wk

0

Self-Directed Learning Hrs/Wk

0

Total Learning Hrs/Wk:

0

NaN

Total Length

0
NaN

Full Time / Part Time

Not Set

ISCED Subsequent Destination

Not Set

Source of Funding

Not Set

Distance Learning Available

Not Set

Proposal ID

03634

Change Scale

0

Academic Contact and Purpose of the Proposal

Dr. Vijaya Dharan.

The purpose of this proposal is to close the Qualification and all the ringfenced courses below in the qualification under one proposal id.

265470 ECE Professional Inquiry and Practice 1

265471 Learning and Development in ECE Contexts

265472 Advanced Studies of Infants and Toddlers

265473 Integrating Early Childhood Curriculum: Math

265474 ECE Curriculum, Assessment, Planning & Evaluation

Home Courses ▾ Specialisations ▾ Qualifications ▾ Publications ▾ Reports ▾ Settings ▾ Akari Document ▾

265476 Curriculum and Teacher Inquiry in ECE

265485 ECE Professional Inquiry and Practice 2

Dr Karyn Aspden — Graduate Diploma of Teaching (ECE)

The purpose of this proposal is to request Closure to New enrolments for the Graduate Diploma of Teaching (ECE) for the 2020 academic year.

Proposal Summary

This proposal seeks the retirement of the qualification along with the ringfenced course. Please see attached memo for the list of courses that will be retired along with this qualification.

This proposal is to request that new enrolments into the Graduate Diploma of Teaching (ECE) be suspended for one year (2020), in order to allow for revision to the existing programme in light of new Teaching Council requirements, and to address concerns related to level of enrolments and associated staffing.

-

Justification/ Rationale

A newly revised qualification Graduate Diploma in Learning and Teaching (Early Childhood Education) has been on offer since 2021. The refreshment of this qualification was to meet the requirements of the Teaching Council and to reflect the contemporary needs of the education sector.

The NZ Teaching Council has developed new programme approval requirements which align with the new Standards for Teaching. Subsequently, all initial teacher education (ITE) programmes must be revised to meet these new expectations by 2022. We see this proposal as an opportunity to completely refresh our ITE programmes, including ECE, and to explore the possibilities of greater programme alignment across ECE. Over the past few years the Graduate Diploma of Teaching (ECE) been a niche programme with dedicated small teaching team. In order for the team to have capacity to focus on the development of a new programme for delivery in 2020, there is merit in standing enrolments down for one year to allow for redevelopment within the current staffing capacity.

The proposal is suggested in recognising that for a number of years, the Graduate Diploma of Teaching (ECE) has struggled to attract healthy numbers of suitable applicants. To some extent, this pattern is a reflection of political decisions about the sector, and we are hopeful that there will be a significant positive shift over the upcoming years given the proposed ECE Strategic Plan. We therefore think that the best use of time and resources at this point is time is to consolidate, refresh and be ready to offer a reinvigorated programme in 2021.

Treaty of Waitangi Implications

N/A

There are no direct implications as a result of this proposal. We believe that the revised programme will prioritise strengthening of Treaty led practice moving forward, as a result of collaboration and alignment across ITE programmes.

Acceptability

N/A

There are currently eleven students in the programme who will return in 2020 to complete their final courses. This will require offering five of the existing eight courses in the programme across Sem 1 and 2. They will experience no change to their programme.

Only two new students have been accepted to date into the 2020 offering. They will be contacted personally by the Programme Coordinator, and invited to reapply for the revised 2021 intake.

We seek to close enrolments immediately, and have ceased allocated interview dates.

Year of Implementation and First Year Teaching Plan

N/A

We request no new enrolments for the 2020 academic year, with a revised offering in 2021.

Proposal Details

Closing of the qualification Graduate Diploma in Teaching (Early Childhood Education).

As outlined, this proposal seeks to close enrolments to the Graduate Diploma of Teaching (ECE) for the 2020 academic year. IOE leadership see this as an opportunity to foster alignment between ITE offerings, undertake required professional revisions, and work with the sector to offer a strengthened offering in 2021.

Students

The decision to close for enrolments for 2020 has been made following significant consultation between the programme team and the Institute of Education leadership. The decision to seek to close to new enrolments has been made prior to significant enrolments occurring. Only two students have been enrolled into the 2020 offering to date, and another four students are awaiting interview. Other potential applicants have not yet progressed through enrolment to Programme Coordinator approval. We acknowledge the impact on students seeking to complete these qualification. Based on previous years enrolment patterns, we estimated approximately 25 new enrolments in total for 2020, which is however below the level of viability. These students will be invited to reapply for 2021, or supported with guidance as to other offerings.

Academic Staff

The three Grad Dip (ECE) academic staff have been consulted regarding this decision. Workload requirements across all early years programmes, (including the remaining courses for part time students) remain at a sufficient level for existing staffing, and therefore will not have an impact in relation to the need for reduced staffing.

International

No applicable. This course does not include international students due to Teaching Council entry requirements.

Information Technology

No impact for Information Technology.

Student Management System

Administrative Staff in the IOE have been advised of the decision to seek no new enrolments.

Facilities Management

As this is a fully distance offering, there are no implications for room bookings, or other FM requirements.

Teaching & Learning Services


There are no implications for Teaching and Learning Services.

Student Learning Services

There are no implications for Student Learning Services


Limitations on Numbers 

Not applicable-

| | |
|---|--|
| Committee References  | HSS CB 19/11/311: No sub-committee no. sent direct to CB |
|---|--|

Status Log 

| Initial Status | End Status | User | Date | Comment |
|----------------|-----------------------|---------------------|----------------------|--|
| HOD Approval | College Sub-Committee | PETER RAWLINS | 11 Mar 2024 9:28 am | Signed by P. Rawlins on behalf of A.Kearney |
| Draft | HOD Approval | VIJAYA MURALIDHARAN | 08 Mar 2024 12:17 pm | Course retirement as per Memo. |
| | Draft | VIJAYA MURALIDHARAN | 07 Mar 2024 11:49 am | Retirement of Qualification and allied courses |

| Collaborating Staff  |
|--|
| Name |
| FIONA PAEWAI |
| JULIE MCKENZIE |
| ALISON KEARNEY |
| SHARON SIMMONS |
| PETER RAWLINS |
| VIJAYA MURALIDHARAN |
| ANNE MEREDITH |

Qualification Comparison



GDTCP Graduate Diploma of Teaching (Primary) GDip Teaching (Primary) v4.0 COLLEGE SUB-COMMITTEE

compared to

GDTCP Graduate Diploma of Teaching (Primary) GDip Teaching (Primary) v3.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

| | | | |
|--|---|-----------------------|--------------|
| Number of Years | 1 Year | | |
| Professional Body | | | |
| Effective From | Interim Date | Contact Person | Notes |
| No Professional Body Recognition Assigned | | | |
| Year of Implementation | <div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;">2021</div> | | |
| Qualification Code | GDTCP | | |
| Qualification Title | Graduate Diploma of Teaching (Primary) | | |
| Reporting Title | GDip Teaching (Primary) | | |
| Abbreviated Title | GradDipTchg(Pri) | | |
| Credit Value | 165 | | |
| Language of Instruction | English (EN) | | |
| Qualification Duration | 1 Year | | |
| Maximum Time to Completion | 3 | | |
| Qualification Type | Graduate | | |
| Qualification Subtype | Graduate Diploma | | |
| No New Enrolment | Yes | | |
| Without Specialisation? | nosp | | |
| Allows Minors from other Qualifications | No | | |
| Qualification Lead | <div style="background-color: #90EE90; padding: 2px;">VIJAYA MURALIDHARAN (7 Mar 2024 to ---)</div> <div style="background-color: #FFC0CB; padding: 2px;">VIJAYA MURALIDHARAN (3 Mar 2024 to ---), JOSIE GRACE (21 Aug 2020 to 2 Mar 2024)</div> | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | |
| Proposed Review Dates | | | |
| Date Types | Date | | |
| No dates assigned | | | |

Qualification Graduate Profile

Students graduating from the Massey University Graduate Diploma of Teaching (Primary) have the knowledge, critical understanding, scholarship, pedagogies and dispositions to be effective beginning teachers and life long learners.

On successful completion of the Graduate Diploma of Teaching (Primary), graduates should be able to:

Personal capabilities

- Show a strong sense of identity and integrity and be able to articulate who they are as learners and as teachers.
- Display the dispositions for teaching including: enthusiasm, initiative, presence and vitality, trustworthiness, honesty and confidentiality.
- Display a consistent ability to work collaboratively with others showing a respect for diversity and sensitivity to gender.
- Display a consistent ability to communicate effectively with all learners, their whānau and other professionals.

Discipline-specific competencies

- Know and understand the principles and processes of human learning.
- Critically examine and use a range of effective pedagogical approaches supported by theory and international research.
- Plan, implement, assess and evaluate learning plans that motivate, engage, and challenge all learners from years 1-8 informed by relevant New Zealand curriculum documents.
- Show critical understanding of the social, cultural, historical, and political contexts of education and the impact of these on learning and teaching.

Professional attributes

- Critically reflect on and articulate their philosophy of teaching and learning.
- Critically reflect on their continuing professional learning and adapt their practice, interventions and professional interactions.
- Build positive relationships with all learners, their whānau and colleagues considering their social, emotional, and physical wellbeing.
- Participate actively in culturally responsive and inclusive practices within primary school.

Ethical and social attributes

- Critically appraise and engage with a wide range of viewpoints and values within bicultural and multicultural settings.
- Develop an ethic of care for all learners and their whānau.
- Teach in ways that give effect to the obligations of the Treaty of Waitangi.
- Meet the ethical, professional and legal responsibilities of being a teacher including showing a commitment to confidentiality, trust and respect in all aspects of teaching.

Education pathways

- Graduates will possess the necessary foundations to pursue postgraduate studies in Education related specialisms, subject to appropriate academic standing.

Employment pathways

- Graduates will gain skills and experience that will prepare them for a career in primary school teaching nationally and internationally.

Qualification Graduate Attributes (QGAs)

On successful completion of this programme the learner will be able to

| # | Description | Graduate Profile | Educational Objectives |
|---|--|------------------|------------------------|
| | None | | |
| | Graduate Profile <ol style="list-style-type: none"> 1. Scholarly 1 - Disciplinary knowledge and skills 2. Scholarly 2 - Creativity and innovation 3. Scholarly 3 - Resilience and adaptability 4. Cultural 1 - Cultural awareness 5. Cultural 2 - Māori knowledge and understanding 6. Social 1 - Social responsibility 7. Social 2 - Communication and collaboration 8. Social 3 - Global engagement | | |

Qualification Graduate Attributes and Competencies Mapping

| Qualification Graduate Attribute | Competencies |
|----------------------------------|--------------|
| None | |

Admission

1. Admission to the Graduate Diploma of Teaching (Primary) requires that the candidate will:

- (a) meet the University admission requirements as specified; and
- (b) have been awarded or qualified for a Bachelor's degree of at least 360 credits, or equivalent; and
- (c) hold a qualification(s) approved by the Teaching Council of Aotearoa New Zealand as appropriate for entry and which include subjects deemed suitable for teaching in New Zealand Primary Schools; and

(d) have demonstrated competence in literacy and numeracy; and

(e) have achieved an Academic IELTS score of at least 7.0 with no band less than 7.0 or approved equivalent within the preceding two years, unless the candidate holds New Zealand University Entrance Level 2 literacy credits or higher, or Teaching Council of Aotearoa New Zealand recognised equivalent qualification(s) and/or schooling; and

(f) have met the requirements for registration as set down by the Teaching Council of Aotearoa New Zealand, in terms of good character and fitness to be a teacher.

2. Admission to the Graduate Diploma of Teaching (Primary) will be granted or withheld on consideration of the admission requirements specified under Regulation 1, a Police Vetting report and a selection process which may include a written application, interview, and written and/or practical exercises as may be determined by the Academic Board or their delegate.

Qualification Requirements

3. Candidates for the Graduate Diploma of Teaching (Primary) shall follow a flexible programme of study, which shall consist of courses totalling at least 165 credits, comprising:

- (a) the Professional Practice courses listed in Schedule A of the Graduate Diploma of Teaching (Primary) Schedule (45 credits); and
- (b) the Contextual Knowledge courses listed in Schedule B of the Graduate Diploma of Teaching (Primary) Schedule (30 credits); and
- (c) the Content Knowledge courses listed in Schedule C of the Graduate Diploma of Teaching (Primary) Schedule (90 credits); and
- (d) attending professional practice and community placements, field trips, studios, workshops, tutorials and laboratories as required.

Specialisations

4. The Graduate Diploma of Teaching (Primary) is awarded without specialisation.

Academic Requirements

5. Every candidate for the Graduate Diploma of Teaching (Primary) shall perform to the satisfaction of the Academic Board or their delegate at least 14 weeks supervised clinical practice, in accordance with the requirements of the following courses:

- (a) 278.420 Teaching Experience I;
- (b) 278.423 Teaching Experience II.

Student Progression

6. Should a student in the Graduate Diploma of Teaching (Primary) be charged with an offence against the law after entry into the qualification, the student must advise the College Pro Vice-Chancellor or their nominee of the charge within three working days.

7. If the Academic Board or their nominee is of the opinion that any student does not meet in general terms the requirements set down by the Teaching Council of Aotearoa New Zealand for registration as a teacher in New Zealand in terms of good character and fitness to be a teacher, the student's enrolment in the Graduate Diploma of Teaching (Primary) programme will be refused or cancelled.

Completion Requirements

8. A candidate's programme of study may not exceed two years of full-time study, or three years of part-time study from date of first enrolment in a course to be credited to Graduate Diploma of Teaching (Primary).

9. Candidates may be graduated when they meet the Admission, Qualification and Academic requirements within the prescribed timeframes.

Academic Progress

10. For candidates enrolled in the Graduate Diploma of Teaching (Primary), the following will lead to exclusion from the qualification:

- (a) failure to obtain a pass in a course in two successive attempts; or
- (b) failure to pass courses totalling at least 60 academic credits or failure to pass at least 50 percent of an approved part-time programme of study in any academic year; or
- (c) failure to complete the Graduate Diploma of Teaching (Primary) within two years of full-time study, or three years of part-time study from the date of first enrolment in a course to be credited to the Graduate Diploma of Teaching (Primary).

11. A person excluded under Clause 10 will only be readmitted to the Graduate Diploma of Teaching (Primary) with the approval of Academic Board or their nominee. Such approval may be withheld or granted subject to conditions.

Schedule to be added to

Schedule A: Professional practice courses

45 credits

| Specialisations and Courses | | | |
|-----------------------------|---------|------------------------|--------------|
| Code | Credits | Title | Show Courses |
| 278420 | 15 | Teaching Experience I | |
| 278421 | 15 | Teaching Experience II | |
| 278461 | 15 | Classroom Enquiry | |

Schedule B: Contextual knowledge courses

30 credits

| Specialisations and Courses | | | |
|-----------------------------|---------|------------------------|--------------|
| Code | Credits | Title | Show Courses |
| 278422 | 15 | Teaching in Context I | |
| 278423 | 15 | Teaching in Context II | |

Schedule C: Content knowledge courses

90 credits

| Specialisations and Courses | | | |
|-----------------------------|---------|--|--------------|
| Code | Credits | Title | Show Courses |
| 278424 | 15 | Mathematics Teaching in the Primary School | |
| 278425 | 15 | Effective Pedagogy in Mathematics | |
| 278426 | 15 | Literacy Development and Pedagogy | |
| 278427 | 15 | Literacy Assessment and Instruction | |
| 278428 | 15 | Education in Science, Social Science and Technology | |
| 278429 | 15 | Education in the Arts, Hauora and Learning Languages | |

QGA-CLO Mapping

Displaying current status - no comparison done

| |
|------|
| None |
|------|

| |
|-----------------|
| TEC Code |
| Code |
| MY0242 |

| | |
|----------------------------|-----------------------|
| QAC, NZQF and ISCED | 21 - Graduate Diploma |
|----------------------------|-----------------------|

| | |
|---------------|--|
| NZSCED | Teacher Education: Primary (Pre-Service) |
|---------------|--|

| | |
|-----------------------|----|
| Workload Limit | No |
|-----------------------|----|

| | |
|-------------------------------|-----|
| Eligible for StudyLink | Yes |
|-------------------------------|-----|

EFTS Based Funding Request?

No

Student Allowances Request?

No

Student Loans Request?

No

Teacher Registration Approval

N/A

Tuition/Teaching (FTE) Weeks

0

Vacation/Recess Weeks

0

Total Gross weeks

0

NaN

Teaching Hrs/wk

0

Work Experience Hrs/Wk

0

Self-Directed Learning Hrs/Wk

0

Total Learning Hrs/Wk:

0

NaN

Total Length

0

NaN

Full Time / Part Time

Not Set

ISCED Subsequent Destination

Not Set

Source of Funding

Not Set

Distance Learning Available

Not Set

Proposal ID

03636

00779

Change Scale

0

Academic Contact and Purpose of the Proposal

Home Courses Specialisations Qualifications Publications Reports Settings Akari Document

The qualification is being retired as it has been superseded by the Graduate Diploma in Learning and Teaching (Primary) since 2021 as detailed in the memo.

~~Raewyn Eden, Programme Coordinator, Graduate Diploma in Teaching (Primary)~~

~~Purpose: To close this qualification to new enrolments from 2021~~

~~Main Proposal:~~

~~GDTECP Graduate Diploma of Teaching (Primary) version 3~~

Proposal Summary

This qualification underwent a major refresh to meet the requirements of Teaching Council resulting in a new qualification - Graduate Diploma of Learning and Teaching. Therefore this qualification and the eleven ringfenced courses are being retired.

~~Proposed closure of Graduate Diploma of Teaching(Primary) qualification to new enrolments from 2021 with students managed to completion or exit by December 2022. At which time the qualification will be retired. This qualification has a maximum time to completion of three years from initial enrolment.~~

-

Justification/ Rationale

See attached memo.

~~The Institute of Education has introduced a new qualification with three specialisations which is replacing three separate Graduate Diploma of Teaching qualifications. The new Graduate Diploma of Learning and Teaching with Early Childhood Education, Primary and Secondary specialisations has now received CUAP and Teaching Council approval.~~

Treaty of Waitangi Implications

N/A

~~The programme is being replaced by a new Graduate Diploma of Learning and Teaching with Primary, Secondary and Early Childhood Education endorsements. There are no Treaty of Waitangi implications as a result of the proposed closure.~~

Acceptability

N/A

~~Students who are/or have been enrolled in the qualification during the past 2 years will be notified and managed to completion or exit by December 2022. This qualification has a maximum time to completion of three years from initial enrolment.~~

Year of Implementation and First Year Teaching Plan

N/A

~~2021~~

Proposal Details

N/A

Closure of Graduate Diploma of Teaching(Primary) qualification to new enrolments from 2021 with students managed to completion or exit by December 2022. At which time the qualification and the associated courses will be retired. This qualification has a maximum time to completion of three years from initial enrolment.

The new Primary specialisation with the Graduate Diploma of Learning and Teaching will be replacing the current programme.

Students

The currently enrolled students will not be adversely impacted, they will be notified of the closure and managed to completion or exit.

Academic Staff

Workload for relevant academic staff will be high for the next academic year as they are also involved in the implementation of the new qualification and specialisations, as well as teaching out this qualification.

International

Any current students will be able to complete. The new specialisation within the qualification is open to International students.

Information Technology

No impact

Student Management System

Qualification information will need to be updated to reflect the change. Student administration teams will need to be notified.

Facilities Management

Reduced requirements for this qualification as majority of remaining courses will be via distance. A new qualification is being implemented so classroom will be needed for new programme.

Teaching & Learning Services

Nil as a new qualification is being implemented.

Student Learning Services

Nil as a new qualification is being implemented.

| | |
|-----------------------------|-------------------------------------|
| Committee References | HSS CB 20/10/320: HSS APC 20/09/171 |
|-----------------------------|-------------------------------------|

Status Log

| Initial Status | End Status | User | Date | Comment |
|----------------|-----------------------|---------------------|----------------------|---|
| HOD Approval | College Sub-Committee | PETER RAWLINS | 11 Mar 2024 9:28 am | Signed by P. Rawlins on behalf of A.Kearney |
| Draft | HOD Approval | VIJAYA MURALIDHARAN | 08 Mar 2024 12:18 pm | Course retirement as per Memo. |
| | Draft | VIJAYA MURALIDHARAN | 07 Mar 2024 13:18 pm | Qualification Retirement |

| Collaborating Staff |
|----------------------------|
| Name |
| FIONA PAEWAI |
| JULIE MCKENZIE |
| ALISON KEARNEY |
| SHARON SIMMONS |
| PETER RAWLINS |
| VIJAYA MURALIDHARAN |
| ANNE MEREDITH |

Specialisation Comparison



PHART1SEDCT1 Education v2.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

PHART1SEDCT1 Education v1.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

| Affiliated Entities | | | | | | | | | | |
|------------------------|---|----------------|---------------|--------------|---------------------|-------------------|--------------|---------------|----------------|----------------|
| Entity Code | Entity Title | Entity Version | Entity Type | | | | | | | |
| PHART | Bachelor of Arts (Honours) | v6.0 | Qualification | | | | | | | |
| Year of Implementation | <div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;">2016</div> | | | | | | | | | |
| Specialisation Code | PHART1SEDCT1 | | | | | | | | | |
| Specialisation Title | Education | | | | | | | | | |
| Abbreviated Title | EDUCATION | | | | | | | | | |
| Credit Value | 120 | | | | | | | | | |
| Specialisation Type | Subject | | | | | | | | | |
| No New Enrolment | No | | | | | | | | | |
| MOE Subject | Education/Educational Studies | | | | | | | | | |
| Specialisation Lead | <div style="background-color: #90EE90; padding: 2px;">VIJAYA MURALIDHARAN (20 Feb 2024 to ---)</div> <div style="background-color: #FFC0CB; padding: 2px;">VIJAYA MURALIDHARAN (20 Feb 2024 to ---), JOSIE GRACE (6 Jun 2018 to 19 Feb 2024)</div> | | | | | | | | | |
| Collaborating Staff | <table border="1"> <thead> <tr> <th>Staff Member</th> </tr> </thead> <tbody> <tr><td>VIJAYA MURALIDHARAN</td></tr> <tr><td>PETER RAWLINS</td></tr> <tr><td>FIONA PAEWAI</td></tr> <tr><td>ANNE MEREDITH</td></tr> <tr><td>SHARON SIMMONS</td></tr> <tr><td>ALISON KEARNEY</td></tr> </tbody> </table> | | | Staff Member | VIJAYA MURALIDHARAN | PETER RAWLINS | FIONA PAEWAI | ANNE MEREDITH | SHARON SIMMONS | ALISON KEARNEY |
| Staff Member | | | | | | | | | | |
| VIJAYA MURALIDHARAN | | | | | | | | | | |
| PETER RAWLINS | | | | | | | | | | |
| FIONA PAEWAI | | | | | | | | | | |
| ANNE MEREDITH | | | | | | | | | | |
| SHARON SIMMONS | | | | | | | | | | |
| ALISON KEARNEY | | | | | | | | | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | | | | | | | | |
| Proposed Review Dates | <table border="1"> <thead> <tr> <th>Date Types</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td colspan="2">No dates assigned</td> </tr> </tbody> </table> | | | Date Types | Date | No dates assigned | | | | |
| Date Types | Date | | | | | | | | | |
| No dates assigned | | | | | | | | | | |
| Graduate Profile | | | | | | | | | | |

Schedule

Compulsory course

Courses

| Code | Credits | Title |
|--------|---------|-------------------|
| 267792 | 30 | Research Exercise |

Subject courses

Courses

| Code | Credits | Title |
|--------|---------|--|
| 269733 | 30 | Mana Motuhake: Contemporary Issues in Māori & Indigenous Education |
| 254744 | 30 | Pacific Peoples and Education in New Zealand |
| 261765 | 30 | Trends in Digital Education |
| 263704 | 30 | Advanced Studies in Motivation and Learning |
| 265737 | 30 | Young Children, Families, Whānau and Communities |

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 


Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

| |
|--|
| Home Courses Specialisations Qualifications Publications Reports Settings Akari Document  |
|--|

03786

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Vijaya Dharan.

Proposal Summary 

This proposal is to retire the BA Education Honours.

Justification/ Rationale 

There have been no enrolments in this specialisation since 2018.
This specialisation has not been listed in our University Calendar since 2019.
While this specialisation was a pathway to doctoral studies at the time of 240 credit Masters, the change to 180 credits Masters could have been a factor in the lack of uptake.

Acceptability 

N/A

Year of Implementation and First Year Teaching Plan 

N/A

Proposal Details 

N/A

Treaty of Waitangi Implications 

N/A

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations 

N/A

Market Research and Competitor Analysis 

N/A

Accreditation Considerations (if applicable) 

N/A

Internal and External Consultation 


N/A

Equity Implications 

N/A

Financial Analysis 

N/A

Predicted Student Numbers / EFTS 

N/A

Minimum student numbers required for ongoing viability of the qualification 

N/A

Expected Revenue 

N/A

Expected Cost 

N/A


Risk Management 

N/A


3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management 

N/A

Students 

N/A

Academic Staff 

N/A

International 

N/A

Information Technology 


N/A

Student Management System 

N/A

Teaching and Learning Services 

N/A

Student Learning Services 

N/A

Limitations on Numbers 

N/A

Goals of the Programme 

N/A

Programme Overview 


N/A

Proposed Teaching/Delivery Methods 

N/A

Prescriptions for New Courses 

N/A

Assessment and Moderation Procedures 

N/A

Plans for Monitoring Quality/Programme Review

N/A

Postgraduate Funding

N/A

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

N/A

Learning Outcomes for New Courses

N/A

Student Workload

N/A

Teaching and Support Staff

N/A

Teaching Space and Other Facilities

N/A

Library Resources

N/A

Timetabling Arrangements

N/A

| | |
|-----------------------------|---|
| Committee References | 1.5.18 FCoote added owning org and credits. deleted incorrect GP. moved credits from shchedule heading |
|-----------------------------|---|

Status Log

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|---------------------|----------------------|---|
| HOD Approval | College Sub Committee Approval | ALISON KEARNEY | 13 Mar 2024 9:18 am | approved |
| Draft | HOD Approval | VIJAYA MURALIDHARAN | 20 Feb 2024 14:41 pm | Alison for your approval to retire this specialisation. |
| | Draft | VIJAYA MURALIDHARAN | 20 Feb 2024 14:07 pm | Retiring the Specialisation |

Specialisation Comparison



PMEDC1STRED1 Tertiary Education v4.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

PMEDC1STRED1 Tertiary Education v3.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

| Affiliated Entities | | | |
|------------------------|---|--|---------------|
| Entity Code | Entity Title | Entity Version | Entity Type |
| PMEDC | Master of Education | v5.0 | Qualification |
| Year of Implementation | | <div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;">2020</div> | |
| Specialisation Code | PMEDC1STRED1 | | |
| Specialisation Title | Tertiary Education | | |
| Abbreviated Title | TERTIARY EDUCAT | | |
| Credit Value | 135 | | |
| Specialisation Type | Subject | | |
| No New Enrolment | Yes | | |
| MOE Subject | Education/Educational Studies | | |
| Specialisation Lead | <div style="background-color: #90EE90; padding: 2px;">VIJAYA MURALIDHARAN (11 Mar 2024 to ---)</div> <div style="background-color: #FFC0CB; padding: 2px;">VIJAYA MURALIDHARAN (11 Mar 2024 to ---), JOSIE GRACE (5 Dec 2019 to 10 Mar 2024)</div> | | |
| Collaborating Staff | | | |
| Staff Member | | | |
| PETER RAWLINS | | | |
| ANNE MEREDITH | | | |
| ALISON KEARNEY | | | |
| VIJAYA MURALIDHARAN | | | |
| FIONA PAEWAI | | | |
| SHARON SIMMONS | | | |
| JULIE MCKENZIE | | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | |
| Proposed Review Dates | | | |
| Date Types | | Date | |
| No dates assigned | | | |
| Graduate Profile | | | |

Schedule

Compulsory courses

60 credits

Courses

| Code | Credits | Title |
|--------|---------|---|
| 273784 | 30 | Learning and Teaching in Tertiary Education |
| 273785 | 30 | Assessment and Evaluation in Tertiary Education |

Subject courses: Coursework Pathway


At least 30 credits

Courses

| Code | Credits | Title |
|--------|---------|---|
| 261766 | 30 | Teaching and Digital Education |
| 263704 | 30 | Advanced Studies in Motivation and Learning |


Library Impact Statement

Research / Information Literacy Skills

Home Courses ▾ Specialisations ▾ Qualifications ▾ Publications ▾ Reports ▾ Settings ▾ Akari Document 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

03927

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Dr. Vijaya Dharan

The purpose of this proposal is to retire the Tertiary Education specialisation.

~~Professor John O'Neill~~

~~The purpose of this proposal is to request Closure of the Tertiary Education Specialisation to new enrolments~~

~~-~~

Proposal Summary 

The proposal is to retire the Tertiary Education specialisation.

The specialisation was closed to new enrolments in 2020. Currently there is only one student who is doing a thesis which will be completed by the end of 2024.

~~The proposal is to close both the Master of Education and Postgraduate Diploma in Education Specialisations in Tertiary Education to new enrolments.~~

~~The specialisation is no longer relevant to the strategic direction of the Institute of Education.~~

Justification/ Rationale

This specialisation was part of the old MEd qualification, which has since been replaced by the refreshed MEd from 2024.

~~Two key senior research active staff in Tertiary Education retired several years ago and the The Master of Education (Tertiary Education) and Postgraduate Diploma in Education (Tertiary Education) have had no suitably qualified and experienced academic staff since then. The Institute of Education wishes to concentrate its available staffing resources on the Postgraduate Certificate in Tertiary Teaching and Learning as a research led teaching qualification for tertiary staff at Massey and in developing higher education systems in the Pacific and internationally.~~

~~Enrolments have declined from HC 25, EFTs 9.6 in 2015 to HC 9, EFTs 3.4 in 2019 and are now below the minimum 5 EFTs set by the University.~~

~~There are currently no new or pending enrolments in either Specialisation for 2020.~~

Acceptability

N/A

~~Currently enrolled students will be supported to complete.~~

~~Both compulsory courses (273.784; 273.785) will continue to be offered as the Postgraduate Certificate in Tertiary Teaching and Learning.~~

~~Two of the three Endorsement courses will continue to be available. The other specialist tertiary education course (273.723) has not been offered since 2015 and between 2013 and 2015 had Headcount 5 or fewer enrolments.~~

Year of Implementation and First Year Teaching Plan

N/A

~~No New Enrolments from 2020~~

Proposal Details

N/A

Treaty of Waitangi Implications

N/A

~~There are no direct implications as a result of this proposal. The Master of Education qualification was reviewed in 2019. It is anticipated that consequent to the report of the review, a comprehensive programme of specialisation and course refresh will be undertaken, a major focus of which will be alignment with the Treaty led commitments of the College and University.~~

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Market Research and Competitor Analysis

Accreditation Considerations (if applicable)

Internal and External Consultation

Equity Implications

Financial Analysis

Predicted Student Numbers / EFTS

Minimum student numbers required for ongoing viability of the qualification

Expected Revenue

Expected Cost

Risk Management

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management

No implications as this specialisation is offered by distance.

Students 

Currently enrolled students will be supported to completion.

Academic Staff 

No implications for existing staff. Departing specialist staff have not been replaced. The decision to close the programmes to new enrolments has been discussed at Institute of Education leadership group and CoHSS College Executive.

International 

N/A

Information Technology 

There are no implications for Information Technology

Student Management System 

Job will need to be logged with IBISS to close the application processes and update the websites

Teaching and Learning Services 

There are no implications for Teaching and Learning Services

Student Learning Services 

There are no implications for Student Learning Services

Limitations on Numbers 

No additional restrictions other than closure.

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 


Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 


Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 


Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

| | |
|---|---|
| Committee References  | AC20/03/42; HSS CB 20/02/081; HSS APC 20/01/023 |
|---|---|

Status Log 

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|---------------------|----------------------|---|
| HOD Approval | College Sub Committee Approval | ALISON KEARNEY | 12 Mar 2024 17:06 pm | approved |
| Draft | HOD Approval | VIJAYA MURALIDHARAN | 12 Mar 2024 11:16 am | Alison, retirement of the specialisation which was part of the old MEd. |
| | Draft | VIJAYA MURALIDHARAN | 11 Mar 2024 15:29 pm | Retirement of Specialisation. |

Specialisation Comparison



UBMNR1NASST1 Asian Studies v3.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

UBMNR1NASST1 Asian Studies v2.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

| Affiliated Entities | | | | | | | | | | | | | | | |
|-------------------------------|---|----------------|---------------|--------------|---------------|-------------------|--------------|---------------|----------------|-----------------|--------------|---------------|--------------|------------|-------------|
| Entity Code | Entity Title | Entity Version | Entity Type | | | | | | | | | | | | |
| UBART | Bachelor of Arts | v10.1 | Qualification | | | | | | | | | | | | |
| Year of Implementation | <div style="background-color: #e0ffe0; padding: 2px;">2025</div> <div style="background-color: #ffe0e0; padding: 2px;">2020</div> | | | | | | | | | | | | | | |
| Specialisation Code | UBMNR1NASST1 | | | | | | | | | | | | | | |
| Specialisation Title | Asian Studies | | | | | | | | | | | | | | |
| Abbreviated Title | Asian Studies | | | | | | | | | | | | | | |
| Credit Value | 75 | | | | | | | | | | | | | | |
| Specialisation Type | Minor | | | | | | | | | | | | | | |
| No New Enrolment | Yes | | | | | | | | | | | | | | |
| MOE Subject | Asian Studies | | | | | | | | | | | | | | |
| Specialisation Lead | <div style="background-color: #e0ffe0; padding: 2px;">JENNY COLEMAN (23 Mar 2023 to ---)</div> <div style="background-color: #ffe0e0; padding: 2px;">JENNY COLEMAN (29 Mar 2019 to ---)</div> | | | | | | | | | | | | | | |
| Collaborating Staff | <table border="1"> <thead> <tr> <th>Staff Member</th> </tr> </thead> <tbody> <tr><td style="background-color: #e0ffe0;">PETER RAWLINS</td></tr> <tr><td style="background-color: #e0ffe0;">PHIL BRONN</td></tr> <tr><td style="background-color: #e0ffe0;">FIONA PAEWAI</td></tr> <tr><td style="background-color: #e0ffe0;">ANNE MEREDITH</td></tr> <tr><td style="background-color: #e0ffe0;">SHARON SIMMONS</td></tr> <tr><td style="background-color: #ffe0e0;">LEANNE ROBINSON</td></tr> <tr><td style="background-color: #ffe0e0;">TINA SHEEHAN</td></tr> <tr><td style="background-color: #ffe0e0;">JENNY COLEMAN</td></tr> <tr><td style="background-color: #ffe0e0;">TRISH HUTTON</td></tr> <tr><td style="background-color: #ffe0e0;">LINDA LOWE</td></tr> <tr><td style="background-color: #ffe0e0;">PAT HICKSON</td></tr> </tbody> </table> | | | Staff Member | PETER RAWLINS | PHIL BRONN | FIONA PAEWAI | ANNE MEREDITH | SHARON SIMMONS | LEANNE ROBINSON | TINA SHEEHAN | JENNY COLEMAN | TRISH HUTTON | LINDA LOWE | PAT HICKSON |
| Staff Member | | | | | | | | | | | | | | | |
| PETER RAWLINS | | | | | | | | | | | | | | | |
| PHIL BRONN | | | | | | | | | | | | | | | |
| FIONA PAEWAI | | | | | | | | | | | | | | | |
| ANNE MEREDITH | | | | | | | | | | | | | | | |
| SHARON SIMMONS | | | | | | | | | | | | | | | |
| LEANNE ROBINSON | | | | | | | | | | | | | | | |
| TINA SHEEHAN | | | | | | | | | | | | | | | |
| JENNY COLEMAN | | | | | | | | | | | | | | | |
| TRISH HUTTON | | | | | | | | | | | | | | | |
| LINDA LOWE | | | | | | | | | | | | | | | |
| PAT HICKSON | | | | | | | | | | | | | | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | | | | | | | | | | | | | |
| Proposed Review Dates | <table border="1"> <thead> <tr> <th>Date Types</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td colspan="2">No dates assigned</td> </tr> </tbody> </table> | | | Date Types | Date | No dates assigned | | | | | | | | | |
| Date Types | Date | | | | | | | | | | | | | | |
| No dates assigned | | | | | | | | | | | | | | | |
| Graduate Profile | Graduates with a Bachelor of Arts minor in Asian Studies or those with a Diploma in Arts/Graduate Certificate in Arts endorsed in Asian Studies will: | | | | | | | | | | | | | | |

| | |
|--|--|
| | <p>1. demonstrate knowledge of the major religious and philosophical worldviews of Asia;</p> <p>1. demonstrate enhanced knowledge of at least one specific Asian culture, society or region such as China, Japan, or India;</p> <p>1. exhibit interpersonal skills, including an ability to relate to people from a range of Asian backgrounds;</p> <p>1. be able to present arguments in accordance with key theories and concepts within Asian Studies; and</p> <p>1. possess oral and written communication skills complemented by intercultural ability and an acquaintance with Asian societies and cultures.</p> |
|--|--|

Schedule

Compulsory course

Courses

| Code | Credits | Title |
|------|---------|-------|
| None | | |

Compulsory course selections

At least 45 credits

Courses

| Code | Credits | Title |
|------|---------|-------|
| None | | |

Up to 30 credits from

No more than 30 credits

Courses

| Code | Credits | Title |
|--------|---------|---|
| 242205 | 15 | Japanese Cinema |
| 134221 | 15 | Great Asian Thinkers |
| 241207 | 15 | Chinese Diaspora |
| 241208 | 15 | Contemporary Chinese Society in Literature and Film |

At least 15 credits from

At least 15 credits

Courses

| Code | Credits | Title |
|------|---------|-------|
| None | | |

Subject courses

No more than 15 credits

Courses

| Code | Credits | Title |
|--------|---------|--|
| 242103 | 15 | Introduction to Japanese Culture |
| 241103 | 15 | Ancient Chinese World pre-republic (1912) |
| 241107 | 15 | China under Transformation: Economy, Society and Diplomacy |

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books

Current Collection- Journals

Current Collection- Journals Article Database

Future Collecting- Books

Future Collecting - Journals and Journal Articles

Future Collecting- Journal Article Databases

Recommendations

General Section

Proposal ID

03768

Change Scale

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal

Academic Lead: Professor Kerry Taylor, Head of School of Humanities, Media and Creative Communication

Purpose: To retire the Asian Studies Minor in the Bachelor of Arts (UBMNR1NASST1 Asian Studies, Version 3)

Dr Jenny Coleman, Director Academic Programmes

To close the Asian Studies specialisations to New Enrolments effective from 2020.

Main proposal:

UBMNR1NASST1 Bachelor of Arts Asian Studies Minor, Version 2 — closing specialisation to new enrolments **[current proposal]**

Related proposals:

UDART1EASST1 Diploma in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments

GCART1EASST1 Graduate Certificate in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments

GDART1EASST1 Graduate Diploma in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments

UBART Bachelor of Arts, Version 7 — adding the course 169.101 Introduction Asian Thought to Schedule C

Proposal Summary

The following notification is made under Section 6.2 of the CUAP Handbook. Massey University proposes to amend its suite of qualifications through the deletion of the Asian Studies minor endorsement in the Bachelor of Arts.

The Asian Studies specialisations within the undergraduate and graduate Arts qualifications will be closed to New Enrolments from 2020. These will be retired and their deletion formally notified to CUAP once all current students have been managed to completion or exit. All of the contributing courses will continue to be offered in other existing programmes.

Justification/ Rationale

The consistent lack of demand has meant that the Asian Studies specialisations are no longer sustainable. These were closed to new enrolments in 2020. The Asian Studies minor in the Bachelor of Arts currently has no enrolments, hence retiring this specialisation will have no student impact.

As shown in the following table, enrolments across the Asian Studies specialisations have been low since these were first introduced and are insufficient to justify their continuation.

Summary — Asian Studies enrolments

| Specialisation | Programme | Type | 2016 | 2017 | 2018 | 2019 |
|----------------|--------------------------|------------|----------|----------|----------|----------|
| Asian Studies | Bachelor of Arts | Minor | 1 | 3 | 8 | 6 |
| - | Bachelor of Business | Minor | - | - | - | 1 |
| - | Graduate Diploma in Arts | UC Endorse | - | 1 | 1 | 1 |
| Total | - | - | 4 | 9 | 8 | 8 |

Acceptability

The proposal to close the Asian Studies specialisations to new enrolments with a view to their retirement once any students had been managed to completion or exit was initiated by the then Head of School of Humanities, Professor Kerry Taylor in 2020. The process for closing the specialisations was arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Impact on Tertiary Sector/Employers

The consistent lack of demand has meant that the retirement of the Asian Studies minor will not impact on the tertiary or employment sectors.

Impact on Students/Transition Arrangements

As there are no current enrolments in this specialisation the proposed retirement will have no impact on current students. No transition arrangements are required.

Academic units responsible for delivering the courses contributing to the Asian Studies programmes have been consulted and support the closure of these specialisations.

Year of Implementation and First Year Teaching Plan

2025

2020

Proposal Details

The Asian Studies minor in the Bachelor of Arts will be retired and its deletion notified to CUAP.

The following Asian Studies specialisations within the undergraduate and graduate Arts qualifications will be closed to New Enrolments from 2020:

UBMNR1NASST1 Bachelor of Arts Asian Studies Minor
UDART1EASST1 Diploma in Arts Asian Studies endorsement
GCART1EASST1 Graduate Certificate in Arts Asian Studies endorsement
GDART1EASST1 Graduate Diploma in Arts Asian Studies endorsement

These will be retired and their deletion formally notified to CUAP once all current students have been managed to completion or exit.

One course (169101 Introduction to Asian Thought) will be added to *Schedule C: Other subjects and courses* for the Bachelor of Arts. All of the other contributing courses will continue to be offered in existing programmes.

Treaty of Waitangi Implications

There are no Treaty of Waitangi implications as a result of the proposed specialisation retirement.

There are no Treaty of Waitangi implications as a result of these planned specialisation closures.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Market Research and Competitor Analysis

Accreditation Considerations (if applicable)

Internal and External Consultation

The process for closing the specialisations has been arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Equity Implications

Financial Analysis

Predicted Student Numbers / EFTS

Minimum student numbers required for ongoing viability of the qualification

Expected Revenue

Expected Cost

Risk Management

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management

Students

There are no students who will be impacted by this retirement.

~~Any affected students will be managed out of the specialisation in accordance with Massey procedures for closing specialisations.~~

Academic Staff

There are no staffing implications as a result of the proposed amendments.

~~All staff in the delivery of the specialisation have been consulted and agree with the proposal to close this specialisation to New Enrolments from 2020.~~

International

Information Technology

Student Management System

Teaching and Learning Services

Student Learning Services

Limitations on Numbers

Goals of the Programme

Programme Overview

Proposed Teaching/Delivery Methods

Prescriptions for New Courses

Assessment and Moderation Procedures

Plans for Monitoring Quality/Programme Review

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Learning Outcomes for New Courses

Student Workload

Teaching and Support Staff

Teaching Space and Other Facilities

Library Resources

Timetabling Arrangements

| | |
|----------------------|---|
| Committee References | AC19/06/195; HSS CB 19/05/124; HSS APC 19/04/66 |
|----------------------|---|

Status Log

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|----------------|----------------------|-----------------------|
| HOD Approval | College Sub Committee Approval | KERRY TAYLOR | 07 Mar 2024 16:45 pm | approved |
| Draft | HOD Approval | JULIE MCKENZIE | 06 Mar 2024 15:07 pm | Ready for approval |
| | Draft | JULIE MCKENZIE | 23 Mar 2023 8:51 am | Retire specialisation |

Specialisation Comparison



GDART1EASST1 Asian Studies v3.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

GDART1EASST1 Asian Studies v2.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

| Affiliated Entities | | | |
|------------------------|--|----------------|---------------|
| Entity Code | Entity Title | Entity Version | Entity Type |
| GDART | Graduate Diploma in Arts | v8.1 | Qualification |
| Year of Implementation | <div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;">2020</div> | | |
| Specialisation Code | GDART1EASST1 | | |
| Specialisation Title | Asian Studies | | |
| Abbreviated Title | Asian Studies | | |
| Credit Value | 90 | | |
| Specialisation Type | Undergraduate Endorsement | | |
| No New Enrolment | Yes | | |
| MOE Subject | Asian Studies | | |
| Specialisation Lead | <div style="background-color: #90EE90; padding: 2px;">JENNY COLEMAN (15 Mar 2024 to ---)</div> <div style="background-color: #FFC0CB; padding: 2px;">JENNY COLEMAN (29 Mar 2019 to ---)</div> | | |
| Collaborating Staff | | | |
| Staff Member | | | |
| KERRY TAYLOR | | | |
| JULIE MCKENZIE | | | |
| PETER RAWLINS | | | |
| SHARON SIMMONS | | | |
| FIONA PAEWAI | | | |
| ANNE MEREDITH | | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | |
| Proposed Review Dates | | | |
| Date Types | Date | | |
| No dates assigned | | | |
| Graduate Profile | | | |

Schedule

Subject courses

Courses

| Code | Credits | Title |
|--------|---------|---|
| 242205 | 15 | Japanese Cinema |
| 134221 | 15 | Great Asian Thinkers |
| 241207 | 15 | Chinese Diaspora |
| 241208 | 15 | Contemporary Chinese Society in Literature and Film |

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

03942

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Academic Lead: Professor Kerry Taylor, Head of School of Humanities, Media and Creative Communication

Purpose: To retire the Asian Studies endorsement in the Graduate Diploma in Arts (GDART1EASST1 Asian Studies, Version 3)

Dr Jenny Coleman, Director Academic Programmes

To close the Asian Studies specialisations to New Enrolments effective from 2020.

Main proposal:

UBMNR1NASST1 Bachelor of Arts Asian Studies Minor, Version 2 — closing specialisation to new enrolments

Related proposals:

UDART1EASST1 Diploma in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments

GCART1EASST1 Graduate Certificate in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments

GDART1EASST1 Graduate Diploma in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments **[current proposal]**

UBART Bachelor of Arts, Version 7 — adding the course 169.101 Introduction Asian Thought to Schedule C

Proposal Summary 

The following notification is made under Section 6.2 of the CUAP Handbook. Massey University proposes to amend its suite of qualifications through the deletion of the Asian Studies endorsement in the Graduate Diploma in Arts.

Justification/ Rationale 

The consistent lack of demand has meant that the Asian Studies specialisations are no longer sustainable. These were closed to new enrolments in 2020. The Asian Studies endorsement in the Graduate Diploma in Arts currently has no enrolments, hence retiring this endorsement will have no student impact.

Acceptability 

The proposal to close the Asian Studies specialisations to new enrolments with a view to their retirement once any students had been managed to completion or exit was initiated by the then Head of School of Humanities, Professor Kerry Taylor in 2020. The process for closing the specialisations was arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Impact on Tertiary Sector/Employers

The consistent lack of demand has meant that the retirement of the Asian Studies minor will not impact on the tertiary or employment sectors.

Impact on Students/Transition Arrangements

As there are no current enrolments in this specialisation the proposed retirement will have no impact on current students. No transition arrangements are required.

Year of Implementation and First Year Teaching Plan

2025

~~2020~~

Proposal Details

The Asian Studies endorsement in the Graduate Diploma in Arts will be retired and its deletion notified to CUAP.

Treaty of Waitangi Implications

There are no Treaty of Waitangi implications as a result of the proposed specialisation retirement.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Market Research and Competitor Analysis

Accreditation Considerations (if applicable)

Internal and External Consultation

The process for closing the specialisations has been arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Equity Implications

Financial Analysis

Predicted Student Numbers / EFTS

Minimum student numbers required for ongoing viability of the qualification

Expected Revenue

Expected Cost

Risk Management

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management

Students

There are no students who will be impacted by this retirement.


Academic Staff

There are no staffing implications as a result of the proposed amendments.

International 

Information Technology 

Student Management System 

Home Courses ▾ Specialisations ▾ Qualifications ▾ Publications ▾ Reports ▾ Settings ▾ Akari Document ▾ 

Student Learning Services 


Limitations on Numbers 

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 

Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 

Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 


Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

| | |
|---|---|
| Committee References  | AC19/06/198; HSS CB 19/05/127; HSS APC 19/04/69 |
|---|---|

Status Log

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|----------------|----------------------|------------------------------|
| HOD Approval | College Sub Committee Approval | PETER RAWLINS | 18 Mar 2024 14:27 pm | Sent by DAQ on behalf of HoS |
| Draft | HOD Approval | JULIE MCKENZIE | 15 Mar 2024 14:54 pm | Ready for approval |
| | Draft | JULIE MCKENZIE | 15 Mar 2024 14:21 pm | Retire specialisation |

Specialisation Comparison



GCART1EASST1 Asian Studies v3.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

GCART1EASST1 Asian Studies v2.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

| Affiliated Entities | | | |
|---|---|----------------|---------------|
| Entity Code | Entity Title | Entity Version | Entity Type |
| GCART | Graduate Certificate in Arts | v8.6 | Qualification |
| Year of Implementation | | | |
| 2025 | | | |
| 2020 | | | |
| Specialisation Code | GCART1EASST1 | | |
| Specialisation Title | Asian Studies | | |
| Abbreviated Title | Asian Studies | | |
| Credit Value | 45 | | |
| Specialisation Type | Undergraduate Endorsement | | |
| No New Enrolment | Yes | | |
| MOE Subject | Asian Studies | | |
| Specialisation Lead | | | |
| KERRY TAYLOR (14 Feb 2024 to ---), JENNY COLEMAN (23 Mar 2023 to 13 Feb 2024) | | | |
| JENNY COLEMAN (29 Mar 2019 to ---) | | | |
| Collaborating Staff | | | |
| Staff Member | | | |
| FIONA PAEWAI | | | |
| ANNE MEREDITH | | | |
| PHIL BRONN | | | |
| KERRY TAYLOR | | | |
| JULIE MCKENZIE | | | |
| PETER RAWLINS | | | |
| SHARON SIMMONS | | | |
| LEANNE ROBINSON | | | |
| PAT HICKSON | | | |
| JENNY COLEMAN | | | |
| LINDA LOWE | | | |
| TRISH HUTTON | | | |
| TINA SHEEHAN | | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | |
| Proposed Review Dates | | | |
| Date Types | Date | | |
| No dates assigned | | | |
| Graduate Profile | | | |

Schedule

Subject courses

Courses

| Code | Credits | Title |
|--------|---------|---|
| 242205 | 15 | Japanese Cinema |
| 134221 | 15 | Great Asian Thinkers |
| 241207 | 15 | Chinese Diaspora |
| 241208 | 15 | Contemporary Chinese Society in Literature and Film |

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

03765

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Academic Lead: Professor Kerry Taylor, Head of School of Humanities, Media and Creative Communication

Purpose: To retire the Asian Studies endorsement in the Graduate Certificate in Arts (GCART1EASST1 Asian Studies, Version 3)

Dr Jenny Coleman, Director Academic Programmes

To close the Asian Studies specialisation to New Enrolments effective from 2020.








Main proposal:

UBMNR1NASST1 Bachelor of Arts Asian Studies Minor, Version 2 — closing specialisation to new enrolments

Related proposals:

UDART1EASST1 Diploma in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments

GCART1EASST1 Graduate Certificate in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments **[current proposal]**

Home Courses  Specialisations  Qualifications  Publications  Reports  Settings  Akari Document 

The following notification is made under Section 6.2 of the CUAP Handbook. Massey University proposes to amend its suite of qualifications through the deletion of the Asian Studies endorsement in the Graduate Certificate in Arts.

Justification/ Rationale 

The consistent lack of demand has meant that the Asian Studies specialisations are no longer sustainable. These were closed to new enrolments in 2020. The Asian Studies minor in the endorsement in the Graduate Certificate in Arts currently has no enrolments, hence retiring this endorsement will have no student impact.

Acceptability 

The proposal to close the Asian Studies specialisations to new enrolments with a view to their retirement once any students had been managed to completion or exit was initiated by the then Head of School of Humanities, Professor Kerry Taylor in 2019. The process for closing the specialisations was arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Impact on Tertiary Sector/Employers

The consistent lack of demand has meant that the retirement of the Asian Studies minor will not impact on the tertiary or employment sectors.

Impact on Students/Transition Arrangements

As there are no current enrolments in this specialisation the proposed retirement will have no impact on current students. No transition arrangements are required.

Year of Implementation and First Year Teaching Plan 

2025

Proposal Details 


The Asian Studies endorsement in the Graduate Certificate in Arts will be retired and its deletion notified to CUAP.

Treaty of Waitangi Implications 


There are no Treaty of Waitangi Implications as a result of the proposed endorsement retirement.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)**Strategic Considerations** **Market Research and Competitor Analysis** **Accreditation Considerations (if applicable)** **Internal and External Consultation** 

The process for retiring the endorsement has been arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Equity Implications **Financial Analysis** **Predicted Student Numbers / EFTS** **Minimum student numbers required for ongoing viability of the qualification** **Expected Revenue** **Expected Cost** **Risk Management** **3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments****Facilities Management** **Students** 

There are no students who will be impacted by this closure.

Academic Staff 


There are no staffing implications as a result of the proposed amendments.

International 

Information Technology 

Student Management System 

Teaching and Learning Services 

Student Learning Services 


Limitations on Numbers 

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 


Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 

Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 


Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

| | |
|---|---|
| Committee References  | AC19/06/197; HSS CB 19/05/126; HSS APC 19/04/68 |
|---|---|

Status Log 

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|----------------|----------------------|-----------------------|
| HOD Approval | College Sub Committee Approval | KERRY TAYLOR | 07 Mar 2024 16:43 pm | Approved |
| Draft | HOD Approval | JULIE MCKENZIE | 06 Mar 2024 15:08 pm | Ready for approval |
| | Draft | JULIE MCKENZIE | 23 Mar 2023 8:53 am | Retire specialisation |

Specialisation Comparison



UDART1EASST1 Asian Studies v3.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

UDART1EASST1 Asian Studies v2.0 APPROVED

[Show Legend](#) Show Changes Expand All Changes

| Affiliated Entities | | | |
|------------------------|---|-------------------|---------------|
| Entity Code | Entity Title | Entity Version | Entity Type |
| UDART | Diploma in Arts | v8.3 | Qualification |
| Year of Implementation | <div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;">2020</div> | | |
| Specialisation Code | UDART1EASST1 | | |
| Specialisation Title | Asian Studies | | |
| Abbreviated Title | Asian Studies | | |
| Credit Value | 75 | | |
| Specialisation Type | Undergraduate Endorsement | | |
| No New Enrolment | Yes | | |
| MOE Subject | Asian Studies | | |
| Specialisation Lead | <div style="background-color: #90EE90; padding: 2px;">KERRY TAYLOR (14 Feb 2024 to ---), JENNY COLEMAN (23 Mar 2023 to 13 Feb 2024)</div> <div style="background-color: #FFC0CB; padding: 2px;">JENNY COLEMAN (29 Mar 2019 to ---)</div> | | |
| Collaborating Staff | | | |
| Staff Member | <div style="background-color: #90EE90; padding: 2px;">PETER RAWLINS</div> <div style="background-color: #90EE90; padding: 2px;">ANNE MEREDITH</div> <div style="background-color: #90EE90; padding: 2px;">FIONA PAEWAI</div> <div style="background-color: #90EE90; padding: 2px;">PHIL BRONN</div> <div style="padding: 2px;">KERRY TAYLOR</div> <div style="padding: 2px;">JULIE MCKENZIE</div> <div style="background-color: #90EE90; padding: 2px;">SHARON SIMMONS</div> <div style="background-color: #FFC0CB; padding: 2px;">PAT HICKSON</div> <div style="background-color: #FFC0CB; padding: 2px;">TINA SHEEHAN</div> <div style="background-color: #FFC0CB; padding: 2px;">JENNY COLEMAN</div> <div style="background-color: #FFC0CB; padding: 2px;">LINDA LOWE</div> <div style="background-color: #FFC0CB; padding: 2px;">TRISH HUTTON</div> <div style="background-color: #FFC0CB; padding: 2px;">LEANNE ROBINSON</div> | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | |
| Proposed Review Dates | | | |
| Date Types | Date | No dates assigned | |
| Graduate Profile | Graduates with a Bachelor of Arts minor in Asian Studies or those with a Diploma in Arts/Graduate Certificate in Arts endorsed in Asian Studies will: 1. demonstrate knowledge of the major religious and philosophical worldviews of Asia; 2. | | |

| | |
|--|--|
| | demonstrate enhanced knowledge of at least one specific Asian culture, society or region such as China, Japan, or India; 3. exhibit interpersonal skills, including an ability to relate to people from a range of Asian backgrounds; 4. be able to present arguments in accordance with key theories and concepts within Asian Studies; and 5. possess oral and written communication skills complemented by intercultural ability and an acquaintance with Asian societies and cultures. |
|--|--|

Schedule

At least 75 credits in Asian Studies, including 169.101 and at least 45 credits above 100 level from the Asian Studies schedule.

Courses

| Code | Credits | Title |
|------|---------|-------|
| None | | |

Compulsory course

Courses

| Code | Credits | Title |
|------|---------|-------|
| None | | |

Elective courses

Courses

| Code | Credits | Title |
|--------|---------|--|
| 241107 | 15 | China under Transformation: Economy, Society and Diplomacy |
| 134221 | 15 | Great Asian Thinkers |
| 241207 | 15 | Chinese Diaspora |
| 241208 | 15 | Contemporary Chinese Society in Literature and Film |
| 242205 | 15 | Japanese Cinema |
| 241103 | 15 | Ancient Chinese World pre-republic (1912) |
| 242103 | 15 | Introduction to Japanese Culture |

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

| |
|-------|
| 03769 |
|-------|

Change Scale 

| |
|---|
| 0 |
|---|

1. All Proposals - Complete the sections below for all proposals**Academic Contact and Purpose of the Proposal** **Academic Lead:** Professor Kerry Taylor, Head of School of Humanities, Media and Creative Communication**Purpose:** To retire the Asian Studies endorsement in the Diploma in Arts (UDART1EASST1 Asian Studies, Version 3)~~Dr Jenny Coleman, Director Academic Programmes~~~~To close the Asian Studies specialisations to New Enrolments effective from 2020.~~~~Main proposal:~~~~UBMNR1NASST1 Bachelor of Arts Asian Studies Minor, Version 2 — closing specialisation to new enrolments~~~~Related proposals:~~~~UDART1EASST1 Diploma in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments **[current proposal]**~~~~GCART1EASST1 Graduate Certificate in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments~~~~GDART1EASST1 Graduate Diploma in Arts Asian Studies endorsement, Version 2 — closing specialisation to new enrolments~~~~UBART Bachelor of Arts, Version 7 — adding the course 169.101 Introduction Asian Thought to Schedule C~~**Proposal Summary** 

The following notification is made under Section 6.2 of the CUAP Handbook. Massey University proposes to amend its suite of qualifications through the deletion of the Asian Studies endorsement in the Diploma in Arts.

Justification/ Rationale 

The consistent lack of demand has meant that the Asian Studies specialisations are no longer sustainable. These were closed to new enrolments in 2020. The Asian Studies endorsement in the Diploma in Arts currently has no enrolments, hence retiring this endorsement will have no student impact.

Acceptability 

The proposal to close the Asian Studies specialisations to new enrolments with a view to their retirement once any students had been managed to completion or exit was initiated by the then Head of School of Humanities, Professor Kerry Taylor in 2019. The process for closing the specialisations was arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Impact on Tertiary Sector/Employers

The consistent lack of demand has meant that the retirement of the Asian Studies minor will not impact on the tertiary or employment sectors.

Impact on Students/Transition Arrangements


As there are no current enrolments in this specialisation the proposed retirement will have no impact on current students. No transition arrangements are required.

Year of Implementation and First Year Teaching Plan 

2025

Proposal Details 

The Asian Studies endorsement in the Diploma in Arts will be retired and its deletion notified to CUAP.


Treaty of Waitangi Implications 

There are no Treaty of Waitangi Implications as a result of the proposed endorsement retirement.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)**Strategic Considerations** **Market Research and Competitor Analysis** **Accreditation Considerations (if applicable)** 

Internal and External Consultation 



The process for retiring the endorsement has been arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Equity Implications **Financial Analysis** **Predicted Student Numbers / EFTS** **Minimum student numbers required for ongoing viability of the qualification** **Expected Revenue** **Expected Cost** **Risk Management** **3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments****Facilities Management** **Students** 

There are no students who will be impacted by this closure.

Academic Staff 

There are no staffing implications as a result of the proposed amendments.


International **Information Technology** **Student Management System** **Teaching and Learning Services** **Student Learning Services** **Limitations on Numbers** **Goals of the Programme** **Programme Overview** **Proposed Teaching/Delivery Methods** **Prescriptions for New Courses** **Assessment and Moderation Procedures** **Plans for Monitoring Quality/Programme Review** **Postgraduate Funding** **5. CUAP Section B – For New Specialisations only****Relationship to Strategic Planning Goals** **Learning Outcomes for New Courses** **Student Workload** 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

| | |
|---|--|
| Committee References  | AC19/06/196; HSS CB 19/05/125; HSS APC 19/04/67 |
|---|--|

Status Log

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|----------------|----------------------|-----------------------|
| HOD Approval | College Sub Committee Approval | KERRY TAYLOR | 07 Mar 2024 16:45 pm | approved |
| Draft | HOD Approval | JULIE MCKENZIE | 06 Mar 2024 15:08 pm | Ready for approval |
| | Draft | JULIE MCKENZIE | 23 Mar 2023 8:56 am | Retire specialisation |

Specialisation Comparison



UBMNR1NNWZS1 New Zealand Studies v5.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

UBMNR1NNWZS1 New Zealand Studies v4.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

| Affiliated Entities | | | |
|------------------------|---|----------------|---------------|
| Entity Code | Entity Title | Entity Version | Entity Type |
| UBART | Bachelor of Arts | v10.1 | Qualification |
| Year of Implementation | <div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;">2023</div> | | |
| Specialisation Code | UBMNR1NNWZS1 | | |
| Specialisation Title | New Zealand Studies | | |
| Abbreviated Title | New Zealand Stu | | |
| Credit Value | 75 | | |
| Specialisation Type | Minor | | |
| No New Enrolment | Yes | | |
| MOE Subject | New Zealand Studies | | |
| Specialisation Lead | <div style="background-color: #90EE90; padding: 2px;">JENNY COLEMAN (15 Mar 2024 to ---)</div> <div style="background-color: #FFC0CB; padding: 2px;">JENNY COLEMAN (30 Jun 2022 to ---)</div> | | |
| Collaborating Staff | | | |
| Staff Member | | | |
| KERRY TAYLOR | | | |
| JULIE MCKENZIE | | | |
| PETER RAWLINS | | | |
| ANNE MEREDITH | | | |
| SHARON SIMMONS | | | |
| FIONA PAEWAI | | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | |
| Proposed Review Dates | | | |
| Date Types | Date | | |
| No dates assigned | | | |
| Graduate Profile | | | |

Schedule

Note: No more than 30 credits may be completed from the same prefix.

Courses

| Code | Credits | Title |
|------|---------|-------|
| None | | |

Compulsory course

Courses

| Code | Credits | Title |
|--------|---------|---|
| 150201 | 15 | Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society |

No more than 30 credits from

No more than 30 credits

Courses

| Code | Credits | Title |
|--------|---------|--|
| 150106 | 15 | Nga Hanga Whakairo: Traditional Māori Visual Art |
| 150114 | 15 | He Tirohanga Taketake: Māori Perspectives |
| 178110 | 15 | The New Zealand Economy |
| 148141 | 15 | A History of New Zealand's Peoples |

No more than 45 credits from

No more than 45 credits

Courses

| Code | Credits | Title |
|--------|---------|---|
| 172232 | 15 | Language and Society in New Zealand |
| 179230 | 15 | Tangata Moana Perspectives and Practices for Transformation |
| 150204 | 15 | Mana Māori: Māori and Politics |
| 139255 | 15 | Critical Periods in Aotearoa New Zealand Literature |
| 121210 | 15 | Environmental Issues |
| 148245 | 15 | Māori and Colonisation |
| 148246 | 15 | Iwi History |
| 148248 | 15 | Reformers, Radicals & Revolutionaries: Protest in New Zealand |

At least 15 credits from

At least 15 credits

Courses

| Code | Credits | Title |
|--------|---------|--|
| 148316 | 15 | New Zealand Between the Wars |
| 150301 | 15 | Te Mana Te Kawanatanga: Māori Policy and the State |
| 200361 | 15 | Contemporary New Zealand Politics |
| 148308 | 15 | New Zealand Military History: 1899 to 2001 |
| 148309 | 15 | The New Zealand Wars |

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 


Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles Future Collecting- Journal Article Databases Recommendations 

General Section

Proposal ID 

03943

~~02272~~Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal **Academic Lead:** Professor Kerry Taylor, Head of School of Humanities, Media and Creative Communication**Purpose:** To retire the New Zealand Studies Minor in the Bachelor of Arts (UBMNR1NNWZS1 New Zealand Studies, Version 5)~~Dr Toby Boraman~~~~Main proposal: introduce new course 200262, Politics and Public Policy in Aotearoa New Zealand~~~~Linked proposals:~~

- ~~1. Introduction of 200262 — this is the main proposal, where justification etc. sits. The other proposals will point to this one.~~
- ~~2. Politics and International Relations within the BA — replace 200162 with 200262~~
- ~~3. Politics and International Relations within the DipArts — add 200262~~
- ~~4. New Zealand Studies within the Dip Arts — remove 200162~~
- ~~5. Transition for the BA, to cover students who have taken 200162 — allows them to substitute it for 200262. Transitions won't be necessary for NZ Studies — BA minor or Dip Arts — as the course is not compulsory in either of these places.~~

Proposal Summary 

The following notification is made under Section 6.2 of the CUAP Handbook. Massey University proposes to amend its suite of qualifications through the deletion of the New Zealand Studies minor endorsement in the Bachelor of Arts.

Justification/ Rationale 

The consistent lack of demand has meant that the New Zealand Studies specialisations are no longer sustainable. These were closed to new enrolments in 2019. The New Zealand Studies minor in the Bachelor of Arts currently has no enrolments, hence retiring this specialisation will have no student impact.

Acceptability 

The proposal to close the New Zealand Studies specialisations to new enrolments with a view to their retirement once any students had been managed to completion or exit was initiated by the then Head of School of Humanities, Professor Kerry Taylor in 2019. The process for closing the specialisations was arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Impact on Tertiary Sector/Employers

The consistent lack of demand has meant that the retirement of the New Zealand Studies endorsement will not impact on the tertiary or employment sectors.

Impact on Students/Transition Arrangements

As there are no current enrolments in this specialisation the proposed retirement will have no impact on current students. No transition arrangements are required.

~~Academic units responsible for delivering the courses contributing to the New Zealand Studies programmes have been consulted and support the closure of these specialisations.~~

Year of Implementation and First Year Teaching Plan 

2025

Proposal Details 

The New Zealand Studies Minor in the Bachelor of Arts will be retired and its deletion notified to CUAP.

Treaty of Waitangi Implications 

There are no Treaty of Waitangi implications as a result of the proposed specialisation retirement.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations 

Market Research and Competitor Analysis 

Accreditation Considerations (if applicable) 

Internal and External Consultation 

The process for closing the specialisations has been arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Equity Implications 

Financial Analysis 

Predicted Student Numbers / EFTS 

Minimum student numbers required for ongoing viability of the qualification 

Expected Revenue 

Expected Cost 

Risk Management 

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management 

Students 

There are no students who will be impacted by this retirement.


All students will be managed out of the specialisation in accordance with the University's procedures for transitioning students from closed qualifications.

Academic Staff 

There are no staffing implications as a result of the proposed amendments.

International 

Information Technology 

Home Courses ▾ Specialisations ▾ Qualifications ▾ Publications ▾ Reports ▾ Settings ▾ Akari Document 

Student Learning Services 

Limitations on Numbers 

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 


Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 

Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 


Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

| | |
|---|--|
| Committee References  | AC19/06/199; HSS CB 19/05/128; HSS APC 19/04/70 02/09/19 Pat Hickson Rebuilt schedule in accordance with AC19/06/199 [during checking as part of 2020 Calendar preparation it was noted that this schedule had been incorrectly deleted some time after this document was submitted]. |
|---|--|

Status Log

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|----------------|----------------------|------------------------------|
| HOD Approval | College Sub Committee Approval | PETER RAWLINS | 18 Mar 2024 14:27 pm | Sent by DAQ on behalf of HoS |
| Draft | HOD Approval | JULIE MCKENZIE | 15 Mar 2024 14:54 pm | Ready for approval |
| | Draft | JULIE MCKENZIE | 15 Mar 2024 14:22 pm | Retire specialisation |

Specialisation Comparison



GCART1ENWZS1 New Zealand Studies v4.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

GCART1ENWZS1 New Zealand Studies v3.0 APPROVED

[Show Legend](#) Show Changes Expand All Changes

| Affiliated Entities | | | |
|------------------------|---|-------------------|---------------|
| Entity Code | Entity Title | Entity Version | Entity Type |
| GCART | Graduate Certificate in Arts | v8.6 | Qualification |
| Year of Implementation | 2025 2020 | | |
| Specialisation Code | GCART1ENWZS1 | | |
| Specialisation Title | New Zealand Studies | | |
| Abbreviated Title | NwZInd Studies | | |
| Credit Value | 45 | | |
| Specialisation Type | Undergraduate Endorsement | | |
| No New Enrolment | Yes | | |
| MOE Subject | New Zealand Studies | | |
| Specialisation Lead | KERRY TAYLOR (14 Feb 2024 to ---), JENNY COLEMAN (23 Mar 2023 to 13 Feb 2024) JENNY COLEMAN (29 Mar 2019 to ---) | | |
| Collaborating Staff | | | |
| Staff Member | PHIL BRONN KERRY TAYLOR JULIE MCKENZIE PETER RAWLINS FIONA PAEWAI ANNE MEREDITH SHARON SIMMONS PAT HICKSON LEANNE ROBINSON JENNY COLEMAN LINDA LOWE TRISH HUTTON TINA SHEEHAN | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | |
| Proposed Review Dates | | | |
| Date Types | Date | No dates assigned | |
| Graduate Profile | | | |

Schedule

45 credits with no more than 30 credits from the same prefix

Courses

| Code | Credits | Title |
|------|---------|-------|
| None | | |

Compulsory course

Courses

| Code | Credits | Title |
|--------|---------|---|
| 150201 | 15 | Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society |

Subject courses

Courses

| Code | Credits | Title |
|--------|---------|---|
| 121210 | 15 | Environmental Issues |
| 139255 | 15 | Critical Periods in Aotearoa New Zealand Literature |
| 148245 | 15 | Māori and Colonisation |
| 148246 | 15 | Iwi History |
| 148248 | 15 | Reformers, Radicals & Revolutionaries: Protest in New Zealand |
| 150204 | 15 | Mana Māori: Māori and Politics |
| 179230 | 15 | Tangata Moana Perspectives and Practices for Transformation |
| 148308 | 15 | New Zealand Military History: 1899 to 2001 |
| 148309 | 15 | The New Zealand Wars |
| 200361 | 15 | Contemporary New Zealand Politics |
| 172232 | 15 | Language and Society in New Zealand |
| 150301 | 15 | Te Mana Te Kawanatanga: Māori Policy and the State |
| 154316 | 15 | New Zealand Cinema |

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

03766

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal

Academic Lead: Professor Kerry Taylor, Head of School of Humanities, Media and Creative Communication

Purpose: To retire the New Zealand Studies endorsement in the Graduate Certificate in Arts (GCART1ENWZS1 New Zealand Studies. Version 4)

Main proposal:

UBMNR1NNWZS1 Bachelor of Arts New Zealand Studies Minor, Version 3 — closing specialisation to new enrolments

Related proposals:

UDART1ENWZS1 Diploma in Arts New Zealand Studies endorsement, Version 3 — closing specialisation to new enrolments

GCART1ENWZS1 Graduate Certificate in Arts New Zealand Studies endorsement, Version 3 — closing specialisation to new enrolments **[current proposal]**

GDART1ENWZS1 Graduate Diploma in Arts New Zealand Studies endorsement, Version 3 — closing specialisation to new enrolments

Proposal Summary

The following notification is made under Section 6.2 of the CUAP Handbook. Massey University proposes to amend its suite of qualifications through the deletion of the New Zealand Studies endorsement in the Graduate Certificate in Arts.

Justification/ Rationale

The consistent lack of demand has meant that the New Zealand Studies specialisations are no longer sustainable. These were closed to new enrolments in 2019. The New Zealand Studies endorsement in the Graduate Certificate in Arts currently has no enrolments, hence retiring this endorsement will have no student impact.

Acceptability

The proposal to close the New Zealand Studies specialisations to new enrolments with a view to their retirement once any students had been managed to completion or exit was initiated by the then Head of School of Humanities, Professor Kerry Taylor in 2019. The process for closing the specialisations was arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Impact on Tertiary Sector/Employers

The consistent lack of demand has meant that the retirement of the New Zealand Studies endorsement will not impact on the tertiary or employment sectors.

Impact on Students/Transition Arrangements

As there are no current enrolments in this specialisation the proposed retirement will have no impact on current students. No transition arrangements are required.

Year of Implementation and First Year Teaching Plan

2025

Proposal Details

The New Zealand Studies endorsement in the Graduate Certificate in Arts will be retired and its deletion notified to CUAP.

Treaty of Waitangi Implications

There are no Treaty of Waitangi Implications as a result of the proposed endorsement retirement.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Market Research and Competitor Analysis

Accreditation Considerations (if applicable) 

Internal and External Consultation 

The process for closing the endorsement has been arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Equity Implications 

Financial Analysis 

Predicted Student Numbers / EFTS 

Minimum student numbers required for ongoing viability of the qualification 

Expected Revenue 

Expected Cost 

Risk Management 

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments


Facilities Management 

Students 

There are no students who will be impacted by this retirement.

Academic Staff 

There are no staffing implications as a result of the proposed amendments.

International 

Information Technology 

Student Management System 

Teaching and Learning Services 

Student Learning Services 

Limitations on Numbers 

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 

Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 

Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 


Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

| | |
|---|---|
| Committee References  | AC19/06/201; HSS CB 19/05/130; HSS APC 19/04/72 |
|---|---|

Status Log

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|----------------|----------------------|-----------------------|
| HOD Approval | College Sub Committee Approval | KERRY TAYLOR | 07 Mar 2024 16:44 pm | Approved |
| Draft | HOD Approval | JULIE MCKENZIE | 06 Mar 2024 15:09 pm | Ready for approval |
| | Draft | JULIE MCKENZIE | 23 Mar 2023 9:04 am | Retire specialisation |



Specialisation Comparison



GDART1ENWZS1 New Zealand Studies v4.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

GDART1ENWZS1 New Zealand Studies v3.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

| Affiliated Entities | | | |
|------------------------|---|----------------|---------------|
| Entity Code | Entity Title | Entity Version | Entity Type |
| GDART | Graduate Diploma in Arts | v8.1 | Qualification |
| Year of Implementation | <div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;">2020</div> | | |
| Specialisation Code | GDART1ENWZS1 | | |
| Specialisation Title | New Zealand Studies | | |
| Abbreviated Title | NwZInd Studies | | |
| Credit Value | 90 | | |
| Specialisation Type | Undergraduate Endorsement | | |
| No New Enrolment | Yes | | |
| MOE Subject | New Zealand Studies | | |
| Specialisation Lead | <div style="background-color: #90EE90; padding: 2px;">KERRY TAYLOR (14 Feb 2024 to ---), JENNY COLEMAN (23 Mar 2023 to 13 Feb 2024)</div> <div style="background-color: #FFC0CB; padding: 2px;">JENNY COLEMAN (29 Mar 2019 to ---)</div> | | |
| Collaborating Staff | | | |
| Staff Member | <div style="background-color: #90EE90; padding: 2px;">PETER RAWLINS</div> <div style="background-color: #90EE90; padding: 2px;">PHIL BRONN</div> <div style="background-color: #90EE90; padding: 2px;">FIONA PAEWAI</div> <div style="background-color: #90EE90; padding: 2px;">ANNE MEREDITH</div> <div style="padding: 2px;">KERRY TAYLOR</div> <div style="padding: 2px;">JULIE MCKENZIE</div> <div style="background-color: #90EE90; padding: 2px;">SHARON SIMMONS</div> <div style="background-color: #FFC0CB; padding: 2px;">PAT HICKSON</div> <div style="background-color: #FFC0CB; padding: 2px;">TINA SHEEHAN</div> <div style="background-color: #FFC0CB; padding: 2px;">LEANNE ROBINSON</div> <div style="background-color: #FFC0CB; padding: 2px;">JENNY COLEMAN</div> <div style="background-color: #FFC0CB; padding: 2px;">LINDA LOWE</div> <div style="background-color: #FFC0CB; padding: 2px;">TRISH HUTTON</div> | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | |
| Proposed Review Dates | | | |
| Date Types | Date | | |
| No dates assigned | | | |
| Graduate Profile | | | |

Schedule

90 credits with no more than 30 credits from the same prefix

Courses

| Code | Credits | Title |
|------|---------|-------|
| None | | |

Compulsory course

Courses

| Code | Credits | Title |
|--------|---------|---|
| 150201 | 15 | Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society |

Subject courses

Courses

| Code | Credits | Title |
|--------|---------|---|
| 172232 | 15 | Language and Society in New Zealand |
| 148316 | 15 | New Zealand Between the Wars |
| 150301 | 15 | Te Mana Te Kawanatanga: Māori Policy and the State |
| 121210 | 15 | Environmental Issues |
| 139255 | 15 | Critical Periods in Aotearoa New Zealand Literature |
| 148245 | 15 | Māori and Colonisation |
| 148246 | 15 | Iwi History |
| 148248 | 15 | Reformers, Radicals & Revolutionaries: Protest in New Zealand |
| 150204 | 15 | Mana Māori: Māori and Politics |
| 179230 | 15 | Tāngata Moana Perspectives and Practices for Transformation |
| 148308 | 15 | New Zealand Military History: 1899 to 2001 |
| 148309 | 15 | The New Zealand Wars |
| 200361 | 15 | Contemporary New Zealand Politics |
| 154316 | 15 | New Zealand Cinema |

Library Impact Statement


Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

03767

Change Scale 

0

1. All Proposals - Complete the sections below for all proposalsAcademic Contact and Purpose of the Proposal **Academic Lead:** Professor Kerry Taylor, Head of School of Humanities, Media and Creative Communication**Purpose:** To retire the New Zealand Studies endorsement in the Graduate Diploma in Arts (GDART1ENWZS1 New Zealand Studies. Version 4)**~~Main proposal:~~**~~UBMNR1NNWZS1 Bachelor of Arts New Zealand Studies Minor, Version 3 — closing specialisation to new enrolments~~**~~Related proposals:~~**~~UDART1ENWZS1 Diploma in Arts New Zealand Studies endorsement, Version 3 — closing specialisation to new enrolments~~~~GCART1ENWZS1 Graduate Certificate in Arts New Zealand Studies endorsement, Version 3 — closing specialisation to new enrolments~~~~GDART1ENWZS1 Graduate Diploma in Arts New Zealand Studies endorsement, Version 3 — closing specialisation to new enrolments **[current proposal]**~~Proposal Summary 

The following notification is made under Section 6.2 of the CUAP Handbook. Massey University proposes to amend its suite of qualifications through the deletion of the New Zealand Studies endorsement in the Graduate Diploma in Arts.

Justification/ Rationale 

The consistent lack of demand has meant that the New Zealand Studies specialisations are no longer sustainable. These were closed to new enrolments in 2019. The New Zealand Studies endorsement in the Graduate Diploma in Arts currently has no enrolments, hence retiring this endorsement will have no student impact.

Acceptability 

The proposal to close the New Zealand Studies specialisations to new enrolments with a view to their retirement once any students had been managed to completion or exit was initiated by the then Head of School of Humanities, Professor Kerry Taylor in 2019. The process for closing the specialisations was arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Impact on Tertiary Sector/Employers

The consistent lack of demand has meant that the retirement of the New Zealand Studies endorsement will not impact on the tertiary or employment sectors.

Impact on Students/Transition Arrangements

As there are no current enrolments in this specialisation the proposed retirement will have no impact on current students. No transition arrangements are required.

Year of Implementation and First Year Teaching Plan 

2025

Proposal Details 

The New Zealand Studies endorsement in the Graduate Diploma in Arts will be retired and its deletion notified to CUAP.

Treaty of Waitangi Implications 

There are no Treaty of Waitangi Implications as a result of the proposed endorsement retirement.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)Strategic Considerations Market Research and Competitor Analysis 

Accreditation Considerations (if applicable) 

Internal and External Consultation 

The process for closing the endorsement has been arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Equity Implications 

Financial Analysis 

Predicted Student Numbers / EFTS 

Minimum student numbers required for ongoing viability of the qualification 

Expected Revenue 

Expected Cost 

Risk Management 

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments


Facilities Management 

Students 

There are no students who will be impacted by this retirement.

Academic Staff 

There are no staffing implications as a result of the proposed amendments.

International 

Information Technology 

Student Management System 

Teaching and Learning Services 

Student Learning Services 

Limitations on Numbers 

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 

Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 

Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 


Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

| | |
|---|---|
| Committee References  | AC19/06/202; HSS CB 19/05/131; HSS APC 19/04/73 |
|---|---|

Status Log

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|----------------|----------------------|-----------------------|
| HOD Approval | College Sub Committee Approval | KERRY TAYLOR | 07 Mar 2024 16:45 pm | Approved |
| Draft | HOD Approval | JULIE MCKENZIE | 06 Mar 2024 15:09 pm | Ready for approval |
| | Draft | JULIE MCKENZIE | 23 Mar 2023 9:06 am | Retire specialisation |

Specialisation Comparison



UDART1ENWZS1 New Zealand Studies v5.0 COLLEGE SUB COMMITTEE APPROVAL

compared to

UDART1ENWZS1 New Zealand Studies v4.0 APPROVED

[Show Legend](#)

Show Changes Expand All Changes

| Affiliated Entities | | | |
|-------------------------------|--|----------------|---------------|
| Entity Code | Entity Title | Entity Version | Entity Type |
| UDART | Diploma in Arts | v8.3 | Qualification |
| Year of Implementation | <div style="background-color: #90EE90; padding: 2px;">2025</div> <div style="background-color: #FFC0CB; padding: 2px;">2023</div> | | |
| Specialisation Code | UDART1ENWZS1 | | |
| Specialisation Title | New Zealand Studies | | |
| Abbreviated Title | NwZlnd Sudies | | |
| Credit Value | 75 | | |
| Specialisation Type | Undergraduate Endorsement | | |
| No New Enrolment | Yes | | |
| MOE Subject | New Zealand Studies | | |
| Specialisation Lead | <div style="background-color: #90EE90; padding: 2px;">JENNY COLEMAN (15 Mar 2024 to ---)</div> <div style="background-color: #FFC0CB; padding: 2px;">JENNY COLEMAN (8 Feb 2022 to ---)</div> | | |
| Collaborating Staff | | | |
| Staff Member | | | |
| KERRY TAYLOR | | | |
| JULIE MCKENZIE | | | |
| SHARON SIMMONS | | | |
| FIONA PAEWAI | | | |
| PETER RAWLINS | | | |
| ANNE MEREDITH | | | |
| Owning Organisation | College of Humanities and Social Sciences (MU00009) | | |
| Proposed Review Dates | | | |
| Date Types | | Date | |
| No dates assigned | | | |
| Graduate Profile | <p>In addition to the generic skills expected of a Massey Diploma in Arts graduate, those with a minor in New Zealand Studies will:</p> <ul style="list-style-type: none"> • have developed a multi-disciplinary framework for looking at New Zealand issues • have examined New Zealand issues across a range of disciplines • have developed a range of multi-disciplinary insights into factors that have shaped and are shaping New Zealand | | |

Schedule

At least 75 credits including 150.201; 30 credits at 200 and/or 300 level from the New Zealand Studies schedule; and 30 credits at any level from the New Zealand Studies schedule. No more than 30 credits may be completed from the same prefix.

Courses

| Code | Credits | Title |
|--------|---------|---|
| 148141 | 15 | A History of New Zealand's Peoples |
| 230102 | 15 | Pacific Peoples in New Zealand |
| 121210 | 15 | Environmental Issues |
| 139255 | 15 | Critical Periods in Aotearoa New Zealand Literature |
| 148245 | 15 | Māori and Colonisation |
| 148246 | 15 | Iwi History |
| 148248 | 15 | Reformers, Radicals & Revolutionaries: Protest in New Zealand |
| 150204 | 15 | Mana Māori: Māori and Politics |
| 179230 | 15 | Tangata Moana Perspectives and Practices for Transformation |
| 148308 | 15 | New Zealand Military History: 1899 to 2001 |
| 148309 | 15 | The New Zealand Wars |
| 200361 | 15 | Contemporary New Zealand Politics |
| 150106 | 15 | Nga Hanga Whakairo: Traditional Māori Visual Art |
| 150114 | 15 | He Tirohanga Taketake: Māori Perspectives |
| 178110 | 15 | The New Zealand Economy |
| 150201 | 15 | Te Kawenata o Waitangi: The Treaty of Waitangi in New Zealand Society |
| 172232 | 15 | Language and Society in New Zealand |
| 148316 | 15 | New Zealand Between the Wars |
| 150301 | 15 | Te Mana Te Kawanatanga: Māori Policy and the State |
| 254101 | 15 | An Introduction to Social and Cultural Studies in Education |
| 121310 | 15 | Environmental Solutions |
| 154316 | 15 | New Zealand Cinema |

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

03944

02272

Change Scale 

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal 

Academic Lead: Professor Kerry Taylor, Head of School of Humanities, Media and Creative Communication

Purpose: To retire the New Zealand Studies endorsement in the Diploma in Arts (UDART1ENWZS1 New Zealand Studies. Version 5)

Dr Toby Beraman

Remove 200162 from the schedule

Main proposal: introduce new course 200262, Politics and Public Policy in Aotearoa New Zealand

Linked proposals:

1. Politics and International Relations within the BA — replace 200162 with 200262
2. Politics and International Relations within the Dip Arts — add 200262
3. New Zealand Studies minor within the BA — remove 200162
4. Transition for the BA, to cover students who have taken 200162 — allows them to substitute it for 200262. Transitions won't be necessary for NZ Studies — BA minor or Dip Arts — as the course is not compulsory in either of these places.

Proposal Summary

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Justification/ Rationale

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Acceptability

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Impact on Tertiary Sector/Employers

The consistent lack of demand has meant that the retirement of the New Zealand Studies endorsement will not impact on the tertiary or employment sectors.

Impact on Students/Transition Arrangements

As there are no current enrolments in this specialisation the proposed retirement will have no impact on current students. No transition arrangements are required.

Year of Implementation and First Year Teaching Plan

2025

Proposal Details

The New Zealand Studies endorsement in the Diploma in Arts will be retired and its deletion notified to CUAP.

Treaty of Waitangi Implications

There are no Treaty of Waitangi implications as a result of the proposed specialisation retirement.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)**Strategic Considerations****Market Research and Competitor Analysis****Accreditation Considerations (if applicable)****Internal and External Consultation**

The process for closing the specialisations has been arranged in consultation with the previous CoHSS Director of Academic Programmes, Dr Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Equity Implications

Financial Analysis 

Predicted Student Numbers / EFTS 

Minimum student numbers required for ongoing viability of the qualification 

Expected Revenue 

Expected Cost 

Risk Management 

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments


Facilities Management 

Students 

There are no students who will be impacted by this retirement.


Academic Staff 

There are no staffing implications as a result of the proposed amendments.

Home Courses ▾ Specialisations ▾ Qualifications ▾ Publications ▾ Reports ▾ Settings ▾ Akari Document ▾ 

Information Technology 

Student Management System 

Teaching and Learning Services 

Student Learning Services 

Limitations on Numbers 

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 


Assessment and Moderation Procedures 

Plans for Monitoring Quality/Programme Review 

Postgraduate Funding 

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals 

Learning Outcomes for New Courses 

Student Workload 

Teaching and Support Staff 

Teaching Space and Other Facilities 

Library Resources 

Timetabling Arrangements 

| | |
|-----------------------------|-------------------------------------|
| Committee References | HSS CB 22/04/070; HSS APC 22/02/029 |
|-----------------------------|-------------------------------------|

Status Log

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|----------------|----------------------|------------------------------|
| HOD Approval | College Sub Committee Approval | PETER RAWLINS | 18 Mar 2024 14:28 pm | Sent by DAQ on behalf of HoS |
| Draft | HOD Approval | JULIE MCKENZIE | 15 Mar 2024 14:55 pm | Ready for approval |
| | Draft | JULIE MCKENZIE | 15 Mar 2024 14:23 pm | Retire specialisation |

MBS 2024/58

Minutes Part 1



**MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD**

Meeting held on 12 March 2024

By Video Conference at 10 am

Zoom ID: 86340208556

Password: 051347

MINUTES: PART 1

| No. | Item | Details | Decision | Paper No. |
|-----|--|--|------------------------------|-----------------------------|
| 1 | PRESENT | Professor Jo Cullinane (CBB Chair), Professor Stephen Croucher (HoS, SCJM), JS Imbeau (Staff rep), Associate Professor Elizabeth Gray (DTL), Professor Jonathan Elms (PVC), Associate Professor Craig Fowler (Staff rep), Professor Jo Bensemann (HoS, SoM), Professor Matt Roskrige (Associate Dean Māori), Professor Martin Berka (HoS, SoEF), Dr Angela Feekery (Staff rep), Professor Fawzi Laswad (HoS, SoAcy), Associate Professor David Brougham (Acting ADR), Mary Dawkins (Staff rep), Dr John Murrie (Staff rep) | | |
| | IN ATTENDANCE | Dr Jeffrey Stangl (Director, International), Fiona Diesch (Library Section), Diana Kessler (Student Registry), Dr Lili Zhao (Acting Secretary), Jean Jacoby (Manager – Programme), Rebecca Izzard (Acting College Executive Manager) | | |
| | APOLOGIES | Associate Professor Claire Matthews (Director – Academic Quality), Brigit Eames (College Executive Manager), Professor Mohan Dutta (Professorial rep), Heather Reedy (Academic Advice Service Leader), | | |
| | WELCOME | Biren Karki – CABPC and CBB Secretary Anushika Prasad (student Representative), Keino Palu (Student Representative), Te Kakenga Kawiti-Bishara (Student Representative), and Rene Puirī-Tuia (Student Representative) | | |
| 2 | INTEREST: DECLARATION AND DISQUALIFICATION | | None | |
| 3 | MINUTES FOR APPROVAL from CBB Part 1 – 13 February 2024 meeting | | RESOLVED THAT the minutes be | MBS 2024/40 |

| | | | |
|-----|---|--|-----------------------------|
| | | approved as a true and accurate record. ELMS/GRAY | |
| 4 | MATTERS ARISING - PART 1 | | |
| 4.1 | Action Sheet from the last meeting on 13 February 2024 No Outstanding Actions | NOTED | |
| 4.2 | Memo - Change of owning organisation - 152236 and 152238 Action: Jo B to send a note to the College of Health to clarify the Course Code/Owning organisation for 152236 and 152238 with our preference that these be renumbered. | NOTED | MBS 2024/55 |
| 4.3 | Feedback from CBB on revised Academic Integrity policy and procedures and revised SDR - The MBS Director of Teaching and Learning confirmed that the revised version of the policy, including student disciplinary regulation, reflects collated feedback. - Documents were recently tabled to the Academic Board for approval. | NOTED | MBS 2024/56 |
| 5 | REPORTS | | |
| 5.1 | Pro Vice-Chancellor -PVC, along with the team, had a kōrero with distance learning students, and the feedback received was outstanding. PVC extended gratitude to teaching staff engaged with distance learning students. In particular, to Dr Angela Feekery for all the preparatory videos and workshops. - Budgets for 2024 have now been set. MBS is projected to run a deficit of around 3.6 million in 2024. - The deficit is attributed primarily to a fall in recruitment of new students. There is an increase in international applications; however, domestic applications are down. The application and enrolment numbers are nowhere near pre-Covid. - Due to SLT instructions related to the University deficit - there will be a pause in international travel in 2024. The exception is for a) any revenue generation opportunity, which includes teaching with partner institutions, student recruitment, accreditation, externally funded research projects, and b) those arrangements that might be categorised as falling under contractual obligations. -In order to address student numbers for semester 2, MBS put forth three 'Hero programmes' to be heavily promoted by the marketing and recruitment teams. These programmes include Bachelor of Business, Master of Management and Executive MBA. The cost of this is to be covered by central marketing budget. -Unfortunately, the finances are such that the PVC will be sending another request for expressions of interest for staff interested in taking voluntary enhanced cessation (VECs), up to the amount of 25 FTE academic staff. This will be open to all permanent academic staff within the college, excluding the PVC's Office (and not including professional staff). Information will probably go out on 15 March 2024, if not, by next week. | | |

| | | | |
|-----|--|--|--|
| 5.2 | <p>Chairperson</p> <ul style="list-style-type: none"> -The Chair acknowledged and congratulated Professor Jonathan Elms for permanent appointment as PVC. -Currently, priority engagement includes work across students’ Personal Variations, RPL, Non-Standard admission and timetabling. Work also includes chairing the Project Board for the Specific Circumstances Framework. This framework is an initiative to revise the way to support students when they encounter difficulties. It is expected to roll out on a soft launch in mid-semester. -Speaking on behalf of the Director of Academic Quality, the Chair informed of the mahi with Auckland timetabling team to adjust the predictions of student numbers and delivery. -It is noted that five programmes looked like they did not have a semester 2 start date on the University website. Despite having said the college will take students. - The Chair acknowledged the College Director, International (MBS) and Director - Academic Quality for the workaround assisting 20 students starting by negotiating to have late starts and special arrangements made to accommodate them. -The need for these late start was essentially driven by a crisis of moment. The Chair hopes that the University learns from this and works to both adjust what's going on the website and also to have people standing by to help those who don't have their visas in hand at the appropriate time. - Noting the MBS Teaching and Learning Committee meeting timing has had to be changed because of a clash with the time selected for the new SMT meeting [which replaces CET]. Those who have representatives on the MBS T&L Committee are invited to see whether the new time suits them or whether MBS need to stand someone in for the first semester. - The trail of paper-based exams in MIAN will start from the current semester. - The Academic Committee recently re-opened the online exams working group, which is currently considering student feedback. It is going through the consultation process. In the meantime, Massey at Distance will continue the online exams until the Academic Committee makes a determination. Action: The Chair to respond to Dr Stangl’s following feedback – “ <i>we were on the back-footed We need a granular report in approximately May so we can work through the issues for students who have immigration delays to get allow a proactive response.</i>” | | |
| 5.3 | <p>Director Academic Quality</p> <ul style="list-style-type: none"> - The Chair reported on behalf of DAQ (as above). | | |
| 5.4 | <p>Director of Teaching and Learning</p> <ul style="list-style-type: none"> - The summer school exam round is fully completed, and all grades have been published. - There were over 130 students who, for various reasons, did not sit the regularly schedule exam. 44 of those students took the opportunity to set a replacement exam, and of those students, 32 passed courses that they would otherwise have failed. The director extended thanks to the staff for their contribution to this space. | | |

Academic Board Meeting - Part I - PAPERS FOR NOTING

| | | | |
|-----|--|--|---------------------------------|
| | - Note of thanks to all who facilitated with orientation activities. In particular, Angela Feekery, Zoë Port and Simon Cope for supporting Auckland activities. | | |
| 5.5 | <p>Associate Dean Research</p> <ul style="list-style-type: none"> - Self-assessment tool for PBRFs (Performance-Based Research Fund) scheduled for the beginning of April. Specific guidelines for each panel were pushed back, which is expected to take longer. - Emphasising alternative uses of funding for early career researchers who are unable to travel internationally. Create a small fund to co-host external speakers on campus in each department. Funding details for external speakers will be circulated soon. - Reminder about the MSA research excellence award is sent. About 4 staff have successfully published Journals. There is provision of awards in Tier A or Tier B journals, with rewards of \$10,000 for Tier A and \$3,500 for Tier B. - PVC clarified that the MSA research excellence award is externally funded. | | |
| 5.6 | <p>Associate Dean Māori</p> <ul style="list-style-type: none"> - Attempted to organise workshops, but there hasn't been a significant uptake.. - Mel Green and John Murrie tasked with exploring alternative methods to generate interest in workshops. There are ongoing talks in relation to potential for research-focused workshops in the future. | | |
| 5.7 | <p>Student Representatives</p> <p>No matters to report</p> | | |
| 6 | MATTERS REFERRED FROM ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA) | | |
| 6.1 | None | | |
| 7 | MATTERS REFERRED FROM ACADEMIC BOARD (AB) /LEARNING AND TEACHING COMMITTEE (LTC) / OFFICE OF THE PROVOST | | |
| 7.1 | <p>Academic Board</p> <p>None</p> | | |
| 7.2 | <p>Learning and Teaching Committee</p> <p>Minutes – November 2023 meeting</p> | | MBS 2024/57 |
| 7.3 | <p>Office of the Provost</p> <p>None</p> | | |
| 8 | COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC) | | |
| 8.1 | Draft minutes (Part I) received from CBAPC February 2024 meeting. | NOTED | MBS 2024/53 |
| | COURSE AMENDMENT 2024 | | |
| 8.2 | <p>SCHOOL OF COMMUNICATION , JOURNALISM AND MARKETING</p> <p>219213 - International Communication</p> <ul style="list-style-type: none"> - Proposed to change assessment types and weights <p>Note (by the Chair):</p> | RESOLVED THAT these documents be approved and details provided to Academic | MBS 2024/13rev1 |

| | | | | |
|-------------------------------|--|--|--|---------------------------------|
| | | In general, no changes should be made to courses that already have students enrolled in them. The document should not be sent for referral when the classes have started. Director of Teaching and Learning will speak on this next CBAPC meeting. | Committee for noting. CROUCHER / GRAY Abstention: CULLINANE | |
| COURSE RETIREMENT 2025 | | | | |
| 8.3 | SCHOOL OF COMMUNICATION , JOURNALISM AND MARKETING | 219309 - International Case Studies in Public Relations Proposed to retire 219309 as a third-year level course. In a parallel proposal 219309 is re-cast as a second-year course: 219219 International Public Relations. | RESOLVED THAT this document be approved, and details provided to Academic Committee for approval. CROUCHER / BERKA | MBS 2024/41 |
| 8.4 | | 219708 - Political Communication Proposed to retire the course | RESOLVED THAT this document be approved, and details provided to Academic Committee for approval. CROUCHER / BERKA | MBS 2024/42 |
| 8.5 | | 219855 - Master of Communication Research Project Proposed to retire the course | RESOLVED THAT this document be approved, and details provided to Academic Committee for approval. CROUCHER / BERKA | MBS 2024/43 |
| COURSE RETIREMENT 2025 | | | | |
| 8.6 | SCHOOL OF MANAGEMENT | 152370 - Te Whanaketanga o te Pakihi Māori - Advanced Māori Business Development and Management Proposed to retire the course. There was a need to adjust part of the paperwork. Update The Rationale section has been updated as below: Māori business and the Māori economy have undoubtedly attracted increased interest and impact in recent years. However, the course has been unable to attract students suggesting to us | RESOLVED THAT this document be approved, subject to a minor amendment, and details provided to Academic Committee for approval BENSEMANN / GRAY | MBS 2024/44rev1 |

| | | | | |
|---|--|--|--|---------------------------------|
| | | that it was not the best vehicle for meeting student needs or interests. The college has adopted instead an approach of teaching 115.230 Pakihi Māori as a core course and integrating Te Ao Māori and Te Tiriti across our coursework so that all MBS students have exposure and understanding of Māori business implicit in their qualification from us. | | |
| 8.7 | | 152731 – Innovation and New Ventures Proposed to retire the course | RESOLVED THAT this document be approved, and details provided to Academic Committee for approval. BENSEMANN / GRAYELIZABETH | MBS 2024/45 |
| SPECIALISATION NON-CUP CHANGE 2024 | | | | |
| 8.8 | | UBMNR1NMRBS1 Māori Business Proposed to close the Bachelor of Business Māori Business minor Update The Treaty of Waitangi Implications section has been updated as below: Māori business and the Māori economy have undoubtedly attracted increased interest and impact in recent years. However, the minor has been unable to attract students suggesting to us that it was not the best vehicle for meeting student needs or interests. The college has adopted instead an approach of teaching 115.230 Pakihi Māori as a core course and integrating Te Ao Māori and Te Tiriti across our coursework so that all MBS students have exposure and understanding of Māori business implicit in their qualification from us. | RESOLVED THAT this document be approved, subject to a minor amendment, and details provided to Academic Committee for approval. BENSEMANN / BERKA | MBS 2024/46rev1 |
| QUALIFICATION NON-CUAP CHANGE 2025 | | | | |
| 8.9 | | GDBSS Graduate Diploma in Business Studies Proposed to update regulations for the diploma, removing Regulation 4 which is now covered by the General Regulations for undergraduate degrees, undergraduate diplomas, undergraduate certificates, graduate diplomas, and graduate certificates. | RESOLVED THAT this document be approved, and details provided to Academic Committee for approval. CULLINANE /BENSEMANN | MBS 2024/47 |
| QUALIFICATION RETIREMENT 2025 | | | | |

| | | | | |
|---|---|--|---|---------------------------------|
| 8.10 | | PMSPM Master of Sport Management Proposed to retire the Master of Sport Management qualification. | RESOLVED THAT this document be approved, and details provided to Academic Committee for approval. BENSEMANN / BERKIN | MBS 2024/49 |
| 8.11 | | PDSPM Postgraduate Diploma in Sport Management Proposed to retire the Postgraduate Diploma in Sport Management qualification | RESOLVED THAT this document be approved, and details provided to Academic Committee for approval. BENSEMANN / IMBEAU | MBS 2024/50 |
| NEW COURSE 2025 | | | | |
| SCHOOL OF COMMUNICATION, JOURNALISM AND MARKETING | | | | |
| 8.12 | | 219320 - PR Consultancy Creation of a work integrated learning course in the PR specialism as part of the changes to the PR major progressed at the prior meeting of CBB. <u>Note:</u> It is not adding a new course. This course is the substitute for three deleted courses. So, there is a net 0. | RESOLVED THAT this document be approved, and details provided to Academic Committee for approval CROUCHER / BERKA | MBS 2024/52rev1 |
| 9 | OTHER DOCUMENTS | | | |
| | None | | | |
| SUBSIDIARY COMMITTEES | | | | |
| 10 | COLLEGE RESEARCH COMMITTEE (CRC) | | | |
| 10.1 | Meeting held first week of March – minutes not available yet | | | |
| 11 | MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&L) | | NOTED | MBS 2024/37 |
| 11.1 | No meeting since November – insufficient business in January | | | |
| 12 | MASSEY BUSINESS SCHOOL QUALITY ASSURANCE COMMITTEE (QAC) | | | |
| 12.1 | None <i>Note the last QAC meeting was held in October, and the meeting minutes were presented in the November CBB meeting.</i> | | | |
| 13 | SUPPLEMENTARY ITEMS - PART 1 | | | |
| | None | | | |

| | |
|----|---|
| 14 | <p>EXCLUSION OF THE PUBLIC</p> <p>The Chair moved that members of the press and public be now excluded from the meeting so that for the undernoted reason, the following matters may be discussed without public disclosure, the committee being satisfied, where appropriate, that there are considerations which outweigh the public interest of disclosure. The Chair will note that the Committee Secretary will be in attendance for Part II.</p> <p>Grounds: Section 9, of the Official Information Act-</p> <p>(2) (a) to protect the privacy of natural persons, including that of deceased natural persons.</p> <p>(2) (i) to enable organisations holding the information to carry on, without prejudice or disadvantage, commercial activities.</p> |
|----|---|



COLLEGE OF SCIENCES
COLLEGE BOARD

**A meeting of the College Board (CSB) was held on
Thursday 21 March 2024 at 2.00 PM via Zoom**

MINUTES – PART I

PRESENT:

Professor Ray Geor (Chair), Professor Simon Hall, Professor Paul Kenyon, Professor Monty Sutrisna, Professor Chris Scogings, Professor Jon Huxley, Associate Professor Liz Norman, Professor Jenny Weston, Professor Donald Bailey, Associate Professor James Millner, Professor Gourab Sen Gupta, Ella Nisbet

IN ATTENDANCE:

Fiona Coote, Brian Hewson, Mary O’Carroll,

- 1 **WELCOME:** The chair acknowledged that would be the last CSB meeting for Donald Bailey. He thanked him for his contribution to the committee and on behalf of the College thanked him for his overall contributions to Massey University.

- 2 **APOLOGIES**
Professor Jamie Quinton, Professor Suzanne Wilkinson, Associate Professor Tammy Lynch, Dr Kat Littlewood, Ursula Clarke, Amy Heise, Diana Kessler

- 3 **VISITORS**
None

- 4 **CONFIRMATION OF AGENDA**

- 5 **MINUTES FOR APPROVAL**
- 5.1 [Confirmation of Minutes February 2024 Part I](#) CSB24/3/20
Resolved: That the minutes in document CSB24/3/20 of the Part I meeting held in November 2023 be confirmed as an accurate record and forwarded to Academic Board for noting.
Chair / Bailey

- 6 **MATTERS ARISING**
No feedback was received for documents regarding Academic Integrity Policy (CSB24/2/11 – CSB24/2/13) presented in the February meeting

- 7 **ACTION LIST**
- 7.1 [Action List March 2024](#) CSB24/3/21
All remain ongoing, communication was received from the student association regarding student reps, we are waiting for further details

- 8 CHAIRPERSON'S REPORT:**
The following were mentioned:
- The Chair reflected that the college is now coming to the end of the implementation of the outcomes from the Proposal for Change. He acknowledged that while it had been a very challenging time there has been very good collegiality between staff. Several staff members were then acknowledged for their hard work during this transition period: Simon Hall, Jamie Quinton, Catherine Whitby and Brian Hewson.
 - The Space Consolidation Project is continuing with Simon Hall as the Operational Lead. He will coordinate this project across both the Manawatu and Auckland campuses.
 - The College Executive Group had met for a planning session with the key focus being the college's profile and reputation as well as student recruitment. This is also a University-wide focus.
- 9 COURSE OFFERING CHANGES**
- 9.1 [Course offering changes approved by the DPVC February 2024 to March 2024](#) CSB24/3/22
Noted
- 10 FROM COLLEGE ACADEMIC COMMITTEE**
None
- 11 ACADEMIC DECISIONS**
- 11.1 [AC memo- deferred NNE PGDipVSc and MVM\(Companion Animal\)](#) CSB24/3/31
Associate Professor Liz Norman informed the committee that the qualifications needed schedule changes to enable the NNE. Phil Bronn is working on this.
NOTED
Items referred from College of Health
- 11.2 [Memo from CoH PVC to Prof Giselle Brynes re closure of BSc \(Physiology\) to new enrolments](#) CSB24/3/23
- 11.3 [COH APC 24-03-011 Non-CUAP Specialisation amend UBMNR2NPHYL1 - BSc Physiology minor](#) CSB24/3/24
- 11.4 [2024 Changes BSc Physiology minor students' letter](#) CSB24/3/25
Associate Professor Liz Norman informed the committee that College of Health Board has approved that the BSc (Physiology) be closed to new enrolments from 2024 but the minor will be retained.
NOTED
- 12 TEACHING AND LEARNING**
- 12.1 [COSTL 24003 March 2024 Minutes \(unapproved\)](#) CSB24/3/32
Unapproved minutes are now being noted at CSB so the committee is more up to date with what is being discussed at CoSTL.
NOTED
- 13 VISITORS' ITEMS**
None
- 14 ANY OTHER MATTERS**
Items referred from OAQRA

CSB24/4/34

14.1 [Staff Use of Generative AI - New - for consultation 11 March 2024](#) CSB24/3/26

14.2 [Assessment Policy and Procedures - New - for consultation March 2024](#) CSB24/3/27

The documents were discussed, with Fiona Coote providing a brief overview of the structure and background of the documents.

The committee members were encouraged to share the documents to their groups and provide feedback directly to Fiona Coote by 22 April 2024.

Feedback can also be sent to the CSB administrator (Mary O'Carroll) for collation by 18 April 2024, to be forwarded to Fiona Coote prior to 22 April 2024.

NOTED

14.3 [Annual Report from College of Sciences College Board to Academic Board for 2023](#)
NOTED CSB24/3/28

15 EXCLUSION OF THE PUBLIC

THE CHAIRPERSON WILL MOVE THAT MEMBERS OF THE PUBLIC NOW BE EXCLUDED FROM THE MEETING SO THAT THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE, THE COMMITTEE BEING SATISFIED THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

Reference: S48(1)(a)(ii) & S7(j) of the Local Government Official Information and Meetings Act 1987 and S9(2)(k) of the Official Information Act 1982.

Documents CSB24/3/30 will be discussed in Part II of this meeting.

Ursula Clarke, Fiona Coote, Brian Hewson, and Mary O'Carroll will be in attendance in Part II for their expertise in student administration and operations of the College's academic offer.



COLLEGE OF SCIENCES
COLLEGE BOARD

**A meeting of the College Board (CSB) was held on
Thursday 18 April 2024 at 2.00 PM via Zoom**

MINUTES – PART I

PRESENT:

Professor Ray Geor (Chair), Professor Simon Hall, Professor Chris Scogings, Professor Jon Huxley, Associate Professor Liz Norman, Dr Mostafa Jelodar, Associate Professor Tammy Lynch, Dr Kat Littlewood, Professor Jamie Quinton, Associate Professor James Millner, Professor Gourab Sen Gupta, Ella Nisbet

IN ATTENDANCE:

Fiona Coote, Ursula Clarke, Mary O'Carroll, Brian Hewson

1 WELCOME

2 APOLOGIES

Professor Paul Kenyon, Professor Monty Sutrisna, Professor Suzanne Wilkinson, Professor Peter Lockhart, Professor Jenny Weston, Professor Mark Waterland, Amy Heise

3 VISITORS

None

4 CONFIRMATION OF AGENDA

5 MINUTES FOR APPROVAL

5.1 [Confirmation of Minutes March 2024 Part I](#)

CSB24/4/34

Resolved: That the minutes in document CSB24/4/34 of the Part I meeting held in March 2024 be confirmed as an accurate record and forwarded to Academic Board for noting.

Chair, carried

6 MATTERS ARISING

None

7 ACTION LIST

7.1 [Action List April 2024](#)

CSB24/4/35

Noted

8 CHAIRPERSON'S REPORT

The following were mentioned:

- The QS rankings have been released and Veterinary Science is now rated 21st in the world and 1st in Australasia and Asia. Good rankings were also maintained in Agriculture (ranked 1st in New Zealand). Another notable outcome is that Built Environment has gone up a band and Massey is now aspiring to be in the top 100 for Architecture and Built Environment.
- The Vice Chancellor has been on the Prime Minister's delegation to Southeast Asia and has announced an Enhanced Collaboration Agreement with PSB Academy in Singapore with the School of Mathematics and Computational Sciences lead by Chris Scogings being an early participant.
- Work is continuing with the transition around the Proposal for Change. This includes teach out activities in Engineering, supporting Postgraduate students and requests for financial assistance.
- Another big project which is underway is the reduction of the College of Sciences footprint and equipment stock. This is being led by Simon Hall with John Harrison taking responsibility in Albany.

9 COURSE OFFERING CHANGES

- 9.1 [Course offering changes approved by the DPVC March 2024 to April 2024](#) CSB24/4/36

Noted

10 FROM COLLEGE ACADEMIC COMMITTEE

- 10.1 [CAC Minutes February 2024 Part I](#) CSB24/4/37

Noted

11 ACADEMIC DECISIONS

- 11.1 [Summary of course amendments approved at CAC](#) CSB24/4/38

Noted

Course amendments – Calendar changes

From the School of Agriculture and Environment:

- 11.2 [Course Amendment 119258 Agricultural Systems](#) CSB24/4/39
- 11.3 [Course Amendment 284201 Horticultural Production Systems](#) CSB24/4/40
- 11.4 [New Course 283310 Topics in Agronomy](#) CSB24/4/41
- 11.5 [Course Retirement 238888 Thesis](#) CSB24/4/42
- 11.6 [Course Retirement 238899 Thesis](#) CSB24/4/43

Resolved: That documents CSB24/4/39 and CSB24/4/40 be approved and forwarded to Academic Board for noting and documents CSB24/4/41 to CSB24/4/43 be approved and forwarded to Academic Board for approval.

**Millner/Hall
carried**

From the School of Food Technology and Natural Sciences:

- 11.7 [Course Amendment 141211 Food Product Development Principles](#) CSB24/4/44
- 11.8 [Course Amendment 141212 Food Manufacturing Principles](#) CSB24/4/45

CSB24/5/76Rev1

- 11.9 [Course Amendment 141311 Food Microbiology and Safety](#) CSB24/4/46
- 11.10 [Course Amendment 141312 Food Characterisation](#) CSB24/4/47
- 11.11 [Course Amendment 228115 Introduction to Food Technology](#) CSB24/4/48
- 11.12 [Course Amendment 280371 Food Process Engineering Operations](#) CSB24/4/49
- 11.13 [Course Amendment 280771 Advanced Food Engineering](#) CSB24/4/50

Resolved: That document CSB24/4/48 be approved with amendments and forwarded to Academic Board for noting and documents CSB24/4/44 to CSB24/4/47 and documents CSB24/4/49 and CSB24/4/50 be approved and forwarded to Academic Board for noting.

Sen Gupta/Quinton carried

- 11.14 [Course Amendment 122201 The Molecular Cell](#) CSB24/4/51
- 11.15 [Course Amendment 122301 Advanced Cell Biology](#) CSB24/4/52

Resolved: That documents CSB24/4/51 and CSB24/4/52 be approved and forwarded to Academic Board for noting.

Quinton/Norman carried

From the School of Mathematical and Computational Sciences:

- 11.16 [Course Amendment 158120 Web-based IT Fundamentals](#) CSB24/4/52a
- 11.17 [Portfolio Assessment Structure in 158120 v6.0](#) CSB24/4/52b
- 11.18 [Course Amendment 159361 Advanced Games Programming](#) CSB24/4/53
- 11.19 [Proposal-cover-document-BInfSc-Projects](#) CSB24/4/54
- 11.20 [Course Amendment 159333 Programming Project](#) CSB24/4/55
- 11.21 [Course Amendment 159356 Software Engineering Capstone Project](#) CSB24/4/56
- 11.22 [Non-CUAP Specialisation Amendment UBINS1JCMSC1 Computer Science Major](#) CSB24/4/57
- 11.23 [Non-CUAP Specialisation Amendment UBINS1JDTSC1 Data Science Major](#) CSB24/4/58
- 11.24 [Specialisation Amendment UBINS1JINTC1 Information Technology Major](#) CSB24/4/59
- 11.25 [Non-CUAP Qualification Amendment Bachelor of Information Sciences](#) CSB24/4/60

Resolved: That documents CSB24/4/52a, CSB24/4/53 and documents CSB24/4/55 to CSB24/4/60 be approved and forwarded to Academic Board for noting.

Scogings/Lynch carried

From the School of Veterinary Science:

- 11.26 [VPC24 2 Explanatory note](#) CSB24/4/61
- 11.27 [New Course 227331 Veterinary Science 3.1](#) CSB24/4/62

CSB24/5/76Rev1

- 11.28 [Portfolio Assessment Structure in 227331 v1.0](#) CSB24/4/62a
- 11.29 [New Course 227332 Veterinary Science 3.2](#) CSB24/4/63
- 11.30 [Portfolio Assessment Structure in 227332 v1.0](#) CSB24/4/63a
- 11.31 [New Course 227333 Special Topic in Veterinary Science 3.1](#) CSB24/4/64
- 11.32 [New Course 227334 Special Topic in Veterinary Science 3.2](#) CSB24/4/65
- 11.33 [Non-CUAP Qualification Amendment Bachelor of Veterinary Science](#) CSB24/4/66

Resolved: That documents CSB24/4/62 to CSB24/4/65 be approved and forwarded to Academic Board for noting and document CSB24/4/66 be approved and forwarded to Academic Board for noting.

**Huxley/Sep Gupta
carried**

- 11.34 [Non-CUAP Qualification Amendment Master of Veterinary Medicine](#) CSB24/4/67

Resolved: That document CSB24/4/67 be approved and forwarded to Academic Board for noting.

**Quinton/Norman
carried**

ITEMS MOVED FROM PART II TO PART I

- 11.34 [Early Notice CUAP - Bachelor of Earth and Environmental Science](#) CSB24/4/71
- 11.35 [Appendix A BEEEnvSci proposed structure and regulations](#) CSB24/4/72
- 11.36 [Early Notice CUAP - BAgribusiness: Horticultural Management](#) CSB24/4/73

Noted

12 TEACHING AND LEARNING

- 12.1 [COSTL Apr 2024 Minutes \(unapproved\)](#) CSB24/4/74

Noted

13 VISITORS' ITEMS

None

14 ANY OTHER MATTERS

None

15 EXCLUSION OF THE PUBLIC

THE CHAIRPERSON WILL MOVE THAT MEMBERS OF THE PUBLIC NOW BE EXCLUDED FROM THE MEETING SO THAT THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE, THE COMMITTEE BEING SATISFIED THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

Reference: S48(1)(a)(ii) & S7(j) of the Local Government Official Information and Meetings Act 1987 and S9(2)(k) of the Official Information Act 1982.

Documents CSB24/4/69 to CSB24/4/73 will be discussed in Part II of this meeting.

CSB24/5/76Rev1

Ursula Clarke, Diana Kessler, Brian Hewson, and Mary O'Carroll will be in attendance in Part II for their expertise in student administration and operations of the College's academic offer.



MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

COH CB24/03/028
MINUTES
March 2024

COLLEGE BOARD MEETING

Tuesday 19 March 2024 at 10am

Via [Microsoft Teams Meeting](#)

MINUTES

| No. | Item / Details | Decisions/Actions | Doc No. |
|--------|--|--|-------------------------|
| 1. | <p>WELCOME and APOLOGIES</p> <p>Present: Professor Jill McCutcheon (Chair)</p> <p>Professor Ajmol Ali, Dr Rachel Batty, Associate Professor Andy Foskett, Associate Professor Kathryn Hay, Associate Professor Shirley Julich, Fareen Khan, Brooke Mehlhopt, Professor Kieran O'Donoghue, Associate Professor Rachel Page, Associate Professor Wyatt Page, Professor Nicolette Sheridan, Professor Leigh Signal, Professor Chris Wilkins.</p> <p>In attendance: Jill Coatsworth, Deanna Abbott (Secretary), Elizabeth Sturrock</p> <p>Welcome to new student representative: Fareen Khan</p> <p>Apologies: Professor Marlena Kruger, Dr Kerri-ann Hughes, A/Prof Bevan Erueti</p> | | |
| 2. | MINUTES FOR APPROVAL – PART I | | |
| 2.1. | Minutes of the meeting held 20 February 2024 | <p>MOVED that the Minutes of the meeting held on 20 February 2024 be confirmed as a true and correct record.</p> <p>W PAGE/O'DONOGHUE <u>Carried</u></p> | COH CB 24/02/010 |
| 3. | MATTERS ARISING FROM THE PREVIOUS MINUTES | | |
| 3.1. | 5.1 Consultation on Student Academic Integrity Policy, Procedure for Managing Breaches of Academic Integrity, and Student Disciplinary Regulations | Link to Revised documents and Response to CoH Board feedback: COH Board Docs | COH CB 24/02/010 |
| 4. | ACADEMIC DECISIONS For approval and forwarding to Academic Committee | | |
| 4.1. | School of Social Work | | |
| 4.1.1. | <p>COURSE AMENDMENTS – 2025:</p> <p>179431 Consolidating Practice <i>Changes to Course Mark Scheme</i></p> | <p>MOVED that these documents be approved and forwarded to Academic Committee for noting.</p> <p>O'DONOGHUE/FOSKETT <u>Carried</u></p> | COH CB 24/03/012 |
| 4.1.2. | 179440 Management in the Social Services <i>Changes to Title, Prescription, Learning Outcomes and Assessments</i> | | COH CB 24/03/013 |
| 4.2. | School of Sport, Exercise and Nutrition | | |

| No. | Item / Details | Decisions/Actions | Doc No. |
|--------|---|--|-------------------------|
| 4.2.1. | <u>COURSE AMENDMENT – Semester 2 2024:</u> 234131 Introduction to Sport Organisations and Development <i>Changes to Assessments</i> | MOVED that these documents be approved and forwarded to Academic Committee for noting. | COH CB 24/03/014 |
| 4.2.2. | <u>COURSE AMENDMENT – 2025:</u> 151334 Nutrition Communication and Promotion <i>Changes to Prerequisite</i> | FOSKETT/ALI <u>Carried</u> | COH CB 24/03/015 |
| 4.3. | <u>School of Health Sciences</u> | | |
| 4.3.1. | <u>COURSE AMENDMENT – Semester 2 2024:</u> 250303 Systems Thinking and Design for Health <i>Changes to Assessments</i> | MOVED that these documents be approved and forwarded to Academic Committee for noting. | COH CB 24/03/016 |
| 4.3.2. | <u>COURSE AMENDMENT – 2025:</u> 252301 Sleep, Health and Performance <i>Changes to Assessments</i> | R PAGE/W PAGE <u>Carried</u> | COH CB 24/03/017 |
| 4.3.3. | <u>Non-CUAP SPECIALISATION AMENDMENT:</u> Bachelor of Science minor in Physiology <i>Changes to compulsory 300-level courses</i> | Document COH CB24/03/018 has been sent to College of Sciences Board for noting. | COH CB 24/03/018 |
| 4.3.4. | <u>Non-CUAP QUALIFICATION AMENDMENT:</u> Master of Public Health <i>Changes to Part Two of the schedule - removal of Option B</i> | <u>Amendment:</u> Change pathways <i>from</i> Option A and Option B <i>to</i> Professional and Research Pathways. MOVED that these documents be approved, with amendment to COH CB24/03/019, and forwarded to Academic Committee for approval. R PAGE/FOSKETT <u>Carried</u> | COH CB 24/03/019 |
| 5. | ACADEMIC DOCUMENTS FOR DISCUSSION | | |
| 5.1. | Staff Use of Generative AI guidelines - New policy for consultation This paper has also been sent to the University Teaching and Learning Committee and Academic Committee. A short discussion was held with comments and queries noted: <ul style="list-style-type: none">• Could we be provided with some examples of how this is used.• Australian universities have specific strategies by discipline.• Rate of adoption of some of the opportunities probably varies. Rate of progression and tools.• How are staff going to test and assess? Staff going back to basics. | ACTION: <ul style="list-style-type: none">• Heads of Schools to distribute to staff. Any comments or feedback should be sent to Deanna by Monday 15 April 2024.• <i>Feedback to Fiona Coote, Office of Academic Quality, Reporting and Assurance, by Monday 22 April 2024</i> | COH CB 24/03/020 |

| No. | Item / Details | Decisions/Actions | Doc No. |
|------|--|--|-------------------------|
| 5.2. | <p>Assessment Policy and Procedures - New policy for consultation</p> <p>Professor O'Donoghue noted that the specific circumstances framework and mechanisms of this are embedded in this document and requested that this paper be referred to the CoH Teaching and Learning Committee, which is meeting next week.</p> | <p>ACTION:</p> <ul style="list-style-type: none"> Deanna to forward documents to the CoH Teaching and Learning Committee for discussion. Feedback should be sent to Deanna by Monday 15 April 2024 | COH CB 24/03/021 |
| 6. | ACADEMIC DOCUMENTS FOR NOTING | | |
| 6.1. | College of Health Board Annual Report 2023 | <p>Noted.</p> <p>MOVED that this document be approved and forwarded to Academic Board for noting.</p> <p style="text-align: right;">CHAIR <u>Carried</u></p> | COH CB 24/03/022 |
| 6.2. | Memo Change of owning organisation - 152236 and 152238 | Noted | COH CB 24/03/023 |
| 7. | REPORTS | | |
| 7.1. | <p>Chair's Report</p> <p>Professor Jill McCutcheon</p> <ul style="list-style-type: none"> University is currently sitting at 100% of budget targets for Semester 1. College of Health is above the targeted budget, and returning student retention is up from last year. The College is currently looking at marketing opportunities for Semester 2. The Chair thanked Deanna for preparing the College of Health Board Annual Report. College of Health Academic Programmes Committee will be working on current qualifications Graduate Profiles and Attributes to align these to the University Graduate Profile. Academic promotions open on 27 May and close on 5 July. Reminder to Heads of Schools to speak to staff. The Chair expressed thanks to the staff who have agreed to be readers at the upcoming Graduation ceremonies. | | Verbal |
| 7.2. | <p>Associate Dean – Academic / Learning & Teaching</p> <p>Professor Kieran O'Donoghue</p> <p>Report taken as read.</p> <ul style="list-style-type: none"> Update on Massey Teaching Excellence awards and change to Learning and Support award. Student feedback on Future of Examinations. Assessment procedures and policy. University Student Steering group is doing a sterling job. Jill Coatsworth attended the roll-out of the Specific Circumstances Framework. This will be available in the Portal early April for to access. Reminder of changes to MOST (Massey Online Survey Tool). <p>ACTION:</p> <p>Jill Coatsworth to send out the details of the changes to MOST to staff.</p> | RECEIVED | COH CB 24/03/024 |

| No. | Item / Details | Decisions/Actions | Doc No. |
|---|--|---|-----------------------------|
| 7.3. | <p>Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay</p> <p>Report taken as read.</p> <ul style="list-style-type: none"> • Risk Analysis tool is pending direction from the College Executive Group. • Centre for Education Transformation – range of learning materials for newer staff. • University WIL Working Group – currently don't have a SoSEN rep. • WIL newsletter has gone out. • WIL title - Australian universities no longer use the WIL title, it has been replaced by 'Practice Experience Placements'. • WIL NZ Conference being held in Auckland next month. | RECEIVED | COH CB 24/03/025 |
| 7.4. | <p>Director – International Professor Ajmol Ali</p> <p>Report taken as read.</p> <ul style="list-style-type: none"> • Transnational Education (TNE) / Singapore. Report has been sent to the College Executive Group. • International student enrolments in the College of Health have increased this year, mainly with the Master of Applied Social Work. | RECEIVED | COH CB 24/03/026 |
| 7.5. | <p>Associate Dean – Research Professor Leigh Signal</p> <ul style="list-style-type: none"> • Seminars on early planning for research grants and to inform staff of opportunities. • Meetings with Schools. Great meeting with the School of Nursing to understand staff research experience, staff coming out of finishing their PhD and other senior experts. Looking at MURF and HRC applications. • Plan to build College of Health HRC records, to include who is on panels, who has had successes, etc. • Research Successes: 3 HRC grants, 1 BRANZ housing and health, and 2 Lottery Health Research grants. Large number of Expressions of Interest for Marsden funding. • Information has been sent out about the Royal Society awards and medals which close at the end of this month. Applications for Fellows open in April and close on 1 June 2024. • Review of College of Health Research Centres. Dietetics group and Sleep Wake will remain, other research centres will be closed. | Written Report will be added to COH Board SharePoint site | Verbal |
| 7.6. | <p>Associate Dean – Māori Associate Professor Bevan Erueti</p> | | No report |
| 7.7. | <p>Associate Dean – Higher Degree Research Professor Marlena Kruger</p> | | No report |
| 8. | OTHER BUSINESS | | |
| | None. | | |
| Chair thanked all for their time and especially to those who have prepared reports. | | | |
| Meeting closed 11:01am | | | |



MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

COH CB24/04/054
MINUTES
April 2024

COLLEGE BOARD MEETING

Tuesday 16 April 2024 at 10am

Via Teams

MINUTES

| No. | Item / Details | Decisions / Actions | Doc No. |
|--------|---|---|-------------------------|
| 1. | <p>WELCOME and APOLOGIES</p> <p>Present: Professor Jill McCutcheon (Chair)</p> <p>Professor Ajmol Ali, Dr Rachel Batty, Associate Professor Kathryn Hay, Dr Kerri-ann Hughes, Associate Professor Shirley Julich, Fareen Khan, Brooke Mehlhopt, Professor Kieran O'Donoghue, Associate Professor Rachel Page, Associate Professor Wyatt Page, Professor Nicolette Sheridan, Professor Leigh Signal, Professor Chris Wilkins.</p> <p>In attendance: Jill Coatsworth, Deanna Abbott (Secretary), Elizabeth Sturrock</p> <p>Apologies: Professor Marlena Kruger, Associate Professor Bevan Erueti, Associate Professor Andy Foskett.</p> | | |
| 2. | MINUTES FOR APPROVAL – PART I | | |
| 2.1. | Minutes of the meeting held 19 March 2024 | <p>MOVED that the Minutes of the meeting held on 19 March 2024 be confirmed as a true and correct record.</p> <p>W PAGE/O'DONOGHUE <u>Carried</u></p> | COH CB 24/03/028 |
| 3. | MATTERS ARISING FROM THE PREVIOUS MINUTES | | |
| 3.1. | 5.2 Assessment Policy and Procedures - New policy for consultation: Feedback from CoH Teaching and Learning Committee | <p>NOTED</p> <p>For forwarding to Fiona Coote, OAQRA</p> | COH CB 24/04/052 |
| 4. | ACADEMIC DECISIONS For approval and forwarding to Academic Committee | | |
| 4.1. | <u>School of Health Sciences</u> | | COH CB 24/04/030 |
| | Memo – Summary of Health Sciences 2025 regulation changes - April | | |
| 4.1.1. | <p><u>COURSE AMENDMENTS:</u></p> <p>128300 Human Factors and Ergonomics: Work, Performance, Health and Design</p> <p><i>Changes to Title, Prescription, Learning Outcomes and Assessments</i></p> | <p>MOVED that these documents be approved and forwarded to Academic Committee for noting.</p> <p>R PAGE/W PAGE <u>Carried</u></p> | COH CB 24/04/031 |
| 4.1.2. | <p>231200 Navigating Health Promotion</p> <p><i>Changes to Title, Prescription, Learning Outcomes and Assessments</i></p> | | COH CB 24/04/032 |

| No. | Item / Details | Decisions / Actions | Doc No. |
|--------|---|--|-------------------------|
| 4.1.3. | <u>Non-CUAP QUALIFICATION and SPECIALISATIONS amendments:</u> Bachelor of Health Science <i>Addition of Transitional Provisions regulations for changes to compulsory courses in the Specialisations below:</i> | MOVED that documents COH CB24/04/033 to COH CB24/04/037 be approved and forwarded to Academic Committee for approval. | COH CB 24/04/033 |
| | BHlthSc major in Health Promotion | R PAGE/W PAGE <u>Carried</u> | COH CB 24/04/034 |
| | BHlthSc major in Integrated Human Health | | COH CB 24/04/035 |
| | BHlthSc major in Occupational Health and Safety | | COH CB 24/04/036 |
| 4.1.4. | <u>Non-CUAP QUALIFICATION amendment:</u> Graduate Diploma of Occupational Health and Safety <i>Changes to schedule of compulsory courses</i> | | COH CB 24/04/037 |
| 4.1.5. | <u>COURSE RETIREMENTS – 2025:</u> <ul style="list-style-type: none"> • 231306 Public Health Evaluation • 251272 Occupational Health and Safety II • 252201 Sleep, Circadian Rhythms, and Shift Work • 214331 Food Choice and Dietary Patterns • 194342 Cell Physiology • 194346 Metabolic Physiology • 194348 Adaptive Human Physiology | MOVED that this document be approved and forwarded to Academic Committee for approval. R PAGE/SIGNAL <u>Carried</u> | COH CB 24/04/038 |
| 4.2. | <u>School of Nursing</u> Memo – Summary of Nursing 2025 course changes - April | | COH CB 24/04/039 |
| 4.2.1. | <u>COURSE AMENDMENTS – 2025:</u> 168709 Contemporary Approaches to Clinical Teaching and Learning <i>Changes to Title and Prescription</i> | MOVED that documents COH CB24/04/040 to COH CB24/04/045 be approved and forwarded to Academic Committee for noting. SHERIDAN/HUGHES <u>Carried</u> | COH CB 24/04/040 |
| 4.2.2. | 168714 Assessment and Clinical Decision-Making in Mental Health <i>Changes to Title and Prescription</i> | | COH CB 24/04/041 |
| 4.2.3. | 168720 Psychological Interventions in Mental Health <i>Changes to Title and Prescription</i> | | COH CB 24/04/042 |
| 4.2.4. | 168721 Kawa Whakaruruhau: Cultural Safety in Clinical Practice <i>Changes to Title and Prescription</i> | | COH CB 24/04/043 |
| 4.2.5. | 168724 Primary Health Care in Practice <i>Changes to Title and Prescription</i> | | COH CB 24/04/044 |
| 4.2.6. | 168736 Advanced Critical Care Nursing <i>Changes to Title and Prescription</i> | | COH CB 24/04/045 |

| No. | Item / Details | Decisions / Actions | Doc No. |
|--------|---|---|-----------------------------|
| 4.2.7. | NEW COURSE – 2025: 168737 Foundations in Critical Care Nursing | MOVED that this document be approved and forwarded to Academic Committee for approval. SHERIDAN/HUGHES <u>Carried</u> | COH CB 24/04/046 |
| 5. | ACADEMIC DOCUMENT FOR DISCUSSION | | |
| 5.1. | Massey University Globalisation Framework Professor Ali advised that this document has been sent out to various committees within the University for input and feedback to the University Globalisation Committee. A query was raised about whether the Deputy Vice-Chancellor Māori and Dean Pacific had been consulted. | ACTION: • Heads of Schools to distribute to staff and any comments or feedback should be sent to Prof Ali by Tuesday 30 April 2024 . | COH CB 24/04/047 |
| 6. | ACADEMIC DOCUMENTS FOR NOTING | | |
| 7. | REPORTS | | |
| 7.1. | Chair's Report Professor Jill McCutcheon <ul style="list-style-type: none"> Graduation – Professor McCutcheon expressed thanks to all staff who have offered to be callers at the upcoming Graduation ceremonies, with the first ceremony being held in Wellington tomorrow. College of Health is on target and maintains student enrolment numbers. External government announcements about PBRF and the newly formed University Advisory Group. Preliminary reports are expected later in the year. | | Verbal |
| 7.2. | Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay Report taken as read. <ul style="list-style-type: none"> Student-led campaign around unpaid placements, the group is getting a lot of support from other students and will be taking a petition to parliament. Work Integrated Learning International Conference was held last week in Wellington with an emphasis around employment capability, career services and wellness. AI and Digital technology were also a discussion topic. There was a mixed group with a wide range of disciplines from higher tertiary sectors including universities, institutes of technology and polytechnics, industry training organisations. Associate Professor Hay acknowledged Professor Andy Martin who was Chair of the conference. | | COH CB 24/04/048 |
| 7.3. | Director – International Professor Ajmol Ali Report taken as read. <ul style="list-style-type: none"> International framework. Document discussed under item 5.1. Vice Chancellor is part of the delegation with the Prime Minister visiting countries in Asia. | | COH CB 24/04/049 |

| No. | Item / Details | Decisions / Actions | Doc No. |
|------|--|---------------------|-----------------------------|
| | <ul style="list-style-type: none"> Acknowledgement to Associate Professor Matt Barnes for championing an application to establish a Study Abroad Agreement and MoU with National Taipei University of Nursing and Health Sciences. Student exchange information sessions. | | |
| 7.4. | <p>Associate Dean – Academic / Learning & Teaching Professor Kieran O’Donoghue Report taken as read.</p> <ul style="list-style-type: none"> Non-CUAP qualification and specialisation proposals for Master of Public Health and Bachelor of Science minor in Physiology were approved by Academic Committee. Round 1 CUAP proposal for the Postgraduate Diploma in Clinical Supervision was also approved by CUAP. | RECEIVED | COH CB 24/04/050 |
| 7.5. | <p>Associate Dean – Research Professor Leigh Signal</p> <ul style="list-style-type: none"> University Advisory Group and cancellation of the 2026 PBRF round has been a key part of the discussion at both the University and College of Health Research Committees meetings. A preliminary report is expected in June. Te Pou Rangahau / University Research plan - priority goals and actions. Jo Whittle from Research Operations attended the recent CoH Research Committee meeting. ReaDI is still in place. MURF seminar is still on the radar, just waiting to find out details on funding. <p>The Chair expressed appreciation for all the work that Professor Signal is undertaking for the College in this rapidly moving space.</p> | | COH CB 24/04/051 |
| 7.6. | <p>Associate Dean – Māori Associate Professor Bevan Erueti</p> | RECEIVED | COH CB 24/04/053 |
| 7.7. | <p>Associate Dean – Higher Degree Research Professor Marlena Kruger</p> | | No report |
| 8. | OTHER BUSINESS | | |
| | Meeting closed at 11:06am | | |



MASSEY UNIVERSITY

ACADEMIC COMMITTEE MEETING

Wednesday 10 April 2024 at 1.30 pm

By Zoom

MINUTES - PART I

Present: Giselle Byrnes (Chair), Jade Berridge, Jessica Board, Fiona Coote, Stephen Croucher, Jo Cullinane, Ray Geor, Maggie Hartnett, Jean Jacoby, Faith Kane, Diana Kessler, Margaret Maile, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, Linda Palmer, Jenny Poskitt, Peter Rawlins, Ina Te Wiata, Lizzo Yu

In attendance: Leanne Robinson (Secretary)

1. INTRODUCTION

1.1 Welcome

The Chair thanked everyone for attending today's meeting. Peter Rawlins shared a karakia to open the meeting.

1.2 Apologies:

For absence: Tasa Havea

1.3 Confirmation of Agenda

1.3.1 Item 6.4 Specialisation Amendments are CUAP proposals not Non-CUAP proposals.

1.4 Confirmation of Minutes – 5 March 2024

AC24/04/45

RESOLVED: that the Minutes of the Meeting held on 5 March 2024 be approved as a true and accurate record of the meeting.

Chair
Carried

1.5 Matters Arising

None.

1.6 Action List

Discussed and updated.

AC24/04/47

2. CHAIR'S REPORT

The Chair provided the Committee an update on activities within the sector.

The Government has established a University Advisory Group (UAG) with the membership yet to be advised. This has a broad scope for their ToR. As part of the review the 2026 PBRF Quality

Evaluation round has been cancelled. Income to TEOs will be distributed based on the 2018 round. At this point in time, the external research income and research degree completions component has not been cancelled.

Further information on this Group is available on the TEC website. The Group will be looking at, among other things, academic governance, the operating model of universities and coordination of teaching offerings. Three areas out of scope are the institutional autonomy, the policy around student fees and academic freedom.

The ToR are flagging issues that the sector has been raising for some time.

A Science System Advisory Group (SSAG) has also been established. Similarly, this group has a wide remit and will be looking at duplication, competition within the sector, the degree of funding for research, R and D costs and industry collaborations. The Panel membership was announced on Monday and is a good panel with a strong bent towards commercialisation.

We need to engage with both these groups. As they are 'advisory' we do not yet know the process following the submission of the reports to Government. The SSAG will provide a preliminary report by the end of June and final report by October this year. The UAG will provide their preliminary report by August and final report in February next year.

Sir Peter Gluckman is Chairing both groups and has offered to make himself available to university staff to overview the process. We have sent an invitation. Details of which will be advised.

With the exception of some prior discussion around a possible review of higher education funding, there has been no consultation on these reviews before they were established. Further details will no doubt follow.

Te Pūkai Tara Universities New Zealand has been looking at its own structure and the Vice-Chancellors have made some decisions regarding how UNZ might operate more efficiently. The Vice-Chancellors have decided to reduce the number of formal committees that report to UNZ. There are currently a number of different committees, some of which are chaired by a Vice-Chancellor, some of them are informal groups or communities of practice that have developed over time. The Chair of UNZ has written to all committee chairs advising that in the future the following will remain as formal committees of UNZ: Te Kāhui Amokura, CUAP, CUSPaC (the Committee for University Student Pastoral Care) and the Scholarships committee will remain unchanged. These latter three are the statutory committees.

There are three other standing committees that will remain, the Learning and Teaching Committee (which replaces the DVC Academic committee); this will have a revised ToR with the UE subcommittee moving to become a sub-committee of the Learning and Teaching Committee. The other two are the Research Committee and the International Committee, both of which are unchanged. All the other committees will become communities of practice.

Jill McCutcheon has agreed to be the Deputy Chair of the Academic Committee for 2024.

The Chair thanked Jo Cullinane for chairing the March AC meeting in her absence.

3. ACADEMIC DISCUSSION/DECISION

3.1 Future of Examinations Requirements Working Group Revised Report AC23/10/372Rev1

Maggie Hartnett advised that the Working Group has met again to consider both the feedback from Te Tira Ahu Pae, particularly as they relate to the recommendations in the Working Group report, and the OSE Distance Report. Maggie highlighted that the original recommendations provided in the original report have not changed, apart from two minor wording changes.

Peter Rawlins, Convenor of the Working Group, spoke to the revised report which includes a table. The table lists Te Tira Ahu Pae's main points of feedback and the Working Group's response to these points. In some instances, wording has been changed to indicate agreement with a point raised in feedback. For example, a standard approach to the 24-hour window and the importance of communicating to staff that there exists a standard approach. The revised report has clarified some points, for example, that the supplementary assessment provisions will be available to all students who have an identified need, and that the University remains committed to supporting students with disabilities.

While the Working Group recognised there were issues raised that are beyond their scope, for example, whether there would be a cost analysis undertaken, it has been included as a recommendation. Another question asked was whether student pathways through their degree would be allowed to use alternate assessment methods if it wasn't clear that OSEs would be used when they started their degree. It was noted that during the study period of a student's degree circumstances can change, and at different levels, resulting in students not always having the opportunity to finish their study under the same conditions as at the commencement but this point is beyond the Working Group's remit.

As suggested by the Learning and Teaching Committee, a highlighted version showing the changed wording is available.

The Chair recognised the amount of time the students have put into thinking about the issues and challenges from their perspective. It appears that one of the key points to note is the importance that there are clear expectations for the students, and we communicate clearly with students. The question raised was how are the students going to be looped back into the conversation? This is a good opportunity to build positive relationships with students.

Peter agreed that it is important for students to be aware that their feedback and guidance is taken seriously and that we respond to their concerns. This is evident in the revised report. Maggie advised that once Academic Committee has endorsed the revision it will go back through LTC to Te Tira Ahu Pae outlining that their feedback has been taken account of and has contributed to the Working Group's responses. The Chair suggested that a face-to-face meeting be held with Te Tira Ahu Pae.

The concern was raised that students are required to have the *Turnitin* software before they can submit an assignment. They are now required to purchase this software from other channels at their own expense because it is only accessible to lecturers. This software also allows the student to check the similarity percentage of their assignment. The Chair commented this is a good point and needs to be addressed.

AC24/05/71

Jean Jacoby commented that the operational aspects of this project will require substantial work including business cases, RFPs etc. Andrew Rowatt will be leading a large part of that work and will keep various committees informed as appropriate.

To ensure the recommendations are followed through, it was suggested that LTC have an implementation plan and Academic Committee have regular update reports.

Peter thanked the members of the Working Group for all their mahi.

The Chair endorsed the report and the 14 recommendations.

RESOLVED: that the 14 recommendations in document AC23/10/372Rev1 be endorsed and an implementation plan be prepared to come to Academic Committee.

Chair
Carried

Action: LTC to draft an implementation plan available for Academic Committee.

3.2 Draft 2025 University Calendar Diary of Key Dates

AC24/04/64

Fiona Coote advised there are no major changes to any of the key dates. Since this paper was circulated there have been two amendments to the key dates:

1. adding the word *standard* to the four iterations of Census Date references:
 - Census Date for standard Semester One courses.
 - Census Date for standard Double Semester courses.
 - Census Date for standard Semester Two courses
 - Census Date for standard Summer School courses.
2. additional date notification for February 2026:
 - 26 Summer School results notified about this date.

As described in the paper an issue has recently been identified about the end of semester dates and the administrative end date and there are options in the paper. Because this issue was only highlighted before this paper went out, there hasn't been time to gather all the information. Fiona asked Academic Committee to approve the 2025 dates, with the amendments, and advised that she would seek further information on the pros and cons of the options of aligning, or not aligning, the end of semester dates. Fiona to also investigate whether it is possible to change the administrative date to align with the semester dates.

RESOLVED: that document AC24/04/64 be approved subject to the agreed amendments.

Coote/Chair
Carried

Action: Fiona to seek information on the pros and cons of the options of aligning, or not, the end of semester dates and investigate if the administrative date can align with the semester dates.

AC24/05/71

3.3 Academic Progression and Performance Working Group and Academic Progression Committee Update and Project Approval **AC24/04/68**

Jo Cullinane spoke to the paper by highlighting the main points. The ESAP during the summer school involved a small group of students. The observation is that since ESAP has been operational there are less students being highlighted and flagged.

The new Specific Circumstances Framework implementation project went into production on 9 April 2024. This provides an online space for students to raise their personal and private matters in a coherent usable format accessible only by a few specifically trained staff who can provide more comprehensive support.

The last point in the paper concerned an Alternative 'WD' Code. Jo advised that Academic Committee agreed at the November 2023 meeting to seek an alternative code to indicate a withdrawal 'with approved cause' or 'without fault'. ITS have scoped the project to implement a new withdrawal without fault code titled 'Withdrawn Special' (WS). Approval to proceed with building the project to integrate the new 'WS' grade was sought from the Committee.

The Chair formally thanked Jo for leading the Specific Circumstances Framework project and the huge amount of work undertaken across the University. Jade Berridge advised that four students have already found the new tab and applied for specific circumstances.

RESOLVED: that Academic Committee approved the project to proceed with the project to build and integrate the new 'WS' grade as detailed in AC24/04/68.

Chair
Carried

4. STANDING ITEMS

4.1 Learning and Teaching Committee (LTC)
No report.

★ **4.2 Year-to-date Academic Committee Business** **AC24/04/48**

5. COLLEGE OF BUSINESS

5.1 CUAP Reported Qualification Retirements: **AC24/04/49**

5.1.1 Master of Sport Management

5.1.2 Postgraduate Diploma on Sport Management

The abovenamed qualifications have had no new enrolments since 2021 and it is proposed to retire them.

RESOLVED: that document AC24/04/49 be approved and forwarded to Academic Board for recommendation to the Vice-Chancellor for approval and then to CUAP for noting.

Chair
Carried

AC24/05/71

- 5.2 Closure to New Enrolments:** AC24/04/50
Māori Business minor (Bachelor of Business)

The abovenamed minor was under performing and the Bachelor of Business core was revised and Pakihi Māori was added as a core course which has been very successful with increased enrolments. It is proposed to close the minor to new enrolments.

- 5.3 Non-CUAP Qualification Amendment:** AC24/04/51
Graduate Diploma in Business Studies

This non-CUAP proposal is to remove a regulation because it is now in the general regulations.

- 5.4 Course Retirements:** AC24/04/52
152370 Te Whanaketanga o te Pakihi Māori
152731 Innovation and New Ventures
219309 International Case Studies in Public Relations
219708 Political Communication
219855 Master of Communication Research Project

The retirement of the abovenamed courses is because they are no longer in specialisations, having been replaced with other courses, replaced with a 200-level course, low enrolments and have suitable replacements, a qualification has been closed and there are alternative courses available.

- 5.5 New Course:** AC24/04/53
219320 PR Consultancy

The proposal to introduce the new course is for inclusion in the Public Relations major which was recently revised and will replace a course that was retired in this discipline.

RESOLVED: that documents AC24/04/50 – AC24/04/53 be approved.

Chair
Carried

- ★ **5.6 Summary of Minor Regulatory Changes – March 2024** AC24/04/54

Document AC24/04/54 was noted.

6. COLLEGE OF CREATIVE ARTS

- 6.1 Memo – overview of supplementary changes, to be joined with the full suite of CUAP documents** AC24/04/63

The Chair spoke to the memo that explained the additional proposal on today's agenda and noted that it should be read alongside the full suite of CUAP proposals approved by Academic Committee at the March meeting.

The Chair thanked Margaret Maile, PVC of Toi Rauwharangi for joining the meeting to talk about the College's future planning and 'strategic big picture' and to provide the Committee

AC24/05/71

with the opportunity to understand the rationale for the number of proposals recently submitted for approval.

Margaret commented that the College is undertaking a large curriculum transformation project, which is core to what they do in the academia and the tertiary sector. This transformation project is essentially how the College is responding to the University's financial recovery plan. This was initiated when the Pro Vice-Chancellors were delegated authority from the Vice-Chancellor to make decisions regarding the sustainability of the Colleges. The distinct features of the College are the breadth of the disciplines available that span across the creative arts and industries. The College has the largest concentration of EFTs of any of the New Zealand universities in their field. Other New Zealand universities have three-year undergraduate options in the art disciplines. The most strategic decision was to consolidate the four-year honours programmes into a three-year undergraduate qualification with an exit qualification available. As the most expensive delivery of programmes is the fourth year at the honours and the postgraduate level, the College has rationalised across the fourth year and the masters to create a shared curriculum which is more economically viable and will also enhance the academic learning experience for students. The College aims to create a curriculum that is cost-effective, future-focussed, represent our distinctiveness in the market and allows students as much optionality as possible but within a confined set of courses to choose from. Margaret thanked the Committee for their feedback, guidance and support.

Jessica Board spoke to the three proposals (AC24/04/55 -AC24/04/57) seeking the Committee's approval. Subsequent to the approval of the CUAP proposals at the March meeting, further discussions highlighted that preparing the transitions for the existing students required the amendments to the eight specialisations in the Bachelor of Design, the introduction of three new courses and the retirement of three courses to be implemented in 2025 simultaneously with the qualification's amendments.

In response to the Chair's comment that clarity is needed to give the Committee some confidence about what is being retired, a large suite of courses for retirement for implementation in 2025 will be available for the Academic Committee's July meeting.

The Chair noted that this Committee needs to focus on the academic rigor and quality of proposals for our academic offer.

- | | |
|--|-----------------------|
| 6.2 New Courses: | AC24/04/55 |
| 197139 Positionality: Design in Person | |
| 197239 Pluriverse: Discourse in Design | |
| 197339 Transformation: Discourse in Design | |
| 6.3 Course Retirements: | AC24/04/56 |
| 237130 Communication for Makers | |
| 237230 Creative Cultures & Contexts I | |
| 237330 Creative Cultures & Ideas | |

RESOLVED: that documents AC24/04/55 and AC24/04/56 be approved.

Chair
Carried

AC24/05/71

6.4 CUAP Specialisation Amendments:

AC24/04/57

- 6.3.1 Concept Design
- 6.3.2 Fashion Design
- 6.3.3 Industrial Design
- 6.3.4 Integrated Design
- 6.3.5 Photography
- 6.3.6 Spatial Design
- 6.3.7 Textile Design
- 6.3.8 Visual Communication Design

RESOLVED: that document AC24/04/57 be approved and forwarded to Academic Board for recommendation to the Vice-Chancellor and then to CUAP for approval.

Chair
Carried

7. COLLEGE OF HEALTH**7.1 Non-CUAP Qualification Amendment:**

AC24/04/58

Master of Public Health

This proposal is to streamline the Part 2 options of the Master of Public Health by removing Option B and adding 251731 Advanced Occupational Health and Safety to the schedule of Part One electives. It will also delineate the professional practice pathway from the research pathway. There are some minor amendments to the transition regulation.

7.2 Non-CUAP Specialisation Amendment:

AC24/04/59

Physiology minor (Bachelor of Science)

This specialisation proposal is to amend the Bachelor of Science Physiology minor schedule of courses by removing compulsory courses in Cell Physiology and Metabolic Physiology and to replace with compulsory courses in Human Lifecycle Physiology and Environmental Physiology. The decision to close the Bachelor of Science Physiology major from 2024 was part of the No and Low Enrolment policy. New student enrolments have been low for the last three years which has led to low numbers in several majoring Physiology courses. As a result of this we are continuing to offer the Bachelor of Science Physiology minor with the four courses that remain above the course threshold. All students have been notified of the proposed changes and the transition regulations are effective from 2025-2027.

RESOLVED: that documents AC24/04/58 and AC24/04/59 be approved.

O'Donoghue/Chair
Carried

★ **7.3 Memo – Withdrawal of CUAP Early Notice Proposal**

AC24/04/60

Master of Health Science and Postgraduate Diploma in Health Science

★ **7.4 Summary of Minor Regulatory Changes – March 2024**

AC24/04/61

Documents AC24/04/60 and AC24/04/61 were noted.

AC24/05/71

8. DOCUMENTS FOR NOTING

- ★ **8.1 Academic Committee Annual Report 2023** AC24/04/65
- ★ **8.2 Learning and Teaching Committee Minutes 13 February 2024** AC24/04/62
- ★ **8.3 Academic Progression Committee:**
 - 8.3.1 Minutes 28 February 2024** AC24/04/66
 - 8.3.2 Minutes 13 March 2024** AC24/04/67

Documents AC24/04/62 and AC24/04/65 – AC24/04/67 were noted.

9. MOVING INTO PART II

EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT, EXCLUDING

- Leanne Robinson, Secretary

WHO HAD, IN THE OPINION OF THE ACADEMIC COMMITTEE, KNOWLEDGE THAT COULD BE OF ASSISTANCE, MEMBERS OF THE PRESS AND PUBLIC BE NOW EXCLUDED FROM THE MEETING SO THAT FOR THE UNDERNOTED REASONS THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE; THE COMMITTEE BEING SATISFIED, WHERE APPROPRIATE, THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

Reference: Section 48 (1) of the Local Government Official Information and Meetings Act 1987.

| Subject | Reason for Proposed Exclusion |
|--|---|
| <u>Item 1</u> - Minutes (Part II) of 5 March 2023 | These matters were considered in Part II of the meeting held on 5 March 2023 those reasons identified by the Academic Committee before the public was excluded. |
| <u>Item 2</u> - Matters Arising | These matters were considered in Part II of the meeting held on 5 March 2023 those reasons identified by the Academic Committee before the public was excluded. |



College Board Meeting

Friday 15 March 2024 at 10.00am

Minutes Part I confirmed

- PRESENT:** Professor Cynthia White, Professor Beth Greener, Professor Hēmi Whaanga, Dr Tony Fisher, Associate Professor Peter Rawlins (Chair), Professor Bill Fish, Associate Professor Pania Te Maro, Professor Jenny Poskitt, Dr Timu Niwa, Dr Pita King, Dr Barbara Anderson, Professor Fiona Te Momo, Andrea Flavel, Associate Professor Nick Holm, Associate Professor Kirsty Ross, Dr Karyn Aspden, Dr Liangni Sally Liu, Dr Jared Carpendale, Blair Wang, Caroline Ryan.

APOLOGIES: Professor Alison Kearney, Professor Kerry Taylor, Brenda Johnson, Heather Reedy, Professor Jodie Hunter, Elva Opuu.

LATE ARRIVAL:

IN ATTENDANCE: Caroline Lowe, Anne Meredith (Secretary).

NEW MEMBERS: Fangshu (Blair) Wang, Student rep (International)
Elva Opuu, Student rep (Distance)
Caroline Ryan, Student rep (Pasifika/Distance)

Associate Professor Rawlins chaired this meeting.

Professor Whaanga opened the meeting with a karakia.

- CONFIRMATION OF MINUTES:**

Confirmation of Part I Minutes of the meeting held on Friday 16 February 2024

HSS CB 24/02/002

Moved: That Part I of the minutes of the meeting held on 16 February 2024
are confirmed as a true and accurate record.

**Poskitt/Whaanga
Carried**

- MATTERS ARISING:**

3.1 Action List – November 2023

Item 1 Student Achievement Awards

Ongoing

The DTL will bring a new proposal and recommendations to CB. Work is proceeding on this task.

- CHAIRPERSON'S REPORT**

Nothing to report this month.

5. PRO VICE-CHANCELLOR'S REPORT – Professor Cynthia White

Professor White reported on the following:

1) Governance

College Board reports to Academic Board, which reports to the University Council.

The new Pro Chancellor on the University Council understands language culture, which is of interest to our College.

Council also has a new Academic Staff representative and a new Professional Staff representative. As part of the College's governance role, the PVC was asked to meet with them both.

Topics discussed included:

- Research
- PBRF: preparations for the next round
- Strategic direction of the College
- Partnerships and innovation, such as with NZDF, MPI, and Education especially in the area of specialist teaching such as Kohanga Reo. The first Kohanga Reo graduates from the Massey specialist teaching programme will be at the Auckland ceremony.
- Financial sustainability and work on the academic offer.

2) EFTs

Currently we are about 80 EFTs below our target, and below where we were at this time last year. This can be made up in Semester 2. The University is working very hard to address the shortfall in EFTs.

6. REPORT FROM DIRECTOR, ACADEMIC QUALITY – Associate Professor Peter Rawlins

Received for noting:

- | | | | |
|---|-----|-------------------------------------|------------------|
| ★ | 6.1 | DAQ report to CB Mar 24 Part 1 | HSS CB 24/03/036 |
| ★ | 6.2 | APC Minutes – Feb meeting cancelled | |

Noted

7. REPORT FROM DIRECTOR, TEACHING & LEARNING – Dr Tony Fisher

Received for noting:

- | | | | |
|---|-----|---|------------------|
| ★ | 7.1 | DTL Report for College Board – nothing to report this month | |
| ★ | 7.2 | CTLC Minutes Part I 05 Dec 2023 | HSS CB 24/03/037 |

Noted

8. REPORT FROM DIRECTOR, RESEARCH – Professor Bill Fish

Received for noting:

- | | | | |
|---|-----|---|------------------|
| ★ | 8.1 | Director Research report – nothing to report this month | |
| ★ | 8.2 | CRC Minutes 02.11.23 | HSS CB 24/03/038 |

Noted

9. STUDENT REPRESENTATIVE DISCUSSION ITEMS:

Received for discussion:

9.1

10. ACADEMIC PROPOSALS – Associate Professor Peter Rawlins

Received for approval and forwarding to Academic Committee:

10.1

11. DOCUMENTS FOR DISCUSSION**11.1****12. DOCUMENTS FOR INFORMATION:****12.1****13. DOCUMENTS FOR NOTING****13.1** HSS MCF Minutes 15.11.23 CONFIRMED

HSS CB 24/03/039

Noted**14. GENERAL BUSINESS:****14.1****15. LATE ITEMS:****15.1** Memo Assessment Policy and Procedures

HSS CB 24/03/040

15.1.1 Assessment Policy and Procedures

HSS CB 24/03/041

The DAQ spoke to this document, which is for consultation.

Points, issues and questions raised during the discussion include:

- Automatic 7-day extensions would have implications for assessments at the end of semester, and for the amount of feedback offered.
- Students can apply for extensions directly to their lecturer, or through their portal. The lecturer may not ask for and may not be given the reason for the application, so may not be able to offer suitable support for students in their courses.
- What happens if a student applies to their lecturer for an extension, is turned down, and then applies to the portal and the extension is granted? Or vice versa?
- Are the applications for extensions through the portal dealt with in the College or centrally?
- If these processes are managed centrally, what are the proposed timelines for responses?
- Students will apply for aegrotats, impaired performance and fees refunds through the Special Circumstances framework.
- Not finalised grades are granted by the College's Chief Examiner and DTL, not the lecturer.
- The student code and pastoral care are not mentioned in the document.
- Allowing three weeks for students to consider assessment feedback before they complete a subsequent assessment based on the feedback, on top of the 15 working days to mark, will be very difficult in a 12-week semester.

The DAQ requested that this important document be circulated widely in the College.

Feedback is due to Fiona Coote, Director Office of Academic Quality, Reporting and Assurance, by Monday 22 April 2024.

The DAQ offered to collate feedback from the College into one document if the feedback is sent to him by 15 April.

15.2 Memo Staff Use of Generative AI Guidelines

HSS CB 24/03/042

15.1.2 Staff Use of Generative AI Guidelines

HSS CB 24/03/043

The DAQ spoke to this document which addresses staff use of generative AI. It is a set of guiding principles and describes the application of those principles. Points from the discussion include:

- This document links to other policies, but is guidelines not policy, so there is flexibility in how the guidelines are implemented.

- In the document there is a caution about putting any sensitive work into AI models, but assessment policy requires the use of Turnitin which runs on AI and stores student assessments in a large AI-driven database.
- There was concern that the document appears to endorse researchers' use of generative AI to produce reviews and grant applications.

The DAQ asked members to circulate this document in the College.

Feedback is due to Fiona Coote, Director Office of Academic Quality, Reporting and Assurance, by Monday 22 April 2024.

The DAQ offered to collate feedback from the College into one document if the feedback is sent to him by 15 April.

Note: Exclusion of Press and Public:

The Chair will move that members of the press and public be excluded from Part II of the meeting so that the following matters may be discussed without public disclosure, the Board being satisfied where appropriate, that there are considerations which outweigh the public interest of disclosure.

Grounds: Section 48 (1) of the Local Government Official Information and Meetings Act 1987
Section 9.2(a), (j) and (k) of the Official Information Act - 1982

The Chair will note that Anne Meredith, Secretary, will be in attendance in Part II



College Board Meeting

Friday 19 April 2024 at 10.00am

Minutes Part I confirmed

1. **PRESENT:** Professor Cynthia White (Chair), Professor Bill Fish, Professor Beth Greener, Professor Alison Kearney, Professor Kerry Taylor, Professor Hēmi Whaanga, Associate Professor Peter Rawlins, Dr Tony Fisher, Professor Jenny Poskitt, Dr Timu Niwa, Dr Pita King, Professor Jodie Hunter, Dr Barbara Anderson, Dr Liangni Sally Liu, Dr Karyn Aspden, Dr Stephanie Denne, Professor Fiona Te Momo, Andrea Flavel, Associate Professor Nick Holm, Blair Wang, Caroline Ryan.

APOLOGIES: Dr Jared Carpendale, Associate Professor Kirsty Ross, Associate Professor Pania Te Maro.

LATE ARRIVAL:

IN ATTENDANCE: Caroline Lowe, Ness Gibson, Heather Reedy, Anne Meredith (Secretary).

RESIGNED: Brenda Johnson

NEW MEMBERS: Dr Stephanie Denne, Ness Gibson

Professor White opened the meeting with a karakia.

The Chair welcomed our two new members.

Dr Stephanie Denne is the new School of Psychology representative.

Ness Gibson is the new Library representative.

2. **CONFIRMATION OF MINUTES:**

Confirmation of Part I Minutes of the meeting held on Friday 15 March 2024

HSS CB 24/03/033

Moved from the Chair that Part I of the minutes of the meeting held on 15 March 2024 are confirmed as a true and accurate record.

Carried

3. **MATTERS ARISING:**

3.1 Action List – March 2024

Item 1 Student Achievement Awards:

Ongoing

The Awards will continue unchanged for this year while the University assesses scholarships, bursaries and awards.

The DTL has recruited Dr Kevin Beale to work with him on the awards, and the work will continue. Ideas can be brought to College Board for discussion.

The aim is to implement the revised Student Achievement Awards in 2025.

4. CHAIRPERSON'S REPORT – Professor Cynthia White

1) Implementation of the Proposal for Change:

The PVC is mindful of the impacts on staff. This is a very challenging time for the College.

2) PBRF:

- The government has cancelled the 2026 PBRF Quality Evaluation. The funding for external research income and the quotient for higher degree completion (e.g. PhDs) will continue to be distributed as normal.
- The 2018 Quality Evaluation (our number of As, Bs and Cs) will be carried forward as the current evaluation for the purposes of distributing the QE component funding.
- In its preparations for the PBRF, the College has emphasised support for researcher development, and that investment is not lost.
- The pausing of PBRF is part of a wider review of the research sector by the new government. The University Advisory Group membership has been announced but there are no details available yet.

The PVC asked the Director Research to comment.

- Directors of Research from across all the Colleges had made a strong representation to the University that instead of PBRF preparations focusing on draft portfolios as they were before, the focus should be on encouraging long-term researcher planning and support process. Now that the PBRF QE has been cancelled, this process will still be useful.
- To review the research sector, the government has established a Science System Advisory Group and a Universities Advisory Group, both chaired by Sir Peter Gluckman. Funding of the research system will be one of the areas these groups will cover. This is the [link](#) to the membership of the UAG.
- Sir Peter Gluckman's submission to the Te Ara Paerangi – Future Pathways Green Paper, which focuses on the future of New Zealand's research system, is worth reading as an insight into Sir Peter's thoughts.
- It is not known what form any possible replacement for the QE process might take.
- The DR will report to the Board as soon as more information is available.

Questions from members can be sent to the PVC or the Director Research. Matters can be discussed in Part II if members prefer.

5. PRO VICE-CHANCELLOR'S REPORT – Professor Cynthia White

Nothing further to report.

6. REPORT FROM DIRECTOR, ACADEMIC QUALITY – Associate Professor Peter Rawlins**Received for noting:**

- | | | | |
|---|-----|----------------------------------|------------------|
| ★ | 6.1 | DAQ report to CB April 24 Part 1 | HSS CB 24/04/048 |
| ★ | 6.2 | APC Minutes Part I 30 Jan 2024 | HSS CB 24/04/049 |
| | | | Noted |

7. REPORT FROM DIRECTOR, TEACHING & LEARNING – Dr Tony Fisher**Received for noting:**

- | | | | |
|---|-----|------------------------------|------------------|
| ★ | 7.1 | DTL Report for College Board | HSS CB 24/04/050 |
| ★ | 7.2 | CTLC Minutes Part I | |
| | | | Noted |

8. REPORT FROM DIRECTOR, RESEARCH – Professor Bill Fish**Received for noting:**

- | | | | |
|---|-----|--|--------|
| ★ | 8.1 | Director Research report – see the Chairperson/PVC report above. | Verbal |
|---|-----|--|--------|

★ 8.2 CRC Minutes

Noted

9. STUDENT REPRESENTATIVE DISCUSSION ITEMS:

Received for discussion:

9.1

10. ACADEMIC PROPOSALS – Associate Professor Peter Rawlins

Received for approval and forwarding to Academic Committee:

The DAQ introduced this month's academic proposals, and spoke to the proposals.

The College is tidying up courses, specialisations and qualifications. Some courses have not been taught for many years, and some are not on any schedules. Some specialisations and qualifications were closed to new enrolments while the students were taught out, and can now be retired along with the courses ringfenced to those qualifications.

If we do not offer a qualification for 5 years, or if we offer a qualification and there are no students in that qualification for 5 years, then we need to go back to CUAP for reapproval. This process is a lot of work, similar to applying for a new qualification. If we want to keep that qualification, it is usually better to retire it and create a new one tailored to what we want.

If a student starts a qualification, but then does not enrol in it for three years, they are deemed to have abandoned their study.

There is sometimes a long delay between closing something to new enrolments and retiring it, while we wait for students to either be taught out or abandon their study.

None of these retirements will change our active academic footprint because they are for courses, specialisations and qualifications which have not been taught for many years. It is also important that they are removed from the calendar, so that students do not think that they are available.

Institute of Education

| | | |
|---------------|---|------------------|
| 10.1 | Qualification Amendment Master of Specialist Teaching | HSS CB 24/04/051 |
| 10.1.1 | Qualification Amendment Postgrad Diploma in Specialist Teaching | HSS CB 24/04/052 |
| 10.1.2 | Specialisation Amendment MST (Gifted Education) | HSS CB 24/04/053 |
| 10.1.3 | Specialisation Amendment PGDipST (Gifted Education) | HSS CB 24/04/054 |
| 10.1.4 | New Course 262760 Theory and Practice of Gifted Education | HSS CB 24/04/055 |

The original Gifted Education course was retired by mistake which affected a specialisation in the Postgrad Diploma of Specialist Teaching, as well as the broader qualification. The proposals concern the introduction of a replacement course and the required adjustments to the specialisations and qualifications.

Moved: That documents HSS CB 24/04/051 to HSS CB 24/04/055 be approved by College Board and forwarded to Academic Committee for approval

**Rawlins/Kearney
Carried**

| | | |
|---------------|--|------------------|
| 10.2 | Specialisation Amendment MST (Blind and Low Vision) | HSS CB 24/04/056 |
| 10.2.1 | Specialisation Amendment PGDipST (Blind and Low Vision) | HSS CB 24/04/057 |
| 10.2.2 | Qualification Amendment Postgrad Certificate in Specialist Teaching | HSS CB 24/04/058 |
| 10.2.3 | New Course 249710 Theory and Practice of Blind and Low Vision (Developmental Orientation & Mobility) | HSS CB 24/04/059 |

10.2.4 New Course 249711 Practicum of Blind and Low Vision
(Developmental Orientation & Mobility)

HSS CB 24/04/060

Students in the PGDipST (Blind and Low Vision) can either take the Low Vision pathway or the Developmental Orientation of Mobility (DOM) pathway, by doing different modules in the same course.

The Blind and Low Vision Education Network for NZ (BLENZ) wanted students who took the Low Vision pathway to become specialists in the DOM.

Two new courses were created (249710 and 249711), both with a DOM orientation. They were added to the MST (Blind and Low Vision) and the PGDipST (Blind and Low Vision). They were also added to the Postgrad Certificate in Specialist Teaching so that students could take the Low Vision specialisation in the Postgraduate Diploma and then do the DOM specialisation in the Postgraduate Certificate.

The HoI Education thanked the DAQ for all his work on this complex arrangement. The students enrolled in these courses are all under Ministry of Education study awards, and there are 400 students over all specialisations in the Postgraduate Diploma in Specialist Teaching.

The PVC noted that these qualifications have partnerships with the Ministry of Education and community and professional groups relating to blind and low vision. We must respond to their requests, as happened in this case.

Moved: That documents HSS CB 24/04/056 to HSS CB 24/04/060 be approved by College Board and forwarded to Academic Committee for approval

**Rawlins/Kearney
Carried**

10.3 Qualification Amendment Postgraduate Diploma in Educational and
Developmental Psychology

HSS CB 24/04/061

This document is an adjustment to the student admission and progression regulations to ensure that students entering the qualification meet the New Zealand Psychologists Board regulations on entry and maintain their ability to be registered during their study.

Moved: That document HSS CB 24/04/061 be approved by College Board and forwarded to Academic Committee for approval

**Rawlins/Poskitt
Carried**

10.4 ~~Qualification Amendment Postgraduate Certificate in Education~~

~~HSS CB 24/04/062~~

This document was withdrawn from the agenda after the agenda was published. It concerns the addition of courses to the PostGrad Cert of Education, but more work is needed on this proposal to remove unnecessary courses.

10.5 Specialisation Amendment MEd (Without Specialisation)

HSS CB 24/04/063

This proposal removes from the schedule two unnecessary courses which are being removed from the MEd suite of qualifications. They are part of the Tertiary Education specialisation, which will be retired, and are also in the PostGrad Certificate of Tertiary Teaching and Learning, which is set to no new enrolments.

Moved: That document HSS CB 24/04/063 be approved by College Board and forwarded to Academic Committee for approval

**Rawlins/Greener
Carried**

People, Environment and Planning

10.6 Specialisation Amendment MA (Museum Studies)

HSS CB 24/04/064

The course 167890 has already been retired, so would eventually have disappeared from this specialisation. However, this is the last month to make calendar changes for next year, so the course will be removed from this specialisation now to ensure the calendar is correct for next year.

Moved: That document HSS CB 24/04/064 be approved by College Board
and forwarded to Academic Committee for approval
Rawlins/Poskitt
Carried

College of Humanities and Social Sciences

| | | |
|----------------|--|------------------|
| 10.7 | Memo Master of Philosophy (CoHSS) – <i>retired December 2016</i> | HSS CB 24/04/065 |
| 10.7.1 | 133801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/066 |
| 10.7.2 | 133802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/067 |
| 10.7.3 | 134800 MPhil Thesis | HSS CB 24/04/068 |
| 10.7.4 | 134801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/069 |
| 10.7.5 | 134802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/070 |
| 10.7.6 | 139800 MPhil Thesis | HSS CB 24/04/071 |
| 10.7.7 | 139801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/072 |
| 10.7.8 | 139802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/073 |
| 10.7.9 | 145800 MPhil Thesis | HSS CB 24/04/074 |
| 10.7.10 | 145801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/075 |
| 10.7.11 | 145802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/076 |
| 10.7.12 | 146800 MPhil Thesis | HSS CB 24/04/077 |
| 10.7.13 | 146801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/078 |
| 10.7.14 | 146802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/079 |
| 10.7.15 | 148800 MPhil Thesis | HSS CB 24/04/080 |
| 10.7.16 | 148801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/081 |
| 10.7.17 | 148802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/082 |
| 10.7.18 | 150800 MPhil Thesis | HSS CB 24/04/083 |
| 10.7.19 | 150801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/084 |
| 10.7.20 | 150802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/085 |
| 10.7.21 | 154800 MPhil Thesis | HSS CB 24/04/086 |
| 10.7.22 | 154801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/087 |
| 10.7.23 | 154802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/088 |
| 10.7.24 | 167800 MPhil Thesis | HSS CB 24/04/089 |
| 10.7.25 | 167801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/090 |
| 10.7.26 | 167802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/091 |
| 10.7.27 | 172800 MPhil Thesis | HSS CB 24/04/092 |
| 10.7.28 | 172816 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/093 |
| 10.7.29 | 172817 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/094 |
| 10.7.30 | 175800 MPhil Thesis | HSS CB 24/04/095 |
| 10.7.31 | 175801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/096 |
| 10.7.32 | 175802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/097 |
| 10.7.33 | 176800 MPhil Thesis | HSS CB 24/04/098 |
| 10.7.34 | 176801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/099 |
| 10.7.35 | 176802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/100 |

HSS CB 24/04/045
Minutes Part I confirmed
19 April 2024

| | | |
|----------------|---------------------------------------|------------------|
| 10.7.36 | 200800 MPhil Thesis | HSS CB 24/04/101 |
| 10.7.37 | 200801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/102 |
| 10.7.38 | 200802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/103 |
| 10.7.39 | 267894 MPhil Thesis | HSS CB 24/04/104 |
| 10.7.40 | 267895 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/105 |
| 10.7.41 | 267896 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/106 |
| 10.7.42 | 272800 MPhil Thesis | HSS CB 24/04/107 |
| 10.7.43 | 272801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/108 |
| 10.7.44 | 272802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/109 |
| 10.7.45 | 294800 MPhil Thesis | HSS CB 24/04/110 |
| 10.7.46 | 294801 MPhil Thesis 120 Credit Part 1 | HSS CB 24/04/111 |
| 10.7.47 | 294802 MPhil Thesis 120 Credit Part 2 | HSS CB 24/04/112 |

The College's Master of Philosophy was retired in 2016, but the courses were never removed, so these retirement proposals are tidying up 47 unnecessary courses.

Moved: That documents HSS CB 24/04/066 to HSS CB 24/04/112 be approved by College Board and forwarded to Academic Committee for approval

Rawlins/Poskitt

Carried

Institute of Education

| | | |
|----------------|---|------------------|
| 10.8 | Memo IoE Memo to Retire GradDipTchg(ECE)(Primary) | HSS CB 24/04/113 |
| 10.8.1 | Qualification Retirement Graduate Diploma of Teaching (Early Childhood Education) | HSS CB 24/04/114 |
| 10.8.2 | 265470 ECE Professional Inquiry and Practice 1 | HSS CB 24/04/115 |
| 10.8.3 | 265471 Learning and Development in ECE Contexts | HSS CB 24/04/116 |
| 10.8.4 | 265472 Advanced Studies of Infants and Toddlers | HSS CB 24/04/117 |
| 10.8.5 | 265473 Integrating Early Childhood Curriculum: Mathematics and Literacy | HSS CB 24/04/118 |
| 10.8.6 | 265474 ECE Curriculum, Assessment, Planning & Evaluation | HSS CB 24/04/119 |
| 10.8.7 | 265475 The Arts in Early Childhood Education | HSS CB 24/04/120 |
| 10.8.8 | 265476 Curriculum and Teacher Inquiry in ECE | HSS CB 24/04/121 |
| 10.8.9 | 265485 ECE Professional Inquiry and Practice 2 | HSS CB 24/04/122 |
| 10.8.10 | Qualification Retirement Graduate Diploma of Teaching (Primary) | HSS CB 24/04/123 |
| 10.8.11 | 278420 Teaching Experience I | HSS CB 24/04/124 |
| 10.8.12 | 278421 Teaching Experience II | HSS CB 24/04/125 |
| 10.8.13 | 278422 Teaching in Context I | HSS CB 24/04/126 |
| 10.8.14 | 278423 Teaching in Context II | HSS CB 24/04/127 |
| 10.8.15 | 278424 Mathematics Teaching in the Primary School | HSS CB 24/04/128 |
| 10.8.16 | 278425 Effective Pedagogy in Mathematics | HSS CB 24/04/129 |
| 10.8.17 | 278426 Literacy Development and Pedagogy | HSS CB 24/04/130 |
| 10.8.18 | 278427 Literacy Assessment and Instruction | HSS CB 24/04/131 |
| 10.8.19 | 278428 Education in Science, Social Science and Technology | HSS CB 24/04/132 |
| 10.8.20 | 278429 Education in the Arts, Hauora and Learning Languages | HSS CB 24/04/133 |
| 10.8.21 | 278461 Classroom Enquiry | HSS CB 24/04/134 |

The GradDipTchg(ECE), GradDipTchg(Primary) and GradDipTchg(Secondary) have been replaced by a single qualification with three specialisations and have had no new enrolments for some years. Students in the

GradDipTchg(ECE) and GradDipTchg(Primary) have been taught out or abandoned, so these specialisations and their ringfenced courses can be retired. The GradDipTchg(Secondary) and its courses will be retired at the end of the year when the final student completes.

Moved: That documents HSS CB 24/04/114 to HSS CB 24/04/134 be approved by College Board and forwarded to Academic Committee for approval
**Rawlins/Kearney
Carried**

- 10.9** Specialisation Retirement BA(Hons) (Education) HSS CB 24/04/135
10.9.1 267792 Research Exercise HSS CB 24/04/136

There have been no enrolments in this specialisation since 2018, and it is not a pathway for students who wish to undertake post graduate study or PhDs in education, so it can be retired. The course 267792 was only offered in this specialisation and will also be retired. The DAQ would like a conversation at College level about the future of the BA(Hons) now that the MA is a 180 credit qualification.

Moved: That documents HSS CB 24/04/135 and HSS CB 24/04/136 be approved by College Board and forwarded to Academic Committee for approval
**Rawlins/Kearney
Carried**

- 10.10** Specialisation Retirement MEd (Tertiary Education) HSS CB 24/04/137
There have been no new enrolments in this specialisation since 2020 and it has been taught out.

Moved: That document HSS CB 24/04/137 be approved by College Board and forwarded to Academic Committee for approval
**Rawlins/Kearney
Carried**

- 10.11** 256755 Professional Practice in Educational Psychology HSS CB 24/04/138
This is the retirement of a professional practice course which was overlooked when there was a transition to the new qualification Master of Educational Developmental Psychology.

Moved: That document HSS CB 24/04/138 be approved by College Board and forwarded to Academic Committee for approval
**Rawlins/Kearney
Carried**

- 10.12** 267870 Specialist Teaching Research Project HSS CB 24/04/139
267870 is one of a number of Specialist Teaching courses which are to be retired. Once the other specialist teaching courses have been approved for retirement, they will all be sent to AC in a batch.

Moved: That document 24/04/139 be approved by College Board, and forwarded to Academic Committee at a later date for approval
**Rawlins/Poskitt
Carried**

Humanities, Media and Creative Communication

- 10.13** Specialisation Retirement BA Minor (Asian Studies) HSS CB 24/04/140
10.14 Specialisation Retirement DipArts (Asian Studies) HSS CB 24/04/141
10.15 Specialisation Retirement GradDipArts (Asian Studies) HSS CB 24/04/142
10.16 Specialisation Retirement GradCertArts (Asian Studies) HSS CB 24/04/143

The Asian Studies Specialisation in the four qualifications has been closed to new enrolments since 2020 and all students have been taught out or abandoned.

Moved: That documents HSS CB 24/04/140 to HSS CB 24/04/143 be approved by College Board

HSS CB 24/04/045
 Minutes Part I confirmed
 19 April 2024

and forwarded to Academic Committee for approval

**Rawlins/Taylor
 Carried**

- 10.17 Specialisation Retirement BA Minor (New Zealand Studies) HSS CB 24/04/144
- 10.18 Specialisation Retirement DipArts (New Zealand Studies) HSS CB 24/04/145
- 10.19 Specialisation Retirement GradDipArts (New Zealand Studies) HSS CB 24/04/146
- 10.20 Specialisation Retirement GradCertArts (New Zealand Studies) HSS CB 24/04/147

The New Zealand Studies Specialisation in the four qualifications has been closed to new enrolments since 2019 and all students have been taught out or abandoned.

Moved: That documents HSS CB 24/04/144 to HSS CB 24/04/147 be approved by College Board and forwarded to Academic Committee for approval

**Rawlins/Taylor
 Carried**

- 10.21 139231 Health Writing: Theory and Practice HSS CB 24/04/148
- 10.22 139246 Text Image Design: Digital Technical Writing HSS CB 24/04/149
- 10.23 139348 Literacy Studies HSS CB 24/04/150

These are retirements of courses in the Public and Professional Writing subject. The Public and Professional Writing subject was retired in the GradCert Arts and BA minor at the end of 2023 and will be retired from the GradDip Arts once the remaining student has completed.

Moved: That documents HSS CB 24/04/148 to HSS CB 24/04/150 be approved by College Board and forwarded to Academic Committee for approval

**Rawlins/Taylor
 Carried**

- 10.24 MRC Summary approved by APC Mar24 HSS CB 24/04/151

Moved: That document HSS CB 24/04/151 be approved by College Board and forwarded to Academic Committee

**Rawlins/Poskitt
 Carried**

11. DOCUMENTS FOR DISCUSSION

12. DOCUMENTS FOR INFORMATION:

13. DOCUMENTS FOR NOTING

- 13.1 Wellington College Forum Minutes - 29 Nov 2023 HSS CB 24/04/152
Noted

14. GENERAL BUSINESS:

15. LATE ITEMS:

Note: Exclusion of Press and Public:

The Chair will move that members of the press and public be excluded from Part II of the meeting so that the following matters may be discussed without public disclosure, the Board being satisfied where appropriate, that there are considerations which outweigh the public interest of disclosure.

Grounds: Section 48 (1) of the Local Government Official Information and Meetings Act 1987
Section 9.2(a), (j) and (k) of the Official Information Act - 1982

The Chair will note that Anne Meredith, Secretary, will be in attendance in Part II



University Research Committee

Minutes of the meeting of the **University Research Committee** held on **Thursday 22 February 2024**
held at 2:30 p.m. **via Zoom**

MINUTES – Part I [Public]

PRESENT: Viv Smith (Acting Chair), David Brougham, Bill Fish, Tasa Havea, Eranjana Kathriarachchi, Christine Kenney, Linda Palmer, Kiri Parata, James Roberts, Leigh Signal, Oli Wilson.

In attendance: Marise Murrie, Anita Muthukaruppan, Jo Whittle.

The meeting opened with karakia offered by Linda Palmer.

1. APOLOGIES

Apologies were received from Giselle Byrnes, Linda Murray, Tracy Riley and Suzanne Wilkinson.

Members welcomed David Brougham to his first URC meeting as Acting Associate Dean Research. A warm welcome also was extended to newly appointed postgraduate research student representatives Eranjana Kathriarachchi and Kiri Parata.

2. CONFIRMATION OF Part I MINUTES OF MEETING HELD 23 NOVEMBER 2023 (URC 24/002)

Resolved that the minutes of the last meeting be adopted as a true and correct record.

(Signal/Kenny)

(ALL)

3. ACTION ITEMS AND MATTERS ARISING

| NUMBER | RESPONSIBLE FOR ITEM | ITEM | RESPONSIBLE FOR ACTION | DUE DATE |
|--------|----------------------|---|------------------------|-----------|
| 1 | Suzanne Wilkinson | Organise a meeting with College Research Directors to share support available from Research Operations and measures used in CoHSS for researchers applying to the Marsden Fund. | Marise Murrie | Completed |

Action item 1: this action was completed in December 2023. The key message from the discussion was that a combination of support from Research Operations and at College level made a significant difference in success rates for researchers applying to the Marsden Fund.

4. STRATEGIC DISCUSSION

The new government had completed a busy first 100 days in office including the cancellation of the Wellington Science City initiative, the disbanding of the Rauika Māngai collective across National Science Challenges to share approaches to Vision Mātauranga, and indications that Te Ara Paerangi and the associated national research priority setting process would be reviewed. There were signals of the government's approach to the research sector in Minister Judith Collin's portfolio title: Science, Innovation and Technology (which did not include the word 'research') and in the emphasis to date in media releases on innovation, productivity and new technologies that deliver economic benefits. There was uncertainty around the future of a number of programmes including the National Science Challenges and the Massey-hosted Food Safety Science Research Centre. At the same time Massey was well placed to engage with the government's new priorities and should be ready and able to adapt to emerging opportunities.

5. RESEARCH OPERATIONS MONTHLY REPORT

(URC 24/003)

Noted. Research Operations continued to respond to the onflow of staff changes resulting from Voluntary Employment Cessation and Proposal for Change processes, which included identifying options for continuing, transferring or ceasing funded research projects and managing the associated contract variations and funding transfers. Some cases were very complex, involving multiple different funding mechanisms, each with different regulations, and a range of staff contractual arrangements.

Members were pleased to note the total recognised external research income for 2023 (GST removed) which set a record of \$98.69M, well above the previous record of \$88.96M in 2022. It was explained that a significant portion of the income included in the total was not new in 2023, but accrued income from contracts awarded in previous years and not recognised in transactions (i.e. invoiced) until the current year. Members thanked the Research Innovation and Impact and Research Finance teams for their outstanding efforts in supporting researchers and helping secure external funding through some very challenging situations.

The report included information on the research-based organisation PlantTech which went into liquidation in October 2022. At the time of its liquidation, two Massey doctoral students were receiving scholarships from the company. Massey lodged a claim to recover these funds, and managed to recover a total of \$98,264.26, close to the full total funding involved. This would enable the settling of outstanding invoices and ensure that the students received the financial support they were originally offered.

Members discussed the benefits of a longer-term planning horizon in supporting researchers working toward major funding opportunities such as HRC Health Delivery or MBIE Endeavour projects. Ideally researchers looking to apply for these funds would be supported over the longer term to develop the connections and research base necessary to be successful.

6. GRADUATE RESEARCH SCHOOL & ETHICS MONTHLY REPORT

No report this month.

7. ITEMS FOR DISCUSSION AND APPROVAL**7.1 Research rankings update** (Verbal item)

Members noted two recent rankings releases:

- QS Sustainability Rankings 2024 (released in December 2023) were based on the different ways in which universities contributed towards tackling the world's greatest environmental, social and governance issues. Massey rose 44 positions to 81st in the world and third equal among New Zealand universities. In the Environmental Impact component of the ranking, Massey ranked 63rd equal in the world, up from 104th in 2022. In the newly introduced Governance component, which assessed best practice in areas such as ethics, good hiring practices and open and transparent decision-making, Massey ranked 89th equal globally.
- Shanghai Subject Rankings (released in November 2023) saw six of Massey's subjects ranked in the top 150, including three MBS subjects.

7.2 Draft URC Annual Report 2023 to Annual Board (URC 24/004)

Members endorsed the Annual Report 2023 for approval to the Academic Board.

(Smith/Havea)
(ALL)

7.3 Return on investment from Major Fund 2nd Round Boost Funding (URC 24/005)

Noted. This paper gave an overview of the success rates and return on investment associated with internal research funding mechanisms to support unsuccessful applicants to the Marsden Fund who, with some targeted support, could be expected to increase their chances of success significantly in the next round. The Marsden Near-miss funding was initiated in 2016 to support applicants to the Marsden Fund programme who had progressed to the full proposal stage, but who were ultimately unsuccessful in being funded ('near-misses'), to revise and resubmit their applications in a following round. In 2022 the approach changed to support those researchers who had submitted to the first stage of applications (Expression of Interest or EOI) to enhance the quality of their subsequent full proposals. This support, known as 'Boost' funding, was extended to staff invited to submit a full application to MBIE Smart Ideas fund in 2023, and in 2024 will be extended further to include applicants to HRC Projects.

While accepting that many factors influenced the likelihood of successful outcomes for applicants in these two-stage funding mechanisms, the paper showed that these internal funding mechanisms had incentivised resubmissions by building researcher confidence and giving them the opportunity to revise their applications. It identified a positive correlation between the provision of internal funding support and chance of external funding success. Members welcomed the extension of the 'Boost' support to researchers applying to HRC Projects.

7.4 CoS Research Committee Minutes November 2023 (URC 24/006)

Noted.

7.5 MBS Research Committee Minutes September 2023 Part I (URC 24/007)

Noted.

7.6 Doctoral Research Committee Minutes November 2023 (URC 24/008)

URC 24/024

Noted.

- 7.8 Academic Committee Minutes November 2023** (URC 24/009)
Noted.

8 ITEMS FOR NOTING

- 8.1 Academic Board Meeting Summary and Minutes November 2023** (URC 24/010)
Noted.

- 8.2 The Conversation research engagement report November 2023 to January 2024** (URC 24/011)
Noted.

- 8.3 Human Research Ethics: Guidelines for Low Risk Notifications** (URC 24/012)
Noted. This paper noted updated Guidelines for Low Risk Notifications under the Code of Ethical Conduct. The guidelines provided guidance to researchers, supervisors and research students on the process for determining and submitting Low Risk Notifications when conducting research involving human participants. Where it was deemed that a proposed research, teaching or evaluation activity could be conducted with no risk to human participants, there was an option to submit a Low Risk Notification rather than a full ethics application. The Guidelines were updated in 2023 to provide greater certainty on the pathway for submitting Low Risk Notifications, including clarification that notifications are not reviewed by a Human Ethics Committee and do not constitute ethics approval for the proposed activities.

Members welcomed the opportunity to consider the guidelines. They noted the guidance that, where a proposed research, teaching or evaluation activity was conducted by doctoral research students, early career researchers or staff new to Massey, a full ethics application should be submitted, rather than a Low Risk Notification. It was queried whether the scope of this guidance was too restrictive, and whether more flexibility could be provided for submission of Low Risk Notifications by researchers in these categories, particularly for short student projects where the full ethics application process would delay the completion of their projects, or where students were not using human participants as part of their methodologies. If all doctoral student research required a full application, this risked increasing the work of the Ethics Committees considerably.

Action: Jo Whittle to share with Tracy Riley the URC feedback on the Guidelines for Low Risk Notifications regarding research conducted by doctoral research students, ECRs and staff new to Massey, for further discussion at the next ordinary meeting.

9 GENERAL BUSINESS

Members warmly acknowledged the excellent support provided by Massey University library staff to research staff and students and asked that Linda Palmer pass on the Committee's appreciation of their skills and dedication to her staff.

The meeting closed with karakia offered by Linda Palmer.

MEETING CLOSED AT 3.40 p.m.

THE NEXT MEETING WILL BE HELD ON Thursday 23 April 2024.

ACTION POINTS
(To be carried over until completion)

| NUMBER | RESPONSIBLE FOR ITEM | ITEM | RESPONSIBLE FOR ACTION | DUE DATE |
|--------|----------------------|---|---------------------------|------------|
| 1 | Viv Smith | Jo Whittle to share with Tracy Riley the URC feedback on the Guidelines for Low Risk Notifications regarding research conducted by doctoral research students, ECRs and staff new to Massey, for further discussion at the next ordinary meeting. | Jo Whittle Tracy Riley | April 2024 |



University Research Committee

Minutes of the meeting of the University Research Committee held on Thursday 23 November 2023
held at 2:30 p.m. via Zoom

MINUTES – Part I [Public]

PRESENT: Tracy Riley (Acting Chair), Bill Fish, Jarrod Haar, Tasa Havea, Christine Kenney, Sophie Newmarch, James Roberts, Leigh Signal, Suzanne Wilkinson, Oli Wilson.

In attendance: Marise Murrie, Anita Muthukaruppan, Jo Whittle.

1. APOLOGIES

Apologies were received from Giselle Byrnes, Deanna Haami, Linda Murray, Linda Palmer and Viv Smith.

Sophie Newmarch left the meeting at 3:00 p.m.

Members thanked Sophie Newmarch and Deanna Haami (in her absence), outgoing postgraduate research student representatives, for their valuable contributions to the work of the University Research Committee over their year in office, and wished them all the best for the future. Members welcomed the confirmation of the extension of James Roberts' term of service as postgraduate research student representative for a further year. A call for nominations for up to two additional postgraduate student representatives was underway.

2. CONFIRMATION OF Part I MINUTES OF MEETING HELD 26 OCTOBER 2023 (URC 23/148)

Resolved that the minutes of the last meeting be adopted as a true and correct record.

(Acting Chair)

(ALL)

3. ACTION ITEMS AND MATTERS ARISING

| NUMBER | RESPONSIBLE FOR ITEM | ITEM | RESPONSIBLE FOR ACTION | DUE DATE |
|--------|----------------------|--|------------------------------|---------------|
| 1 | Giselle Byrnes | Draft agenda for URC Planning Meeting March 2024 for discussion. | Giselle Byrnes Jo Whittle | November 2023 |

Action item 1: this action was addressed in Item 7.2 of the Agenda.

4. STRATEGIC DISCUSSION

Te Pou Rangahau Research Plan 2024-2027 was now available on the Massey University website: <https://www.massey.ac.nz/about/governance-and-leadership/strategies-plans-and-annual-reports/#TePouRangahauResearchPlan>. Hard copies would also be made available.

The final decision on the Provost Portfolio Proposal for Change had been released and work was underway to put the changes into effect. The process had been challenging but teams were looking forward to having the new structure in place and to moving forward in 2024.

Submissions closed on the draft PBRF Panel-Specific Guidelines for Quality Evaluation (QE) 2026 on 10 November. The submissions by Massey University and the College of Creative Arts raised the need to ensure that the Creative and Performing Arts panel could consider the full range of creative practices and subject areas. The Massey University submission noted the need to remove duplication of information and inconsistencies in the guidelines, and between the Panel-Specific Guidelines and the full QE 2026 Guidelines. Members noted that the full Guidelines for the QE 2026 would be published on 30 November.

Members were pleased to note the positive feedback received during the recent qualification reviews on the support provided by Library staff for postgraduate research students and emerging researchers.

5. RESEARCH OPERATIONS MONTHLY REPORT

(URC 23/149)

Noted. The outcomes of the 2023 Marsden Fund were discussed by members, who were pleased to note the successful funding of seven Massey projects for a total of nearly \$5M. Members also noted the drop in the success rate for Massey University compared to the rate in 2022, and that no proposals by staff in the College of Sciences had been funded in this round despite considerable encouragement to staff to apply.

Action: *Marise Murrie to organise a meeting with College Research Directors to share support available from Research Operations and measures used in CoHSS for researchers applying to the Marsden Fund, before end of 2023.*

Members were pleased to note that Professor Regan Potangaroa had been awarded the Te Rangaunua Hiranga Māori Award by the Royal Society Te Apārangi, in recognition of excellent, innovative co-created research by Māori that has made a distinctive contribution to community wellbeing and development in Aotearoa New Zealand.

6. GRADUATE RESEARCH SCHOOL & ETHICS MONTHLY REPORT

(URC 23/150)

Noted. The attention of members was drawn to the high number of doctoral thesis completions in 2023, compared to the previous year, with 155 doctoral students completing their degree in the first nine months of 2023, representing a 30% increase on the same period in 2022. This was due in part to a 'catch up' in completions delayed by COVID-19, and the academic strength of this cohort of students. Most theses passed examinations with no or minor emendations, and there was a record number of students honoured in the Deans' list of exceptional theses. The number of new doctoral enrolments in 2023 was significantly higher compared to 2022 numbers. The Graduate Research School was looking at how to continue this momentum in 2024.

The Human Ethics Committees Ohu Matatika 1 and 2 were seeking expressions of interest for community members to replace departing committee members. Community members were entitled to a small honorarium and reimbursement of travel costs. University Research Committee members were asked to contact Patsy Broad, Team Leader Ethics, if they know any suitable candidates who would be interested in serving on an Ethics Committee.

7. ITEMS FOR DISCUSSION AND APPROVAL

7.1 Research rankings update (Verbal item)

Work was underway to expand the Massey Sustainable Development Goals (SDGs) website pages to profile the range of research at Massey contributing toward the SDGs. Members were asked to contact Anita Muthukaruppan with any suggestions for research to feature on the website. Contact lists for the reputation survey for the 2025 QS Rankings were being updated. A number of staff had reported receiving emails from Times Higher Education (THE) requesting them to complete a reputation survey. Anita Muthukaruppan would seek information from THE on the nature and distribution of this survey.

7.2 Draft agenda for URC Planning Meeting March 2024 (URC 23/151)

Members endorsed the draft agenda subject to the following change: inclusion of a half-hour discussion at the beginning of the meeting on the current external and internal environment for research. This discussion would set the context ahead of identification of priority goals and actions in 2024. It could include the likely implications of the new government's R&D policies, and how best to rebuild/refocus research support within Massey following changes in personnel and structures from the various Voluntary Employment Cessation and Proposal for Change processes.

Members discussed the relative merits of holding the planning meeting online, in-person or in a blended (in-person and online) format. There was strong support for an in-person meeting, with members travelling to the meeting combining their visit with other activities to maximise the value of travel. It was acknowledged that there were budget and sustainability implications associated with staff travelling to attend the meeting, as well as issues around the optics of such a choice for the use of scarce University funds. The blended option also received qualified support, by which those who could or were willing to travel came together on the Manawatū campus, while others joined via Zoom (possibly from a shared meeting space on each campus).

7.3 CoCA Research Committee Minutes September 2023 (URC 23/152)

Noted. Members were pleased to note recent successes of CoCA researchers in a number of funding rounds including the College's first Health Research Council grant to School of Design lecturers Sonya Withers and Georgina Stokes, and Professor Huhana Smith's successful application to Ngā Pae o te Māramatanga. These were both examples of CoCA researchers applying creative practice and thinking to wicked problems. Oli Wilson thanked Alice Tappenden and members of the Research Innovation and Impact team for their support with the move into this space.

7.4 CoH Research Committee Minutes November 2023 (URC 23/153)

Noted. Members were pleased to note the success of Associate Professor Taisia Huckle, SHORE, in securing a Marsden Fund grant, and Dr Marta Rychert, SHORE, who was awarded a Rutherford Discovery Fellowship. Dr Rychert secured the fellowship at her second attempt,

URC 24/002

and her experience served to illustrate the importance of perseverance when applying in major funding rounds. Membership of the CoH Research Committee would change in 2024 as the impacts of the Voluntary Employment Cessation process were felt.

7.5 CoHSS Research Committee Minutes August 2023 (URC 23/154)

Noted.

7.6 CoS Research Committee Minutes August, September and October 2023 (URC 23/155)

Noted. Suzanne Wilkinson thanked Anita Muthukaruppan for her support in encouraging CoS researchers to nominate to the PBRF Peer Review Panels. It was noted that the structure of the CoS Research Committee would change considerably following the finalisation of the Proposal for Change.

7.7 Doctoral Research Committee Minutes September 2023 (URC 23/156)

7.8 Academic Committee Minutes October 2023 (URC 23/157)

Noted.

8 ITEMS FOR NOTING

8.1 Massey University and CoCA submissions on draft PBRF 2026 Panel-Specific Guidelines

(URC 23/158)

Noted.

8.2 Academic Board Meeting Summary and Minutes October 2023

(URC 23/159)

Noted.

8.3 The Conversation Research Engagement report October 2023

(URC 23/160)

9 GENERAL BUSINESS

The Acting Chair, on behalf of the Chair, thanked all members for their hard work during the year, and also thanked the staff in the Graduate Research School and Research Operations for their support for the committee and for research at Massey. She wished all members a restful summer break and was looking forward to working together in 2024.

MEETING CLOSED AT 3.35 p.m.

THE NEXT MEETING WILL BE HELD ON Thursday 22 February 2024.

ACTION POINTS
(To be carried over until completion)

| NUMBER | RESPONSIBLE FOR ITEM | ITEM | RESPONSIBLE FOR ACTION | DUE DATE |
|---------------|-----------------------------|---|-------------------------------|-----------------|
| 1 | Suzanne Wilkinson | Organise a meeting with College Research Directors to share support available from Research Operations and measures used in CoHSS for researchers applying to the Marsden Fund. | Marise Murrie | February 2024 |
| 2 | Giselle Byrnes | Draft agenda for URC Planning Meeting March 2024 for discussion. | Giselle Byrnes Jo Whittle | Completed |

Part I: Paper for Decision



| | |
|-----------------|--|
| DATE: | 29 May 2024 |
| AUTHOR: | Chair of Academic Board, Associate Professor Claire Matthews |
| SUBJECT: | EXCLUSION OF PUBLIC |

Recommendation

- That the Academic Board exclude the public from the papers as noted in the table below:

| General subject of each matter to be considered | | Reason | Section 48(1) grounds |
|---|---|---|-----------------------|
| 24/05/83 | Confirmation of Minutes Academic Board Meeting 20 March 2024 – Part II | For the reasons set out in the Part I minutes of 20 March 2024 held with public present | |
| 24/055/85 | Conferment of Degrees and Awarding of Diplomas and Certificates | Personal privacy | s7(2)(a) |
| Noting Papers | | | |
| 24/05/86 | College of Business College Board Minutes 12 March 2024 - Part II | | |
| 24/05/87 | College of Sciences College Board Minutes 15 February 2024 - Part II | | |
| 24/05/88 | College of Sciences College Board Minutes March 2024- Part II | | |
| 24/05/89 | College of Humanities and Social Sciences College Board Minutes 15 March 2024 - Part II | | |
| 24/05/90 | College of Humanities and Social Sciences College Board Minutes 19 April 2024 - Part II | | |

This resolution is made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.