



TE KUNENGA | MASSEY
KI PŪREHUROA | UNIVERSITY

UNIVERSITY OF NEW ZEALAND



ACADEMIC BOARD AGENDA

PART I

Academic Board Meeting Part I - 24 September 2025

24 September 2025 01:30 PM - 03:30 PM



TE KUNENGA | **MASSEY**
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**MASSEY UNIVERSITY COUNCIL
MINUTES OF THE ACADEMIC BOARD**

**HELD VIA VIDEOCONFERENCE
ON
WEDNESDAY 27 AUGUST 2025 AT 1.30PM**

PART I

Present:

Professor Fiona Te Momo (Chair), Vice-Chancellor Professor Jan Thomas, Provost Professor Giselle Byrnes, DVC Māori Paora Ammunson, Dr Maria Borovnik, Professor Darryl Cochrane, Professor Naomi Cogger, PVC Massey Business School Professor Jonathan Elms, Dr Simon Hills, Professor Huia Jahnke, Te Tira Ahu Pae General/Distance President Chiavanni Le'Mon, Associate Professor Tara McLaughlin, Associate Professor Andre Mürnieks, Professor Diane Pearson, Professor Julieanna Preston, Professor Matt Roskrige, Te Tira Ahu Pae Pasifika Co-President Caroline Ryan, Dr Marta Rychert, Professor Nicolette Sheridan, Professor Rochelle Stewart-Withers, Kaye Thorn, and PVC College of Humanities and Social Sciences Professor Cynthia White.

In Attendance: Chancellor Alistair Davis, Dr Anita Muthukaruppan (Part I only), Communications Manager Jenna Nicols (Part I only), and Governance Advisor Christabelle Marshall.

Apologies: PVC College of Sciences Professor Raymond Geor, Dean Pacific Tasa Havea, Te Tira Ahu Pae Pasifika Co-President Mary Ieremia-Allan, PVC College of Creative Arts Professor Margaret Maile, PVC College of Health Professor Jill McCutcheon, DVC Students and Global Engagement Dr Tere McGonagle-Daly, Professor Hatice Ozer Balli, Te Tira Ahu Pae Manawhakahaere Ripeka Paapu, Associate Professor Veronica Tawhai, Rongomaiaia Te Whaiti, and Professor Bryan Walpert.

1. PROCEDURAL MATTERS

1.1 Welcome/Karakia

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

1.2 Apologies/Quorum

The apologies were received and accepted, with a quorum confirmed.

1.3 Declaration of Interests

No declarations of interest were noted.

1.4 Meeting Agenda Review

The Agenda Part I was received and confirmed with all papers taken as read.

1.5 Confirmation of Minutes of Meeting held 23 July 2025 – Part I (AB25/08/128)

The Provost requested two amendments to the minutes for Item 2.5; the inclusion of research funding clauses and their consideration to paragraph two of the above mentioned item.

AB25-37 RESOLVED:

(Agreed)

“THAT the Academic Board adopts the minutes of Part I of the meeting held on 23 July 2025, with the inclusion of the above mentioned amendment, as a true and correct record”

CARRIED

1.6 Matters Arising

There were no matters arising.

1.7 Action Schedule – Part I

The Board noted there are no outstanding actions.

1.8 Academic Board Workplan 2025/2026 - Part I (AB25/08/129)

The Board noted the updated workplan for 2025/2026.

2. STRATEGIC UPDATES

2.1 Chair's Report (Verbal)

The Chair provided a verbal update to the Board, and acknowledged the recent open days, congratulated College of Sciences on the establishment of the Artificial Intelligence Major and acknowledged the challenging time for colleagues within Ako Aotearoa.

2.2 Vice-Chancellor's Report (AB25/08/130)

The Vice-Chancellor spoke to the report and noted the recent success of Massey open days and acknowledged all of the background work that supported these successful events. It was further noted that the SDG summit for 2025 was being hosted by Massey in September, and the importance of community impact.

2.3 Provost Report (Verbal)

The Provost provided a verbal update on current work streams of the Academic Committee and University Research Committee, including an update on Ako Aotearoa, curriculum transformation workstreams, discussions on the validity of assessment, and the informed decision to turn off Turnitin.

2.4 Student Report (Verbal)

The Te Tira Ahu Pae General/Distance President provided a verbal report to the Board which included an update on the status of the Te Tira Ahu Pae restructure review being conducted by the Te Tira Ahu Pae Restructure Working Group. It was also noted that student concerns had been raised regarding the potential repurposing of the fifth level of the Ōteihā campus library.

The Provost responded and noted that she is working as part of a group led by Deputy Vice-Chancellor Students and Global Engagement to actively manage space allocations. It was further noted that student needs are a key priority, and that it would be explored regarding whether there was an avenue available for students to feed directly into this process.

The Te Tira Ahu Pae Pasifika Co-President provided an update on the Stream structure and accessibility survey.

2.5 Research Rankings Update (AB25/08/131)

Dr Anita Muthukaruppan spoke to the research rankings update and highlighted rankings targets in Te Pou Rangahau and the university's performance in international research rankings from January 2025 until July 2025. Opportunities for improvement were noted, including lifting citation rates and increasing international research collaborations.

The Provost thanked Dr Muthukaruppan for her advocacy and leadership in this area and noted the importance of employer reputation and university rankings- in particular for student recruitment.

2.6 Qualification Lifecycle Review Process Policy and Procedures (AB25/08/132)

The Provost provided an overview of proposed amendments to the Qualification Review Process Policy and Procedures and noted that these were put forward to the Board for their consideration and approval. The Board discussed the review process for qualifications, and a Board member suggested that teaching teams be involved in qualification lifecycle review processes.

AB25-38 RESOLVED: (Agreed)

THAT the Academic Board approves the Qualification Lifecycle Review Process Policy and Procedures.

CARRIED

2.7 Human Ethics Committees Annual Reports 2024 (AB25/08/133)

The Provost provided an overview of the Human Ethics Committees Annual Reports for 2024. The Committee discussed the approval process for ethics applications and the Chair thanked the Provost and her team for their mahi in this area.

2.8 Academic Board Member CoCA Election Result (Verbal)

The Chair noted that Matt Tini from College of Creative Arts had been elected to Academic Board, for a term of three years commencing September 2025.

3. PAPERS FOR NOTING

The Board noted the papers as listed.

- 3.1 Human Ethics Committee Terms of Reference (AB25/08/134)
- 3.2 Academic Committee Minutes 1 July 2025 – Part I (AB25/08/135)
- 3.3 University Research Committee Minutes 26 June 2025 – Part I (AB25/08/136)
- 3.4 College of Humanities and Social Sciences College Board Minutes 11 July 2025 – Part I (AB25/08/137)
- 3.5 Massey Business School College Board Minutes 8 July 2025 – Part I (AB25/08/138)

4. DECISIONS RELEASED FROM PART II

- 4.1 Conferment of Degrees and Awarding of Diplomas and Certificates (AB25/08/143)

AB25-42 RESOLVED: (Agreed)

THAT the Academic Board approves the degrees be conferred, and the certificates and diplomas be awarded to those as listed in the report, with the university seal affixed to the parchments.

CARRIED

5. MOVING INTO PART II - EXCLUSION OF THE PUBLIC (AB25/08/139)

AB25-39 RESOLVED: (Chair)

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
AB25/08/140	Confirmation of Minutes Academic Board Meeting 23 July 2025 - Part II	For the reasons set out in the Part I minutes of 23 July 2025 held with public present	

AB25/08/141	Graduating Year Review Reports	Improper gain or advantage	s7(2)(j)
AB25/08/142	Honorary Awards Committee Membership	Personal privacy	s7(2)(a)
AB25/08/143	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
Noting Papers			
College of Humanities and Social Sciences College Board Minutes Part II – 11 July 2025 (AB25/08/144)			

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 2.28pm

Signature: _____

Date: _____

Academic Board September 2025 Workplan – Part I

	24 SEPTEMBER 2025	22 OCTOBER 2025	19 NOVEMBER 2025	26 FEBRUARY 2026 (TBC)	26 MARCH 2026 (TBC)
Location	Zoom	Zoom	In Person (Manawatu)	Zoom	Zoom
Standing Items	<ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report 	<ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report
Strategic Updates/ Academic Discussion		<ul style="list-style-type: none"> DVC SAGE Presentation AB Terms of Reference Review 	<ul style="list-style-type: none"> AB Approved Policies Update (6-monthly) Te Ara Paerangi & Te Pou Rangahau Update (6-monthly) DVC Māori Presentation Mātauranga Māori 	<ul style="list-style-type: none"> AB Self-Review (<i>Deferred from Oct 2024</i>) College Engagement: College of Health (CoH) Presentation 	<ul style="list-style-type: none"> Subcommittees' Annual Report AB Self-Improvement Actions
Academic Programme	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> Qualification Review Reports Conferment of Degrees and other qualifications 	<ul style="list-style-type: none"> CUAP Proposals (Round 1) Qualification Review Reports Conferment of Degrees and other qualifications
Papers for Noting	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes 	<ul style="list-style-type: none"> Subcommittee minutes

Part I: Paper for Information

MEETING DATE:	24 September 2025
AUTHOR:	Vice-Chancellor Professor Jan Thomas
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: August - September

Contents

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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 in [Massey News](#) on our website and other internal communication channels detailed in this report.

I highlight in this report just a few of the university's demonstrable efforts and achievements in making Massey a place of equity and excellence, for students, staff and our communities. I will seek to ensure that the content reflects, and speaks to the enactment of university's Strategic Plan 2022-2027 pou, attributes and Te Tiriti foundation. In this regard, you will note that this report is structured to reflect the four strategic pou and associated goals of the university.

Te Pou Rangahau – Research

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

- *Massey's Postgraduate Results Shine in International Student Barometer*
The International Student Barometer results for Wave 1 2025 for research studies show that Massey students are satisfied with their research studies, with 95.8% of respondents reporting satisfaction with how they are managing their research (compared to a global satisfaction rate of 91.7% and New Zealand rate of 94.9%). Students also reported satisfaction regarding topic selection (94.7%). It is pleasing to also see that 96% of postgraduate respondents reported satisfaction with the Graduate Research School (compared to 95.1% globally and 94.7% in New Zealand).

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

- *Applied Doctorates Scheme*

In July, the Secretariat of the Applied Doctorates Scheme announced the launch of a new national initiative funded by the Ministry of Business, Innovation and Employment (MBIE). The Scheme is delivered by a consortium of four universities (University of Auckland, Massey University, University of Otago and Victoria University) with the Secretariat based at the University of Auckland. Dean of Postgraduate Research Professor Tracy Riley is leading Massey's engagement in the programme and will serve as a member of the Governance Group.

The Scheme will support multiple cohorts of PhD students over five years. Students may be enrolled at any of New Zealand's eight universities, undertaking research projects co-developed by academic researchers and industry partners. Each cohort will work on projects aligned with a theme and each student will be jointly supervised by an academic and an industry supervisor. MBIE fully funds each student's tuition and stipend throughout their PhD (three years). As part of the programme, students are required to spend a portion of their time embedded within their industry partner's organisation. Training for industry supervisors will be provided.

The Scheme includes a structured professional development component for students, with training delivered by the partner universities. An annual in-person gathering will bring together all cohorts and their supervisors, with additional training offered throughout the year.

Shortly the Secretariat will issue a call for project proposals, and further details will be made available via the Scheme's website, which will be open soon.

The theme for the Scheme's Inaugural Cohort is 'Aotearoa's Path to Energy Innovation'. The Scheme will fund doctoral-level research projects in the broad theme of energy. Research should be future-focused and grounded in Aotearoa New Zealand's unique economic development goals, natural resources, emissions goals, and cultural values. The Scheme welcomes a range of disciplinary approaches, including interdisciplinary and transdisciplinary research, that contribute to renewable, equitable, and resilient energy solutions. These may be guided by Māori principles like kaitiakitanga and manaakitanga, and should be aligned with the United Nations Sustainable Development Goals, especially in clean energy, climate action, and sustainable innovation.

Te Pou Ako –Learning and Teaching**Mahi undertaken to foster, support and enable an excellent learning environment. Examples include:**

- *Curriculum Framework project update*

Transdisciplinary qualification

Student and staff engagement on the proposed bachelor's degree is currently underway. A series of staff hui are being held across campuses and online, facilitated by the Chairs or members of the working group. Student engagement is being led by Han Xie, a PhD student and campus CoLab facilitator. The engagement exercise is testing assumptions around:

- Structure of the programmes
- Proposed majors and specialisations
- Qualification name – Bachelor's and Master's in Impact and Innovation
- A research pathway for the master's degree.

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Teaching Expectations and Course Design Standards working groups

The work of these two groups has merged into an integrated 'Teaching Foundations' document which sets the 'baseline expectations' for teaching practice, including both facilitation and course design, and also recognises that there are institutional enablers which support or inhibit good practice. The document was presented at the August meeting of Learning and Teaching Committee and will be circulated across the university for feedback and discussion.

Qualification Lifecycle Process Policy and Procedures

These were endorsed by Academic Committee and are now with Academic Board for approval.

- *New strategy advisor will focus on learner success*

Massey recently welcomed Dr Morgan Healey as Strategic Senior Advisor on a one-year fixed-term appointment. She will work closely with Provost Professor Giselle Byrnes and university leaders to strengthen learner success initiatives and support the alignment of Pūrehuroatanga and curriculum transformation. Dr Healey brings deep experience in education and government policy, most recently as Deputy Chief Executive, Ōritetanga Learner Success at the Tertiary Education Commission, where she helped shape sector-wide funding and policy approaches. She says equity and lifting student retention are at the heart of her role, adding it is "a real privilege" to contribute at Massey.

- *New modules on generative AI in teaching*

The Centre for Education Transformation has released three self-paced modules on generative artificial intelligence (GenAI) in teaching. Designed for educators at all levels of experience, these self-paced modules offer practical guidance on how GenAI tools can be used thoughtfully and ethically in academic practice. [Find out more about the new modules.](#)

- *AI and Innovation in Teaching*

The Curriculum Transformation Unit continues to provide a range of support to academic staff and other units exploring AI in their teaching and more broadly. This includes for the Office of Pacific Student Success to deliver a workshop to Pacific students on genAI and using the AI Essentials site, and workshops for groups within the Students and Global Engagement.

The Cogniti pilot is also progressing well. Cogniti is a Stream-based AI agent that allows academic staff to configure exactly what the AI can do and provides a safe and transparent means of including AI in courses.

- *Educator Support and Resources*

The Curriculum Transformation Unit is reviewing the Assessment Handbook and the Educator Resource Hub (ERH) to evaluate alignment with the new assessment policy, ensuring there are examples of how staff can apply the new assessment principles. As part of this, useful content from the handbook will be identified for integration into the ERH, with the aim of retiring the handbook.

The Curriculum Transformation Unit is also writing an ERH article to support designing flexible assessments. The Unit is also working with Disabled Student Support to identify how training and guidance for staff considering access and disability inclusion could be added to the ERH. The first of the articles will be on Universal Design for Learning.

- *Proactive engagement with new Pacific students*

A key pre-semester initiative for Pacific Student Success was the proactive outreach to all 51 new Pacific students in the College of Humanities and Social Sciences. The team successfully contacted every student to discuss their enrolment, course preparation, and access to learning platforms. These conversations were essential, as they highlighted a variety of student needs, from those well-prepared for tertiary study to others who were unaware of the time commitment required. This engagement

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led to some students adjusting their course loads to prevent burnout, demonstrating the effectiveness of early intervention.

- *International Education – Going for Growth Plan*

The Government released its plan on a page in July. I have appended this to the bottom of this report for your information. The plan outlines an objective to double the international education sector's economic contribution by 2034. This target has been set at \$7.2 billion. In the short term, the plan will have Education New Zealand focus its promotional efforts on markets with the highest potential for growth while continuing to maintain Aotearoa New Zealand's strong presence and reputation for high-quality education in other markets.

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 also continue to regularly invite staff to provide feedback through the [vcfeedback online form](#). This is monitored daily, and I respond to as many comments as is practical.

Celebrating our People

- *Sir Geoffrey Peren Award announcement*

Professor Emeritus Ralph Sims CNZM is the 2025 recipient of the Sir Geoffrey Peren Award. Massey's most prestigious award is bestowed by the Vice-Chancellor and commemorates the university's founding Vice-Chancellor, Sir Geoffrey Peren. Vice-Chancellor Professor Jan Thomas says Professor Emeritus Sims is hugely deserving of this latest honour, which follows a string of professional accolades over the years. [Read more](#).

- *Associate Professor Robert Sullivan named the nation's Poet Laureate*

For Associate Professor of Creative Writing Robert Sullivan, Ngāpuhi, Kāi Tahu, being named [Aotearoa New Zealand's Poet Laureate](#) is not only a gift from the community, but a powerful personal recognition of his decades of contribution to poetry and the arts. Read Massey News article [here](#) and a lovely write up by *The Spinoff* [here](#).

- *Professor's expertise at the heart of national award-winning fatigue guidelines*

Professor Leigh Signal from Massey's Sleep/Wake Research Centre has been recognised for her critical role in developing New Zealand's first-ever national fatigue risk management guidelines for the ports sector – an achievement that has earned the Supreme Award at the 2025 New Zealand Workplace Health and Safety Awards. This is a large-scale, collaborative initiative using applied research to drive national change. [Read more](#).

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- Designing for impact: Massey graduates win big at Red Dot Awards***
 Honours graduates from Massey's Visual Communication Design programme have won six Red Dot Design Awards - one of the most respected global competitions celebrating excellence in design. Established in 1955 and headquartered in Germany, the Red Dot Design Awards attract thousands of entries from designers, agencies and companies around the world. The awards are judged by an independent panel of global experts, and recipients gain international recognition, with winning projects showcased in the Red Dot Design Museum and featured in the Red Dot Design Yearbook. Congratulations to our awardees and all our Massey entrants. [Read more.](#)
- Writing the seen and the unseen – Susanna Elliffe wins the Laura Solomon Cuba Press Prize***
 Fuelled by a lifelong love of writing, Master of Creative Writing student Susanna Elliffe has earned remarkable recognition winning the [Laura Solomon Cuba Press Prize](#) for her manuscript *Relic Party*, which was judged within the criteria of new writing with a 'unique and original vision'. [Read more.](#)
- Award recipient reimagines Māori healthcare through kai***
 Master of Science student Jessie Dalton is making waves in Māori health having recently received both the Waitematā Māori Health Scholarship and the Te Rau Angitū Postgraduate Award for her studies in nutrition and dietetics. [Read more.](#)
- Health Research Council Research Ethics Excellence Award – Secretariat***
 Patsy Broad, Team Leader, Ethics, was awarded the inaugural Research Ethics Excellence Award for her work as the secretariat for Massey University's human ethics committees. Ms Broad has served as secretariat for over 22 years. She is currently Team Leader, Ethics in the Graduate Research and Ethics Team, reporting to the Dean, Postgraduate Research.
- Student athletes make their mark at the World Games***
 It was gold, silver and bronze for Massey athletes at the 2025 World Games held in Chengdu, China recently. Four Massey athletes earned medals: three Manawatū-based canoe polo players helped the Paddle Ferns secure silver. Meanwhile, recent graduate and surf lifesaver Fergus Eadie won gold in the men's 50-metre manikin carry, and bronze in the 100-metre men's manikin carry with fins. [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:

- Release of the University Advisory Group Final Report***
 At the beginning of September, the Government released the University Advisory Group (UAG) Final Report and its response, including a number of initiatives aimed at strengthening Aotearoa New Zealand's tertiary sector and its contribution to economic growth.

[You can read the UAG Final Report here.](#)

[You can read the Government's response and supporting documents here.](#)

The announcement also discussed:

- A new Tertiary Education Strategy will be developed, focused on driving economic growth. The Government will undertake targeted consultation on the proposed strategy over the next month, and the final strategy is expected to be published in November.

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- A new University Strategy Group will be formed, chaired by Minister for Universities The Honourable Dr Shane Reti. This group will work to drive the Tertiary Education Strategy, strengthening coordination and oversight of the university system, and ensure an ongoing focus on improving the performance of the sector, especially its contribution to economic growth. Work will begin soon for an initial period of 18 months.
- The current Performance-Based Research Fund (PBRF) will be replaced by the Tertiary Research Excellence Fund (TREF). The TREF will retain the Research Degree Completions and External Research Income components, with changes to weighting and a greater priority on income from user-led research. These changes will be progressed in two phases, with Phase One beginning in 2027, and Phase Two in 2028.
- A review of the quality assurance system for New Zealand's universities.
- Consideration institutional and academic governance. Cabinet is likely to consider any options requiring legislative change in the first half of 2026.

While Massey welcomes the announcements, there is a lot of information to review to understand the impacts of these initiatives. We will keep you updated as this work progresses.

We look forward to working constructively with the Government to continue to foster excellence in the Aotearoa New Zealand university system, of which Massey plays a significant part.

[Read more here.](#)

- *A new era of public science collaboration*
Aotearoa New Zealand's universities and its Public Research Organisations (PROs, formerly known as Crown Research Institutes) announced on 28 August a new milestone in our long-standing partnership.

A formal Statement of Collaboration has been signed by all eight Vice-Chancellors and all three of the Chief Executives of the new PROs, underpinned by an ambitious work programme which will be delivered through Science New Zealand and Universities New Zealand. Together with the other New Zealand universities and the PROs, Massey is a core component of New Zealand's publicly funded research system.

It has been my privilege to work with the Vice-Chancellors and Chief Executives on new and emerging opportunities provided by the current science system reforms to enhance the impact of the shared efforts across the sector.

This exciting new partnership between the nation's universities and the new PROs will explore and catalyse new areas of collaboration and further grow existing connections, and be delivered through Science New Zealand and Universities New Zealand.

Collaboration has long been the hallmark of the New Zealand research system, which includes the Centres of Research Excellence (CoREs) such as our own Riddet Institute, and other national research centres such as the New Zealand Food Safety Science Research Centre, a collaboration with the Ministry for Primary Industries (MPI) and industry. Hosted by Massey University, these entities are cornerstones in our national research ecosystem. [Read more here](#) for other examples of the highly collaborative work at Massey, and intended outcomes from this new collaboration.

- *Massey roadshow connects with North Island communities*
Earlier this year, we completed a North Island roadshow, led by Vice-Chancellor Professor Jan Thomas, Provost Professor Giselle Byrnes, and Deputy Vice-Chancellor Māori Paora Amunson, connecting with community leaders, industry, schools, and regional stakeholders across Northland, Hutt Valley, Taranaki, Wairarapa, Hawke's Bay, Bay of Plenty, and Waikato. [Read more](#)



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- From Beijing to Guangzhou: reconnecting, celebrating and looking ahead*
 During Massey's recent China Roadshow, we were thrilled to connect with alumni, partners, and friends across Beijing, Shanghai, and Guangzhou. One of the many highlights of the trip was celebrating the very first graduation of Massey's Joint Education Institute at Nanjing University of Finance and Economics (MIAN), a proud milestone for both universities and our students. [Read more](#)
- Inaugural Creative Careers Networking Event connects final year students with industry professionals*
 At the beginning of August, Toi Rauwhārangī College of Creative Arts hosted the inaugural Creative Careers Expo on Pukeahu campus, connecting over 100-150 tauira with 14 employers, creatives, and industry leaders. [Read more](#).
- Archivist publishes history of Massey Agricultural College*
 Archivist Louis Changuion published a feature article in *The Post* in July on the founding years of Massey Agricultural College – the institution that evolved into Massey University. Set against the backdrop of a rapidly developing Palmerston North in the 1920s, 'Back Issues: [Early years of Massey, from paddocks to papers](#)' explores how vision, community support, and a pioneering spirit laid the groundwork for a university that continues to shape Aotearoa New Zealand nearly a century later. The feature is a timely reflection on the legacy of the Institution's early years and the people who laid the university's foundations, particularly as we approach Massey's centenary in 2027.

Supporting Documents

- International Education – Going for Growth Plan

Part I: Paper for Information

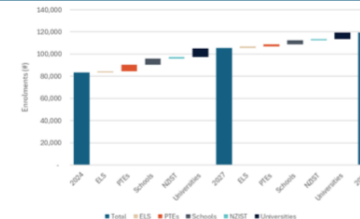
IN-CONFIDENCE

International Education Going for Growth

New Zealand is the destination of choice for international students

Vision Statement

We will double the value of international education by 2034, which will take us to **\$7.2 billion in 2034** from \$3.6 billion in 2024.



Growing international education matters economically for a range of reasons:

Direct contribution to GDP – student consumption currently adds about \$3.4b to the economy, including \$1b in fees

Student consumption and earnings generate considerable tax revenue (via GST and personal income tax)

As a service export, international education diversifies and complements our commodity dominant exports

International education fosters country connections and cultural understanding useful for export linkages and foreign affairs

Objectives

We will raise awareness of New Zealand as a study destination from 40% in 2024, to 42% in 2027 and 44% by 2034

We will grow student enrolments from 83,400 in 2024 to 105,000 in 2027 and 119,000 by 2034

We will increase the proportion of prospective students rating NZ among their top 3 choices of study destination from 18% in 2024 to 20% in 2027 and 22% in 2034

New Zealand will have a **distinctive brand** that brings our **quality education experience** to life focusing on drivers of preference - high quality providers, great student experiences and employable graduates

We will:

- Launch a high-profile global branding campaign to showcase NZ education's unique advantages and raise awareness in key international markets.
- Implement an improved agent network model that standardises training and engagement with recruitment agents to increase effectiveness in student outreach and enhance education provider collaboration with agents.
- Advance our AI-driven platform providing round-the-clock support and information to prospective students and partners worldwide, improving responsiveness and service quality.

New Zealand will have a **world-class targeted route to market** with tailored content to reach diverse student audiences

We will:

- Develop and execute on tailored go to market plans for each target country and education subsector, addressing specific needs and opportunities while maintaining flexibility to respond to changing global circumstances.
- Deliver more of our immersive in-market events and experiences (e.g. roadshows, delegations, fairs, events) to directly engage students, parents and influencers and showcase New Zealand's educational environment.

Actions and Activities

Immigration settings open the door to New Zealand for genuine students

We will:

- Expand in-study work rights for eligible students
- Extend eligibility for in-study work rights for students on approved exchange and Study Abroad programmes
- Streamline assessment and requirements for student visas for students and institutions
- Review the Pathway Student Visa Pilot with a view to introduce multi-year visas for students on multi-year programmes
- Introduce a new 6-month duration work visa for sub-degree international graduate students to serve as a bridge to the Accredited Employer Work Visa

Provide a high quality education and qualification for students who come to study in New Zealand

We will:

- Undertake ongoing quality assurance and monitoring of education providers and qualifications
- Work with providers to support diversification of products, channels, and modes of delivery
- Work with peak bodies to include quality offerings, supports, and help to grow the sector

Build the experience and capability of the sector to increase capacity for growth

We will:

- Fund a support function to build capability in schools
- Increase engagement with agents in key markets, including development of an engagement approach for prominent agents in key markets
- Provide capability-building support for providers on requirements for working with agents
- Support capability across all subsectors
- Support providers' transnational education goals through Government-to-Government engagement and connections

Set a clear direction for international education in New Zealand

We will:

- Deliver a Government Policy Statement that sets out our commitment to sustainably grow high-quality international education, through maintaining stable and predictable settings
- Build new and strengthen existing international relationships and connections
- Work with universities to promote New Zealand's collective higher education offering

ACA

IN-CONFIDENCE

Part I: Paper for Information

MEETING DATE:	24 September 2025
AUTHOR:	Provost, Professor Giselle Byrnes
SUBJECT:	ACADEMIC COMMITTEE BIENNIAL SURVEY RESULTS

Recommendations

- That the Academic Board receives the Academic Committee biennial Terms of Reference survey results.

Purpose

To present to Academic Board the report from the biennial review of Academic Committee's Terms of Reference (ToR).

Terms of Reference Review

Academic Board requires Academic Committee to undertake a biennial review of performance against its ToR. These were re-approved in March 2025 with only minor changes.

To conduct this review the following questions were posed to members:

- Q1 How satisfied are you with the efficacy of Academic Committee?
- Q2 Do you feel that the Terms of Reference for Academic Committee align with our practices and decision-making?
- Q3 How might we better optimise our time together to ensure that we are operating effectively and efficiently and discharging our responsibilities?
- Q4 Do you have any other suggestions or comments you wish to make on our meeting conduct and process?

An anonymous survey was conducted and nine responses were received.

A paper was presented to Academic Committee in July 2025 providing summary feedback and presenting suggestions for improvements. Academic Committee discussed the feedback and has determined actions that will be taken.

Question One was answered on a rating scale with the nine responses showing the following results:

Very satisfied	2
Somewhat satisfied	5
Neither satisfied nor dissatisfied	2
Somewhat dissatisfied	
Very dissatisfied	

Responses to several questions elicited a simple 'yes' or 'keep on as we are' response. The next survey will be reviewed to check if the wording of the questions is appropriate.

Overall, the Committee agreed that it is working effectively and respecting the Terms of Reference.

Positive feedback was received on the chairing and respectful culture of Academic Committee where members are comfortable to speak up about any matters of substance or process.

Part I: Paper for Information

The agreed actions, especially where these require change, are as follows:

Consultation Workflow Document

OAQRA will prepare a document outlining a workflow for consultation taking account of the different types of documents that need consulting on and considering who needs to be included in the consultation.

Memos Accompanying Proposals

A cover memo will only be required where proposals are complex and/or contain significant changes and/or are required to provide details for the interrelated transaction between proposals.

Curriculum Management Tool

Subject to the limitations with configuring CM, OAQRA will explore possible options around what information is needed for proposals and how that can be extracted and presented.

Verbal Introduction of Proposals

Verbal introduction of proposals will be brief where the proposal is minor. More detailed introductions may be required for complex or large proposals. Where an accompanying memo has been provided, members are expected to have read that so the introduction does not need to cover the entirety of the memo.

Committee Workload Pattern

Given the second half of the year generally has fewer academic proposals, there will be time for opportunities for strategic and long term quality improvement discussions to be explored. Any suggestions for topics should be sent to the Chair.

Comments Provided Prior to Meetings

Members are encouraged to engage with proposal and paper authors prior to the meeting to discuss questions and provide feedback. Any minor grammatical or editorial comments are agreed prior to the Academic Committee meeting. Any matters of substance are raised at the meeting. This practice is working well and will continue.

Learning and Teaching Committee

Further thought is needed on how Learning and Teaching Committee, as a sub-committee of Academic Committee can support the work of Academic Committee. Members were encouraged to provide further feedback and suggestions on this topic. The Academic Committee Chair will also discuss this with the Learning and Teaching Committee Chair.

Part I: Paper for Information

MEETING DATE:	24 September 2025
AUTHOR:	Provost, Professor Giselle Byrnes
SUBJECT:	EQUIVALENCE POLICY

Recommendations

- That the Academic Board approves the revised Equivalence Policy

Purpose

The Equivalence Policy was last reviewed in 2022 and was due for a scheduled review in June 2025 as part of the regular cycle of policy reviews.

This review has not resulted in any substantive changes to the intent or scope of the policy. Minor changes have been made to layout and wording to improve clarity and accessibility through the use of plain English.

The revised Policy was endorsed by Academic Committee in September 2025 and is now presented here for approval.



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide

EQUIVALENCE POLICY

Section	Teaching and Learning
Contact	Office of Academic Quality, Reporting and Assurance
Last Review	September 2025
Next Review	September 2028
Approval	AB
Effective Date	

Purpose:

To ensure that all students - regardless of their discipline, mode of study, location or semester - are provided with an equivalent opportunity to achieve the required learning outcomes for their course, and by extension, the graduate profile for their qualification.

Scope:

This Policy applies to all undergraduate and postgraduate courses, qualifications and specialisations offered by the University.

Policy:

All offerings of the same course within a single semester must provide equivalent learning, teaching, and assessment experiences. This applies regardless of how or where the course is delivered. Students must have an equivalent opportunity to succeed, whether they are studying on campus, online, or at another location.

Equivalence does not mean every course offering must be identical. Lecturers may tailor examples, activities, and emphases based on mode of study, their expertise and the needs of their students. However, these variations must still meet the requirements of the qualification and any relevant professional accreditation standards.

1. Course Consistency

- a. All offerings of a course within a single semester must have the same course prescription and learning outcomes.
- b. Assessments structures must be equivalent. While assessment methods may vary, they must contain the same learning outcomes, workload and weightings
- c. Course texts (including textbooks in print or digital form) must be the same across all offerings, unless an exception is approved by the Pro Vice-Chancellor (PVC) or their nominee
- d. All offerings must have equivalent learning materials and activities.
- e. All students must have equivalent access to learning resources that support their study mode, subject area and level.

2. Student Support:

- a. All students must have **equivalent access** to academic advice appropriate to their study mode, subject area, and level.

3. Disruption Preparedness

The University will take reasonable steps to ensure students are not unfairly disadvantaged by major disruptions beyond the University's control. In these situations if replacement activities are required they will be equivalent but not necessarily identical to the original activities.

Colleges may introduce additional approval processes to support equivalence.

Guiding Principles:

Decisions regarding equivalence at Massey University will be guided by the following principles:

Equity: The Policy ensures that all students, regardless of study mode or location have an equivalent opportunity to achieve course learning outcomes and qualification/specialisation graduate profiles.

Consistency: The Policy promotes consistency in the structure of courses, specialisations, qualifications, and access to academic advice and systems. Students can expect a coherent experience in learning outcomes, assessment standards and support across the University.

Efficiency: Systems and processes will support timely and fair access to academic advice and IT resources

Supportive Practice: Equivalence reflects Massey University's commitment to supporting student success through fair and inclusive practices.

Definitions:

Equivalence: The assurance of fairness and comparability in the student learning experience and outcomes, regardless of delivery mode or location.

Course offering: A specific delivery of a course in a particular semester, location and mode.

Mode: The method of delivery that students are expected to engage in which may be internal, distance or block.

Learning Outcomes: Statements of the knowledge, skills and attitudes that students are expected to demonstrate as a result of successfully completing a course of learning. Learning outcomes are usually stated in terms of observable and/or measurable behaviour.



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Massey University Policy Guide

Equivalence Policy – Page 4

Responsibilities:

Effective equivalence relies on strong communication and collaboration among all staff involved in teaching a course. This includes coordination across different offerings of the same course and often requires extending communication beyond individual departments to include colleagues from other disciplines and Colleges.

Programme Leaders (or equivalent) and Course Coordinators are responsible for ensuring that courses delivered at different times, in different modes, or at different locations are equivalent. To achieve this, they are expected to work closely with all teaching staff during both the planning and delivery stages of each course offering to ensure that:

- The curriculum aligns with the approved course prescription and learning outcomes, which reflect the aims of the qualification.
- The assessment design is equivalent across offerings, and any variations are agreed upon by all teaching staff and approved by the course coordinator.
- Any risks to course equivalence are identified and communicated promptly to the relevant Head of Institute, School, or programme leader.

Teaching staff involved in course delivery are expected to actively support the assurance of equivalence. This includes working constructively with Course Coordinators and Programme Leaders and keeping them informed of any changes or issues that could affect the consistency of the course.

Heads of Institutes or Schools (or Programme Leaders, where appropriate) are responsible for resolving any disputes related to course equivalence. As an absolute last resort and only in exceptional circumstances if a resolution cannot be reached and equivalence is at risk, the final option may be to a new course with separate titles and codes, subject to the University's course approval processes and viability requirements.

Pro Vice-Chancellors hold overall responsibility for ensuring that the Equivalence Policy is implemented effectively and efficiently within their college.

Records:

The information requirements for Course Outlines can be used to verify that the University's Equivalence Policy is being given effect.

Audience:

All staff and students

Relevant Legislation:

Consumer Guarantees Act 1993 Section 29 of the Consumer Guarantees Act 1993 requires that services provided are fit for purpose.

Fair Trading Act 1986

Section 13 of the Fair Trading Act 1986 requires that the University does not make false or misleading representations regarding any aspects of its programmes.

Education and Training Act 2020



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Equivalence Policy – Page 5

Section 4 of the Education and Training Act 2020 states that its purpose is to provide an education system that:

- ensures those studying in New Zealand are provided with the skills, knowledge and capabilities to fully participate in the labour market, society and their communities,
- supports student well-being
- assures the quality of education and the providers of that education and honours Te Tiriti o Waitangi.

Legal Compliance:

None

Related Procedures/Documents:

[Assessment Policy](#)

[Equity of Access to Educational Opportunities Policy](#)

[Massey University Qualifications Policy](#)

[Massey University Qualifications Framework](#)

[Paerangi: Massey University Learning and Teaching Plan](#)

Document Management Control

Prepared by:	Office of Academic Quality, Reporting and Assurance
Authorised by:	Provost
Approved by:	Academic Board
Date issued:	20 June 2012
Last review:	September 2025



ACADEMIC COMMITTEE MEETING

Tuesday 5 August 2025 at 1.30 pm

By Zoom

MINUTES - PART I

Present: Giselle Byrnes (Chair), Fiona Coote, Jonathan Elms, Tony Fisher, Simon Hall, Maggie Hartnett, Tasa Havea, Alhanis Jacobsen, Jean Jacoby, Faith Kane, Diana Kessler, Claire Matthews, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, John Oldroyd, Linda Palmer, Hēmi Whaanga, Ina Te Wiata

In attendance: Leanne Robinson (Secretary), JS Imbeau (attendee for Part I), Josh Miller (for Parts I and II)

1. INTRODUCTION

1.1 Welcome

The Chair thanked members for attending today's meeting. Hēmi Whaanga shared a karakia to open the meeting.

1.2 Apologies:

For absence: Ray Geor (Simon Hall attended as proxy for Ray Geor), Jenny Poskitt, Peter Rawlins (Tony Fisher attended as proxy for Peter Rawlins)

1.3 Confirmation of Agenda

1.3.1 Item 7.3 Closure of Locations based Specialisations from 2026 was unstarred.

1.4 Confirmation of Minutes – 1 July 2025

AC25/08/305

AMENDMENT:

Item 7.2 CUAP New Specialisation, page 8, paragraph 5, first sentence.

Replace the sentence: Ina explained the meaning of 'Mātauranga Māori' and how it can be misused because it is often not clearly understood.

With: Ina explained that there is currently no shared or, agreed meaning at Massey for the term Mātauranga Māori'. This lack of clarity and understanding means that the term can be misinterpreted and misused.

RESOLVED:

(Agreed)

THAT the minutes of the Academic Committee meeting held on 1 July 2025 [Part I Public] be confirmed as a true and correct record with amendments.

Carried

AC25/09/337Rev1

1.6 Action List

AC25/08/306

Discussed and updated.

2. CHAIR'S REPORT**Two-Year Academic Audit Meeting**

The Chair, Fiona Coote and Micaela Eastwood had the two-year Academic Audit meeting with Professor Helen Nicholson and Kim Allan from UNZ on 29 July. Professor Nicholson is leading the Academic Audit in an interim capacity, overseeing the former Academic Quality Agency's responsibilities as they transfer to Universities New Zealand. Massey was congratulated for the huge progress made over the last 12 months. Professor Nicholson commented that our two-year report was significantly more impactful with the progress that we have made compared with the 12-month report, particularly in addressing the key recommendations regarding cogency and quality. Many of those concerns identified by the audit panel are addressed in the Curriculum Framework. One area that still requires substantive work is Māori workforce planning; the DVC Māori is aware of that outstanding recommendation. Other areas yet to progress are progression into postgraduate study and the arrangements with external supervisors. Overall, Massey was highly commended for evidencing real and demonstrable achievements and for our honesty in reporting. Fiona Coote and Micaela Eastwood were commended for their work in developing the report. A written report has been drafted for our two-year milestone and while it will not be formally published, it will be useful to reflect on.

Transdisciplinary Qualification Work Stream

As part of the Curriculum Framework, Allannah Ryan and Nicola Brown have been working with staff to progress the transdisciplinary qualification. In addition to the Working Group meeting monthly since February, they also held two one-day workshops to brainstorm and develop proposals for new bachelor's and master's qualifications. Focus groups are being used to test the proposals with a range of staff and students. As part of these discussions, the Working Group is exploring the meaning of 'transdisciplinary' in the University's context and how it might apply to the new qualifications, how the new qualification relates to existing qualifications and offerings, the potential for specialisations, whether the proposed master's degrees should include a research pathway, and the alignment between interdisciplinary studies and the proposed transdisciplinary work.

3. ACADEMIC DISCUSSION/DECISION**3.1 Ensuring the Validity of Assessments: Feedback and Next Steps**

AC25/08/307

The Chair introduced this item, noting Jean Jacoby provided a verbal update at the last meeting and that the paper was circulated for University-wide feedback on the desire for secured assessment. A strong response was received with most responses generally supporting the need for some form of assessment security, although there were very different views on what that assessment security should entail. Jean suggested this may reflect the needs of the different disciplines that those individuals represented. Some respondents opposed the reintroduction of secured assessments, possibly assuming that this meant returning to traditional examinations. Concern was expressed that this would be rushed for implementation in 2026.

Jean sought a decision on whether the Committee wished to proceed with the reintroduction of secured assessment, noting that the discussion paper (AC25/08/308) outlined a draft plan for this process, should Committee decide to proceed.

The Chair commented that the SLT are considering a 'hybrid approach' to assessment security that would allow disciplinary diversity. This approach would acknowledge the need for Online Supervised Exams (OSEs) primarily in the College of Sciences and the Massey Business School for the foreseeable future. It would also support in-person assessment where feasible, though such arrangements would not be in place for next year.

The main points noted from the discussion were:

- Massey Business School (MBS) commented that the feedback suggests that there is a demand from certain areas for the reinstatement of the in-person exam. MBS sees a need for some form of invigilated secured assessment but that will be via online supervised exams rather than the in-person exams. They supported discussing the plan for reintroducing secured assessment in the following discussion paper. They agreed that there was a need to explore what secured assessments look like beyond invigilated exams, noting that this may involve wider discussions, possibly via Learning and Teaching Committee.
- The College of Sciences recently conducted an analysis of where their distance students were located to consider how many examination centres would be required to cover 85-90 percent of their students. Their findings showed that most of their students are based in the Auckland and Manawatu regions so could be accommodated by on-campus examinations. An additional centre, perhaps located in Christchurch, would cover the whole South Island, which represents about eight percent of their students.

The discussion concluded with the Committee's agreement to proceed with the reintroduction of secured assessments.

3.2 Discussion Paper: Reintroduction of Secured Assessment

AC25/08/308

Jean spoke about the proposed plan for the reintroduction of secured assessments, noting that reintroducing secured assessments is a very large and complex project that is expected to take until 2028 for full implementation. This extended timeline aims to address concerns about rushing the process that arose from feedback on AC25/08/307. The plan identifies five phases that need to take place in terms of the academic and systems work necessary to reintroduce in-person, secured assessment alongside reinstating OSEs and increasing the university's capability to deliver online assessment more generally. It was noted that the procurement process for a digital assessment platform is underway. It was also noted that we need to define and agree on what constitutes a secured assessment, and that to achieve our goals of fully reintroducing secured assessment by 2028, we need several workstreams to work together concurrently.

Jean pointed out that the document contains nine questions in the document that need specific feedback from all the colleges, service areas and the students, and noted that because this project is going to take until 2028 to implement fully, we also need to consider the implications for our qualifications in the interim and potential mitigations for these. The Chair noted the importance of the last question of how we build a culture that values secured assessment without undermining trust in students or overemphasising surveillance.

The main points noted from the discussion were:

AC25/09/337Rev1

- The importance of communicating with the wider University that this project is underway and that discussions are taking place because some staff are inquiring about what is happening.
- The possibility of considering a continuum of security rather than secured versus unsecured may be more useful, especially if unsecured assessments were viewed as a means of triangulation alongside secured assessments.
- A recommendation that the question under the recommendations regarding whether the proposed timelines are realistic should be removed and that timelines be determined by the working group.
- There was a suggestion that the plan includes communication for both the University and potentially externally, to manage reputation risks, and to create a culture that values secured assessment without undermining trust with students and staff.

In response to the query for an update on the discussions about 2026 and the plan for 2027, Jean noted that interim arrangements were in the initial stages and had not yet been confirmed but acknowledged that 2028 was a long time to be without a secured assessment platform for OSEs. A temporary solution with a different remote proctoring service is available on generous usage terms and is being considered for limited use in 2026.

Jean will update the document before circulating to the Colleges for feedback. Jean recommended that we do more than our standard consultation process with Colleges through the committees as the students' feedback needs to be sought in more ways than just through committee processes.

RESOLVED:**(Agreed)**

THAT the Academic Committee endorse document AC25/08/308 with amendment for wider dissemination.

Carried

**3.3 Draft Qualification Lifecycle Review Process Policy and Procedures:
Feedback and Next Steps**

AC25/08/311

The Chair advised that the Academic Quality Audit panel was pleased with the progress we have made to attending to academic quality across the University that was detailed in our two-year report. Jean commented this document is the result of two and a half years of collaborative work, which included many of the Committee members. The policy and procedures are designed to connect existing quality assurance mechanisms (such as Course Evaluation Surveys, Student Experience Surveys, and data collected from Rapid and Stream) into a more systematic approach to our quality assurance. Minimal feedback was received on this paper. That which was received supported the approach.

Jean noted that the paper required updating to include two previously agreed amendments: change *from* 'reference to accreditation and reaccreditation' *to* 'approved and reapproved'; and the addition of international students into three of the appendices.

Jean advised Lee Kendall, Data Visualisation Analyst, is working with the DTLs, to develop dashboards to inform decisions about course and qualification health checks. The Chair highlighted that SLT is aware of the need to resource and support these changes, particularly for programme committees and aims to minimise the new workload associated with these processes. The Chair thanked Jean for the huge amount of work involved in developing the Qualification Lifecycle Review.

AC25/09/337Rev1

The Committee endorsed the paper, with amendment, for forwarding to Academic Board to seek their approval.

RESOLVED:**(Agreed)**

THAT the Academic Committee endorse document AC25/08/311 for forwarding to Academic Board for approval with agreed amendments.

Carried**3.4 Turnitin AI Detection****AC25/08/328**

Jean reminded the Committee of the decision made during Semester One to defer a pronouncement on the continued use of the Turnitin AI detection tool until after the end of Semester One. During the earlier discussion, there had been convincing arguments that the tool was no longer needed because the introduction of the AI Use Framework made it redundant and academic course coordinators would not be using it, but the Committee had at that time decided to retain the tool so that Academic Integrity Officers could continue to use it. However, Jean noted that some course coordinators were continuing to refer to AI detection scores in their communications with their students. This was confusing for students in the light of the AI Use Framework. There is also increasing concern internationally about false positive rates in AI detectors. Jean noted that other universities are turning this tool off. Jean asked the Committee to approve turning this tool off, and emphasised that the Committee's decision will need to be clearly communicated to the University.

Some of the points noted from the full discussion were:

- Students had concerns about the accuracy of the tool. The way the tool was used last year had created trust issues, and that some students were redoing assessments because they did not feel safe contesting a Turnitin score, even by accessing advocacy services, because they are aware that they need their lecturers' support with future courses, hence the Student Representative was very supportive of turning the tool off. The Student Representative also shared that students expect the staff to look over an assessment before contacting a student, but this is often not always the case. There have been incidents where many students, or in some cases, all students in a course have been flagged, and any assessment with a 'score' of over 60 percent was expected to be rewritten, despite students having completed their AI Framework declaration to demonstrate appropriate use.
- One representative explained their concern about the false positive rate and the harm this causes because each student will be scanned multiple times. Full-time students in courses with four assessments could expect around 32 scans, and every exam question that requires writing more than 300 words is scanned. A full-time student who is doing courses that have 10-question exams will have done 100 Turnitin scans a year and at a one percent false positive rate, every student is almost certain to get at least one false positive. It was also noted that detection tools could disproportionately affect certain student groups based on their writing styles, leading to unfairness and harm.
- One college emphasised that while trusting our students is very important, we also want our students to have trust in the credibility of our qualifications.
- One college supported turning it off because recently it seems to have become quite a toxic tool and if it is not trusted by the student body then we could risk damage to our reputation.

AC25/09/337Rev1

- One college supported removing the tool and recommended that the university acknowledge that AI is here to stay and become critical users of it and accept it is going to be part of our academia. The importance of understanding the difference between assistive AI and generative AI and agents was emphasised, as was the challenge of critically developing AI literacy.
- One college agreed on the importance of students feeling they can have conversations in a safe environment and in a holistic manner that builds trust between them and the academics.
- It was acknowledged that there will be a significant additional workload placed on staff to manage AI detection issues, and that some staff have even commented that they are considering leaving the Academy because of the undue pressures.
- One college representative acknowledged the issues raised about the accuracy of the tool but argued that despite its issues and misuse by some staff, it should be retained to flag areas of concern that could prompt further investigation, arguing that staff who use it inappropriately need to be educated on the appropriate use of the tool rather than removing it. The representative was concerned that turning off the AI detection tool might send a negative message to students about the University's stance on AI use in assessments.

The Chair summarised the discussion noting that while there was strong support for turning off the Turnitin AI detection tool and utilising the secured assessment pathway to guide our future in this regard, the Committee was not unanimous. The Chair noted that the OSEs failure last year is still having reverberations in terms of impacting our reputation externally but if the tool is turned off and secured assessments are reintroduced, and this is clearly communicated externally, it will help restore our reputation.

RESOLVED:**(Agreed)****THAT the Academic Committee approve document AC25/08/328.****Carried****Claire Matthews Opposed****Diana Kessler Abstention****3.5 RPL Regulation Clarification****AC25/08/330**

Fiona spoke to the paper that seeks clarification on the term “new” credits and the way that it is being applied. The issue is that some subjects do not have enough courses at 300-level for students to do both 300-level courses in a diploma or certificate and to then allow for ‘new’ 300-level courses to be done as part of the bachelor's degree. This means they cannot fulfil the requirements and cannot complete their major. CUAP regulations stipulate the highest level courses must be done at the university awarding the qualification but not that they must be new credits to the second qualification.

For students staircasing via a Massey certificate or diploma then applying for a bachelor's degree, Student Registry's practice is to initiate an RPL consideration on behalf of the student (the student does not need to apply); however this is a manual process and has risk of being missed. If the student does not immediately receive RPL, they could get part way through their qualification before realising they cannot complete their chosen major

The paper had detailed two options for the Committee to consider:

1. Status Quo: Continue applying "new credits" must be in the new qualification and if students want to staircase, they may not be able to complete their major.
2. Redefine "new credits" to mean credits must be completed at Massey University and if the student has completed the credits in one qualification they may be counted towards the second qualification. Consideration is then required as to whether or not the student must complete further 300-level courses to fulfil the "at least 60 300-level credits in the degree" requirement.

The Committee were also asked to consider the two questions: "would any time limit apply for the currency of the knowledge?" and "if there are sufficient courses for the students to complete "new" courses in the major, should they have to? ". To avoid the issue of inequity the regulation would be that all students must do at least 60 credits of 300 level in the bachelor.

The main points noted from the discussion were:

- The point was raised that it is about the learning for the qualification and the student should not have to do a new set of courses if the requirements have been met.
- There was a comment that stated that if no other 300-level credits for the major are available, then prior Massey credits should count. However, they strongly advocated that if other 300-level credits are available for the major, students should be required to take them and that students should always complete 60 new 300-level credits for their qualification as part of the new qualification because that is fundamental to their bachelor's qualification.
- Two members consider the term "new credits" to be confusing and suggested this could be replaced with "credits taken at Massey University". Another member explained that "new" was deliberately used in RPL regulations to prevent students from essentially gaining two bachelor's degrees for the 'price of one' by extensively transferring credits between similar qualifications, e.g., Bachelor of Arts and Bachelor of Business in Economics. They also support having no time limit for the currency of the knowledge unless it is specifically excluded for a qualification in their regulations.

Fiona advised that the other universities are also in the process of harmonising their credit regulations to fit with the new credit transfer programme.

The Committee agreed that Fiona would synthesise the feedback received and bring a revised document back to the September meeting.

Action: Fiona to amend the document and bring it back to the September meeting.

3.6 Honours, Distinction and Merit Clarification

AC25/08/331

This item was deferred to the September meeting.

3.7 General Regulations Update

AC25/08/332

This item was deferred to the September meeting.

4. STANDING ITEMS

4.1 Learning and Teaching Committee (LTC)

Maggie Hartnett reported that the work undertaken by the Teaching Expectations Model Working Group and the Course Design Standards Working Group, as part of the Curriculum Framework, has resulted in the *Teaching Foundations Framework* that encompasses both the Teaching Expectations and the Course Design Standards documents. This combined document will be presented to LTC in August.

4.2 Curriculum Transformation Update

In addition to what had already been shared with the Committee, Jean advised that the implementation of the Curriculum Framework is progressing well.

- ★ **4.3 Year-to-date Academic Committee Business** **AC25/08/312**

5. COLLEGE OF CREATIVE ARTS

- ★ **5.1 Memo – Minor Changes for Mātauranga Toi Māori Specialisation** **AC25/08/313**

Document AC25/08/313 was noted.

6. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CoHSS)

- ★ **6.1 Summary of Minor Regulatory Changes – July 2025** **AC25/08/314**

Document AC25/08/314 was noted.

7. MASSEY BUSINESS SCHOOL / COLLEGE OF BUSINESS**7.1 Course Retirement:**

219205 Professional Presentations in Business

AC25/08/315

7.2 Non-CUAP Qualification Amendments:

Certificate in Business Studies

Diploma in Business Studies

AC25/08/327

RESOLVED:

(Agreed)

THAT the Academic Committee approve documents AC25/08/315 and AC25/08/327.

Carried

- ★ **7.3 Closure of Locations based Specialisations from 2026** **AC25/08/316**

There was a general comment to remind colleges to check that any removal of specialisations or locations does not impact the market or growth strategies that the University is trying to achieve and to communicate with the domestic and international recruitment teams and Sam Hutchinson, Academic Business Development Team, to ensure there is visibility and alignment with decisions.

AC25/09/337Rev1

8. DOCUMENT FOR NOTING

- ★ **8.1** Learning and Teaching Committee Minutes Part I - 8 April 2025
- ★ **8.2** Learning and Teaching Committee Minutes Part I -13 May 2025

AC25/08/317

AC25/08/333

Documents AC25/08/317 and AC25/08/333 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> – Graduating Year Review Reports	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j).



TE KUNENGA
KI PŪREHUROA
MASSEY
UNIVERSITY
UNIVERSITY OF NEW ZEALAND

**TE KURA
HAUORA
TANGATA**
COLLEGE OF HEALTH

COH CB25/06/112
MINUTES
June 2025

COLLEGE BOARD MEETING

Tuesday 17 June 2025 at 10am

Via Teams

MINUTES

No.	Item / Details	Decisions / Actions	Doc No.
1.	WELCOME and APOLOGIES Present: Prof Jill McCutcheon (Chair) Prof Aj Ali, A/Prof Andy Foksett, Dr Kerri-ann Hughes, A/Prof Shirley Julich, Prof Marlena Kruger, Prof Kieran O'Donoghue, A/Prof Rachel Page, A/Prof Wyatt Page, Prof Leigh Signal In attendance: Jill Coatsworth, Deanna Abbott (Secretary), Elizabeth Sturrock Apologies: A/Prof Kath Hay, Dr Rachel Batty, Prof Nicolette Sheridan, Prof Chris Wilkins, A/Prof Bevan Erueti		
2.	MINUTES FOR APPROVAL		
2.1.	Minutes of the meeting held 20 May 2025	Amendment: Members Present: Add A/Prof Andy Foksett, Prof Leigh Signal and Remove: Prof Aj Ali MOVED that the Minutes of the meeting held on 20 May 2025 be confirmed as a true and correct record, with minor amendment. CHAIR <u>Carried</u>	COH CB 25/05/097
3.	MATTERS ARISING FROM THE PREVIOUS MINUTES		
4.	ACADEMIC DECISIONS For approval and forwarding to Academic Committee		
4.1.	<u>School of Nursing</u>		
4.1.1.	Memo from School of Nursing - 2026 Changes to Prescribing and Advanced Practice for Nurse Practitioners	Noted	COH CB 25/06/100
4.1.2.	NEW COURSES - 2026: 168870 Prescribing and Advanced Practice for Nurse Practitioners Part 1	Amendments to New Courses: <ul style="list-style-type: none"> Rewrite prescriptions and learning outcomes to clearly show the difference between preparatory work in the first course and advanced work in the second course. 	COH CB 25/06/101
4.1.3.	168871 Prescribing and Advanced Practice for Nurse Practitioners Part 2		COH CB 25/06/102

COH CB25/06/112
MINUTES
June 2025

No.	Item / Details	Decisions / Actions	Doc No.
4.1.4.	<u>NON-CUAP QUALIFICATION AMENDMENT – 2026:</u> PMNRS Master of Nursing <i>Changes to Part Two schedule of Core courses and addition of Transitional Provisions regulations</i>	<ul style="list-style-type: none"> Remove the word 'Part' from the titles. Revise Rationale section to include clinical and student safety issues, and current nursing council situation. 	COH CB 25/06/103
4.1.5.	COURSE RETIREMENT – 2026 168860 Prescribing and Advanced Practice for Nurse Practitioners	<p>Provide a covering memo for Academic Committee to support the need to make these changes for the 2026 ACYR.</p> <p>ACTION: Dr Hughes to discuss amendments with HoS and Course Coordinator. Revised document and supporting memo should be sent to Prof Kieran O'Donoghue for approval prior to being sent to Academic Committee.</p> <p>MOVED that documents COH CB25/06/100 to COH CB25/06/104 be approved, with amendments to both new courses, and forwarded to Academic Committee for approval.</p> <p>CHAIR <u>Carried</u></p>	COH CB 25/06/104
5.	ACADEMIC DOCUMENTS FOR DISCUSSION		
5.1.	<p>Ensure the validity of our qualifications in the age of generative AI</p> <p>A discussion was held with the following feedback and comments:</p> <ul style="list-style-type: none"> Will the "online secure exams" be reinstated in any form? The paper implies that this will be managed at the college level, but what is the university doing to enable us to think about how to do this and with what resources? Lots of people would want to use this but it can be overwhelming; authentication and changing rules around progression. Things would need to be addressed to make it work. What is the university's plan for resources and training? The majority of our programmes and courses are distance and we have students based overseas - how are we going to implement this? Would be nice to see what the university is going to put in place for a secure proctor system for exams and tests. Think about academic integrity process. Course coordinators are picking up students who are using AI but we are not looking at students across all courses within their programme, so we are often not seeing the student's pattern of doing this in all courses. Do students realise that they are being looked at in standalone courses and not across the programme for use of genAI? This highlights challenges for staff, structurally across the programme and how secure are our assessments. There will be challenges faced when we are in transition phase with the academic governance going to sit within programme committees. How do we look at security of assessments, programme lifecycle, and 	COH CB 25/06/105	

No.	Item / Details	Decisions / Actions	Doc No.
	<p>validity of assessments? We rely on triangulation or observation. Resource intensive, so where is the resource coming from?</p> <ul style="list-style-type: none"> • Massey previously had exam centres nationally and internationally. • We currently have a small-scale set of supervised exam hubs around the country, so rather than asking students to come onto campus, for example professional sports athletes who are travelling are allowed exceptions to take exams this way. • Equivalency has been put on hold indefinitely. Quandary how do we manage assessments physically. • GenAI is here and it is part of how we teach, how students learn, and the tools that they use. Philosophically, what is it we are going to ask them and how we assess them if we pull out those tools. • We need an academic integrity forensic team or a process that can assist course coordinators, so it is not just the coordinator going through all the students. • Academic integrity policy needs to be looked at again to include changes in how we deal with students using genAI (when it should not be used) and examining what they are doing across courses. • There is an aspect of applied learning in courses, students can use the tools to do assessments, but when they are out on placement they need to have a level of knowledge when the tools aren't there. • AI has got to the point that it is smarter, you can't forensically look at that. • Currently we don't have to disclose the use of assistive AI. • Article shared in the chat that may be of interest: Corbin, T., Dawson, P., & Liu, D. (2025). Talk is cheap: why structural assessment changes are needed for a time of GenAI. <i>Assessment & Evaluation in Higher Education</i>, 1–11. https://doi.org/10.1080/02602938.2025.2503964 <p>ACTION:</p> <p>Any further feedback should be sent to Deanna by Tuesday 24 June.</p> <p>Secretary to send collated feedback to Fiona Coote, Office of Academic Quality, Reporting and Assurance, by Wednesday 25 June.</p>		
5.2.	<p>Teaching Expectations Model Working Group (TEMWG) request for initial feedback</p> <p>The working group is seeking a collective set of responses from Colleges and has provided specific questions on page 2 of the paper.</p> <p>The following comments were noted during the discussion:</p> <ul style="list-style-type: none"> • Challenging to provide a way to support teaching staff with what they are currently doing and to make it multisectoral. Need to look at individual elements to see if these are in practice and how. • At the first meeting with working group and reference group members there was a great discussion about the term “expectations” and teaching framework was preferred. • It is best that the working group goes out to teaching staff to ask for feedback; this could be done by the way of forums. • We already do this in PDP's; focus of the framework should be about helping with career development and not performance based, especially for new staff members. • We need broader discussion with and feedback from teaching staff. 		COH CB 25/06/106

No.	Item / Details	Decisions / Actions	Doc No.
	<ul style="list-style-type: none"> This document will be discussed at the College of Health Teaching and Learning Committee next week. <p>ACTION:</p> <p>Any further feedback should be sent to Deanna by Tuesday 24 June.</p> <p>Secretary to send collated feedback to Fiona Coote, Office of Academic Quality, Reporting and Assurance, by Wednesday 25 June.</p>		
5.3.	<p>Draft Qualification Lifecycle Process Policy Procedures</p> <p>A discussion was held with the following feedback and comments:</p> <ul style="list-style-type: none"> Extensive framework and process. Early in the piece, it speaks of staged implementation, which is good. Start with specific qualifications or start with courses? Complexity to use the outcomes as a benefit. The new part of this is health course checks and cross over with annual periodic checks. This exists currently, but this is not documented so it would be good practice. Staff often don't have access to data for Māori, Pacific and minority groups, it is often based on teacher experience, so it would be good to have an easy way to do this. We need to make it as a normal practice, easy to record so that we benefit from this. We do this already bringing teachers together to discuss how it went at the end of semester. Complexity of not knowing what our future programme committees will look like. Some schools have a number of qualifications, so we need something to make this an easier process. How will this work for the college and where will the resources come from? Is this process managed by OAQRA? We need a course evaluation and quality assurance system. The reason why we need this is clear but how we do this is tied to resourcing and structures. There needs to be system integration as it has to line up with Stream and CM and should be user friendly. A staged introduction as we go ahead and put in place system upgrades. Focus on course and programme structure and improvements. How do we manage teaching and how is it integrated into the system? Where is the student input into this? Not intuitive, should be built in. Currently there is a flawed system around student surveys, it should be focussing what do they think of the course itself rather than what do they think of the person conducting the course. Challenging issues, but they are important to think about when creating policy and procedures. Complexity in the governance system, will there be a hiatus for current committees while we look at the review process. Does the current process stay while we look at changes? Complexity with some courses that are across schools and other colleges. Student voice is very important; we currently have courses that have both a team that is teaching a course and also an individual teaching the whole course. The ability to meaningfully evaluate the course is difficult. Lack of objectivity. Thin slice on a level of quality assurance, no teaching observation feedback process. Need to have a wonderful peer review and support process. MOST surveys are interesting in a team-teaching course, as students will connect with a particular teacher. Easy to look at internal vs distance offerings comments from students about teachers; what we need to look at is "is this a good course". SECAT was better as it looked at the course and teacher separately. Useful tool for new staff to help educate them for the future and to provide specific feedback. 		COH CB 25/06/107

COH CB25/06/112
MINUTES
June 2025

No.	Item / Details	Decisions / Actions	Doc No.
	<ul style="list-style-type: none"> Difficult to engage distance students via stream site teaching rather than face-to-face. Various health checks and periodic reviews. We need engaged committees and working groups who help to review programmes. Perhaps someone from teaching and learning or heads of schools could sit in on lectures. This will be a big commitment but a good one, especially with how we collate all this feedback, and will there be missed opportunities while we are creating this. How do we manage this as it is very resource intensive. <p>ACTION: Any further feedback should be sent to Deanna by Tuesday 24 June. Secretary to send collated feedback to Fiona Coote, Office of Academic Quality, Reporting and Assurance, by Wednesday 25 June.</p>		
6.	ACADEMIC DOCUMENTS FOR NOTING		
	None		
7.	REPORTS		
7.1.	<p>Chair's Report Professor Jill McCutcheon</p> <ul style="list-style-type: none"> Middle of the year already and staff are busy with final marking for Semester 1 and preparation for Semester 2. A reminder of the deadline for academic promotions. Enrolments for Semester 2 still coming through. Evident the College has high quality teaching excellence and research, with Marla Burrows and Jenny Green recipients of the Vice-Chancellor's Teaching Excellence Awards, and Prof Leigh Signal receiving the University Research Medal, a ceremony celebrating their success will be held tonight on the Manawatū Campus. Curriculum mapping of graduate profile and attributes. Teaching and Learning Framework and the responsibility of programme committees who will be tasked with evaluating qualifications and the key areas for action. 		Verbal
7.2.	<p>Director – International Professor Ajmol Ali</p> <ul style="list-style-type: none"> Delegation to China, India, and Sri Lanka. Agent Fair on Thursday 26 June at the Auckland Campus, thank you to Dr Hagyun Kim for his support and participation at this event. External research – thanks to Prof Leigh Signal and the Sleep/Wake Centre for helping with the Erasmus+ Staff Exchange agreement with the University of Campania. Prof Signal also wanted to thank Jevey for her assistance. Visit from QS university rankings – AI and sustainability are key things students and employers want. Delivering keynote speech at overseas conference. Hosted various delegations from Hong Kong and China. Study abroad student exchange – development of a Sport and Exercise package of courses for Study Abroad. Looking at opportunities for more courses in other schools. 	RECEIVED	COH CB 25/06/108

COH CB25/06/112
MINUTES
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No.	Item / Details	Decisions / Actions	Doc No.
7.3.	Associate Dean – Academic / Learning & Teaching Professor Kieran O'Donoghue <ul style="list-style-type: none"> University Learning and Teaching meeting cancelled. Academic Committee – all College of Health proposals were approved, including both Graduate Diplomas in Environmental Health and Occupational Health & Safety. CoH Teaching and Learning Committee will also be discussing the documents under item 5 on this agenda later this week. 	RECEIVED	COH CB 25/06/109
7.4.	Associate Dean – Higher Degree Research Professor Marlena Kruger <ul style="list-style-type: none"> Postgrad research questionnaire outcome. DRC – Three working groups have been formed, and terms of reference have been approved to review: <ul style="list-style-type: none"> PhD regulations Student progression Research communications and learning development. MBIE doctorate scheme, 10 to 15 students, putting a governance board together. 		Verbal
7.5.	Associate Dean – Māori Associate Professor Bevan Erueti	RECEIVED	COH CB 25/06/110
7.6.	Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay		No updates to report
7.7.	Associate Dean – Research Professor Leigh Signal <ul style="list-style-type: none"> Science sector changes occurring and how funding is being extracted. Implications to budgets. Difficult space this point in time with more questions than answers. MURF details and deadlines – no indication that it will be different from last year, so exception is August-September timeline. Guidelines will be refreshed at the next CoH Research Committee meeting and updates will be notified to all staff. 		
8.	OTHER BUSINESS		
	None		
The Chair thanked everyone for their participation and attendance. Meeting closed at 10:45am.			
Next meeting: Tuesday 19 August 2025 @ 10am			



College Board Meeting

Friday 8 Aug 2025 at 10.00am

Minutes Part I confirmed

1. **PRESENT:** Professor Cynthia White (Chair), Professor Kerry Taylor, Professor Jenny Poskitt, Dr Tony Fisher, Ms Andrea Flavel, Professor Bill Fish, Professor Beth Greener, Professor Hēmi Whaanga, Professor Huia Jahnke, Dr Anastasia Bakogianni, Dr Karyn Aspden, Dr Barbara Anderson, Professor Fiona Te Momo, Dr Jared Carpendale, Associate Professor Nick Holm, Dr Timu Niwa, Dr Pita King, Alex Macias, Georgia Naera, Lochlan Barrable

IN ATTENDANCE: Caroline Lowe, Heather Reedy, Anne Meredith (Secretary).
Dr Arianna Berardi-Wiltshire, to speak to Item 11, Academic Proposals

LATE ARRIVAL:

EARLY DEPARTURE: Dr Barbara Anderson

APOLOGIES: Associate Professor Peter Rawlins, Professor Jodie Hunter, Professor Kirsty Ross, Associate Professor Tara McLaughlin, Dr Stephanie Denne, Ness Gibson.

The Chair opened the meeting with a karakia.

2. CONFIRMATION OF MINUTES

Confirmation of the Part I Minutes from the meeting held on Friday 11 July 2025 HSS CB 25/07/307

Moved from the Chair that the Part I minutes of the meeting held on
11 July 2025 are confirmed as a true and accurate record

Carried

3. MATTERS ARISING

3.1 Action List – from July 2025

Item 1 Invite Kylie Morgans to give CB an overview of the Conflict of Interest and Commitment Policy. PVC

This item concerns the Research and Consultancy Activities Policies and Procedures document, which is being reworked at the moment. Kylie will be invited to speak to the meeting when the new document has been adopted.

4. CHAIRPERSON'S REPORT – Professor Cynthia White

1) EFTS this month are 4388, which exceeds the College's target. The College aims to keep building numbers, including for Summer School. Students coming into Bachelor programmes create a pipeline of enrolments for the next three or four years.

2) A Social Media Coordinator will be appointed shortly. They will be able to activate the Facebook site and related platforms, including more short videos to tap into further audiences. CEG met with the College's communications staff, Charlotte Carruthers and Paul Duffin, who have been extremely helpful and responsive. The PVC thanked the Director Research for his help with this appointment.

- 3) A link to a recording of the recent PVC Zoom forum was sent out to all College Staff. The link will also be put on the College SharePoint site. Staff have appreciated having access to the recording. The next forum will be via Zoom, and questions will be enabled in the Chat.
- 4) A student recruitment network has been set up with representation across the College and the Campuses. Elspeth Tilly is the chair and Caroline Lowe is the Deputy Chair. This network allows questions of resourcing to be passed on to the PVC more quickly.
- 5) Last year the Government made significant changes to Science funding, with about \$270 million being reallocated to the Institute of Advanced Technology. This will affect the Health Research Council, Marsden funding and the Endeavour awards, amongst others.
- 6) 2027 is the anniversary of the Bachelor of Communication, and celebrations are planned. This is also a good opportunity to celebrate the cohort of graduates from this programme.

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

See the Chairperson's Report

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

Received for noting:

6.1 DAQ report to CB – No report this month.

★ 6.2 APC Minutes Part I 23 June 2025 CONFIRMED

HSS CB 25/08/324

Noted

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

Received for noting

★ 7.1 DTL report to CB Aug 2025

HSS CB 25/08/325

★ 7.2 CTLC Minutes Part I 27 May 2025 confirmed

HSS CB 25/08/326

Noted

8. **REPORT FROM DIRECTOR, RESEARCH** – *Professor Bill Fish*

Received for noting

8.1 Director Research report August 2025

Verbal

The research funding environment is difficult at the moment and the Government's changes are affecting a number of the funds relevant to this College.

Noted

9. **COLLEGE FORUM MINUTES**

Received for noting

★ 9.1

10. **STUDENT REPRESENTATIVE DISCUSSION ITEMS**

Received for discussion

The Student Representative said that the funding changes by the Government are concerning Post Graduate students. They will need help to find funding for their research.

11. **ACADEMIC PROPOSALS** – *Dr Arianna Berardi-Wiltshire*

Received for approval and forwarding to Academic Committee:

Dr Berardi-Wiltshire introduced these proposals, on behalf of the DAQ.

The specialisations in items 11.1 and 11.2 are being closed to new enrolments, and when the students have been taught out the specialisations will be retired. These specialisations are no longer needed now that the new Master of Māori Studies and its associated qualifications have been introduced.

Item 11.3 is the Minor Regulatory Changes summary.

- | | | |
|---------------|--|------------------|
| 11.1 | Specialisation Amendment Māori Studies (MA) | HSS CB 25/08/327 |
| 11.1.1 | Specialisation Amendment Māori Studies (BA (Hons)) | HSS CB 25/08/328 |
| 11.1.2 | Specialisation Amendment Māori Studies (PGDipArts) | HSS CB 25/08/329 |
| 11.2 | Specialisation Amendment Māori Education (MEd) | HSS CB 25/08/330 |
| 11.2.1 | Specialisation Amendment Māori Education (PGDipEd) | HSS CB 25/08/331 |
| 11.3 | MRC Summary from Jul25 APC | HSS CB 25/08/332 |

Moved: That documents HSS CB 25/08/327 and HSS CB 25/08/332 be approved
by College Board and forwarded to Academic Committee
Berardi-Wiltshire/Fish

Received for noting and forwarding to Academic Committee

- | | | |
|-------------|---------------------------------------|------------------|
| 11.4 | Location based offering closures memo | HSS CB 25/08/333 |
|-------------|---------------------------------------|------------------|

The DAQ has recommended, after consultation with the HoS HMCC, that this memo be amended to remove the Media Studies offering. The Media Studies staff will assess if they have the capacity to teach this subject on the Manawatū campus now that the Communications staff have moved over from MBS.

The Director College Projects endorsed the retention of the Media Studies offering because there is always enormous interest in this subject during open days, and this year the Media Production workshops were over-subscribed again.

Noted, with the above emendation.

12. DOCUMENTS FOR DISCUSSION

13. DOCUMENTS FOR NOTING

14. DOCUMENTS FOR INFORMATION

15. GENERAL BUSINESS

Manawatū Open Day on Wednesday 6 August.

The PVC thanked everyone who was involved in the fabulous Open Day on Wednesday. The energy was excellent.

Albany Open Day is Friday 15 August, and Wellington is Friday 22 August.

16. LATE ITEMS

Part I of the meeting finished at 11:05am.

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

MBS 2025/139

Minutes Part 1



**MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD**

Meeting held on 8 July 2025

By Video Conference at 10 am

Zoom – <https://massey.zoom.us/j/87955532823>

Password – 237189

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	<p>PRESENT</p> <p>Professor Jonathan Elms (Acting Chair, PVC)</p> <p>Professor Jo Bensemann (HoS, SMM), Associate Professor David Brougham (ADR), Mary Dawkins (Staff rep), Associate Professor Elizabeth Gray (ADTL), Dr Hedy Huang (Staff rep), JS Imbeau (Acting ADAQ), Associate Professor Claire Matthews (HoS, SAEF), John Murrie (Staff rep), Associate Professor Radiah Othman (Staff rep), Ashok Poduval (HoS, SoAv), Professor Matt Roskrige (ADM), Xin Guo (Student Rep)</p> <p>IN ATTENDANCE</p> <p>Rebecca Izzard (College Executive Manager), Jean Jacoby (CET Rep), Biren Karki (CBAPC Secretary), Aliya Kenesheva (CBB Secretary), Diana Kessler (Head of Student Registry), Julie Williams (Academic Administration Team Lead)</p> <p>APOLOGIES</p> <p>Associate Professor Sandy Bulmer (Director, MMgt), Professor Hung Do (Professorial Rep), Kevin Frances (Student Rep), Steven Hurley (Student Rep), Jianuo Li (Student Rep), Dr Jeffrey Stangl (ADI, ADEE & Director MED), Mui Kuen Yuen (Associate Director – Pacific)</p>			
2	INTEREST: DECLARATION AND DISQUALIFICATION	None		
3	MINUTES FOR APPROVAL from CBB Part 1 – 10 June 2025 meeting	RESOLVED THAT this document be approved as a true and accurate record.	MBS 2025/128	
4	MATTERS ARISING - PART 1			
4.1	Action Sheet from the last meeting on 10 June 2025	NOTED	MBS 2025/131	

	Action Item 1 - Ongoing: Curriculum Framework & Programme Committee Representation on CBAPC		
4.1.1	- MBS Postgraduate Programme Advisory Subcommittee – ToR (v1.0, 12 June 2025)	APPROVED	MBS 2025/132/rev1
4.1.2	- MBS Undergraduate Programme Advisory Subcommittee – ToR (v1.0, 12 June 2025)	APPROVED	MBS 2025/133/rev1
	<p>The ADTL introduced the ToRs for two new programme advisory subcommittees. These are part of the University's curriculum framework requirements, which had been previously discussed and supported by the Board. The College Board had agreed to establish four programme committees in total: the Master of Analytics Programme Committee (already in place and active), a separate committee for the School of Aviation (which is in progress), and these two broader committees.</p> <p>Both the Postgraduate and Undergraduate Programme Advisory Subcommittees will report to CBAPC. A key responsibility will be maintaining curriculum maps and reviewing assessment alignment across relevant programmes. Once the ToRs and memberships are confirmed, the ADTL will work with Heads of School to finalise representation and begin work.</p> <p>A suggestion was made to revise the membership wording:</p> <ul style="list-style-type: none"> - For the UG subcommittee: replace <i>Director, Bachelor of Accountancy</i> with <i>Representative for the Bachelor of Accountancy</i>, as there is no formal director role. - For the PG subcommittee: update <i>Director, Master of Professional Accountancy</i> to <i>Representative for postgraduate professional accountancy programmes</i>, to better reflect the range of qualifications offered. <p>These revisions were supported, and the ToRs have been updated accordingly.</p>		
4.1.3	Action item 2 - Closed: Feedback on Ensuring the Validity of our Qualifications in the Age of GenAI	NOTED	MBS 2025/134
4.1.4	Action item 3 - Closed: Feedback on Draft Qualification Lifecycle Review Process Policy and Procedures	NOTED	MBS 2025/135
4.1.5	<p>Action item 4 - Closed: Update on Thesis Course Coordinator Role</p> <p>The Acting ADAQ referred to the previous discussion and confirmed that the Director of HRD currently holds the thesis course coordinator role within the College.</p>		
5	REPORTS		
5.1	<p>Pro Vice-Chancellor (Acting Chair)</p> <p>The PVC thanked staff for their continued efforts in preparing for Semester 2.</p> <p>The University Advisory Group report on the structure and position of the university sector has not yet been released.</p> <p>The Vice-Chancellor recruitment process is underway, with the initial application stage having closed last Friday. As previously announced, Prof Jo Cullinane has stepped down as DPVC for MBS. The PVC thanked Prof Cullinane for the significant contribution and leadership, particularly in relation to the College Board, which the PVC will now chair going forward.</p>		

	<p>The relocation of Albany-based staff from Quads A and B to the Innovation Centre has been completed. The PVC thanked the College Executive Manager for the significant work involved and acknowledged staff for their patience in adjusting to the open-plan environment. Unexpected demolition work has caused disruption for Albany-based PhD students still based in Quads A and B. Plans are underway to relocate and support these students, with thanks extended to the College Executive Manager, Director of HRD, and others assisting.</p> <p>The College's 2025 financial position is positive, with a projected surplus of approximately \$4.5 million. This reflects a 22.5% increase in student enrolments compared to the previous year. The PVC thanked staff for their ongoing dedication.</p> <p>A full-time Management major (BBus) will be launched in Singapore this month. Enrolment numbers will be monitored, with the possibility of offering the HRM major in the November intake</p>		
5.2	<p>Associate Dean, Academic Quality</p> <p>The Acting ADAQ provided an update on several items:</p> <p>A review of PSB qualifications and BBus specialisations was recently completed. It was positive to note that some Singapore offerings have met enrolment targets and will proceed.</p> <p>Grade publication was completed on time with only minor exceptions. Clarifications requested from course coordinators regarding grade distributions were important, as these explanations form part of QAC documentation and have accreditation implications. No grade distribution adjustments were enforced at the College level, as previously communicated.</p> <p>Regarding the QA Survey, a help guide was sent to staff. Approximately 50% of courses offered only in Sem 1 have completed the survey, which is encouraging given the concurrent grade publication deadlines. Follow-up will continue with the remaining courses.</p> <p>Work is ongoing with the Academic Administration Team Lead to ensure student communication and qualification pathways are in place for changes to BBus majors, APP closure, and MMgt updates, supporting students to complete their qualifications.</p> <p>An arrangement has been confirmed with the CoHSS to allow current PGDip Journalism students to progress into the MMgt (Journalism), despite its closure. This supports student progression and provides time to develop alternative pathways.</p> <p>The ADAQ also noted the continued processing of special permissions, programme variations, RPLs, and admission matters.</p>		
5.3	<p>Associate Dean, Teaching and Learning</p> <p>The ADTL reported that the Semester 1 exam round ran smoothly, with 93% of students sitting their exams as scheduled. A further 110 students completed a replacement exam, and approximately 82 passed. This number may increase slightly as some marking is still being finalised. The outcome highlights the value of offering replacement assessments.</p> <p>An update was provided on the new AI use declaration process introduced for TCAs in Sem 1. Over 4,700 MBS exam sittings were recorded, and only 18 students failed to complete the required AI use</p>		

	<p>declaration despite several reminders. These students received a mark of 0 for the TCA, though their grades may be revised if they complete the declaration. The process worked well overall, and it is expected to run more smoothly in Sem 2 as staff and students become more familiar with the requirement.</p> <p>Orientation activities for Sem 2 are currently underway at the Manawatū and Albany campuses, as well as for distance students. Orientation for new Singapore-based students will follow next week. Thanks were extended to staff supporting these efforts. A follow-up Te Tiriti workshop, led by Dr Rangimarie Mahuika, was held for Manawatū staff who missed the session last year. A similar workshop will be offered in Albany in October.</p> <p>Finally, staff were reminded that all recorded content shared with students must include captions or transcripts to ensure accessibility for those with hearing or cognitive impairments. A PD session to support staff with this requirement will take place on Wednesday, 16 July, with further details to be shared via email.</p>		
5.4	<p>Associate Dean, Research</p> <p>The ADR reported that all Mini MURF funding for the year has been allocated. Staff should have received a notification regarding this. A follow-up will take place in a few months to ensure the funds are used by October, as any unspent funds may be recovered in December. Staff are encouraged to plan accordingly if funding cannot be fully utilised.</p> <p>There has been strong interest from mentors supporting ECRs, with around 14 senior academics offering support, particularly with publications. Staff have been contacted regarding this initiative. In addition, two sessions are being planned: one focused on how to effectively undertake a “Revise and Resubmit” process, and another with journal editors from the department discussing how submissions are reviewed, and decisions are made from the editorial side. Further details on these activities will be shared via email in the coming week.</p>		
5.5	<p>Associate Dean, Māori</p> <p>The ADM reported that the Māori student completion rate for the semester was reported at 81%, a slight decrease from last year’s 83.5%, but positive result given a 20–25% increase in enrolments. Level 2 courses continue to perform well.</p> <p>There have been no new funding developments for Te Rangahau. The Kaiārahi programme is currently under review, with 2026 funding yet to be confirmed. Work is also underway with the PVC to explore the establishment of a Māori Advisory Board. Early discussions are in progress, with further updates to follow.</p>		
5.6	<p>Associate Dean, International</p> <p>None</p>		
5.7	<p>Student Representatives</p> <p>None</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	Academic Board None			
7.2	Learning and Teaching Committee Minutes (Part I) from LTC Meeting on 8 April 2025 Meeting None <i>The June LTC meeting was cancelled</i>			
7.3	Office of the Provost None			
8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)			
8.1	The June CBAPC meeting was cancelled due to insufficient business. The proposal for Course 219205 (item 8.2) was circulated via email and has been approved.			
	COURSE RETIREMENT 2026			
8.2	SCHOOL OF MANAGEMENT AND MARKETING	219205 Professional Presentations in Business Proposal <ul style="list-style-type: none"> Retire the course <p>This course was formerly part of the Strategic Communication major (closed to new enrolments since 2022) and is no longer used in current qualifications. There are no impacts on programmes, and alternative courses are available.</p>	RESOLVED THAT this document be approved and details provided to Academic Committee for approval	MBS 2025/129
9	OTHER DOCUMENTS			
9.1	Memo: Programme and Specialisation Closures to New Enrolments		RESOLVED THAT this document be approved and details provided to Academic Committee for noting	MBS 2025/136
	SUBSIDIARY COMMITTEES			
10	MASSEY BUSINESS SCHOOL RESEARCH COMMITTEE (MBS RC)			
10.1	Minutes from the May 2025 MBS RC Meeting		NOTED	MBS 2025/137
11	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (MBS T&L)			
11.1	Draft Minutes from the May 2025 MBS T&L Committee Meeting A clarification was provided regarding item 7.6, <i>Ensuring the Validity of our Qualifications in the Age of Gen AI</i> . Although the T&L Committee did not have time to discuss the report during the meeting, members subsequently provided feedback via email. This was included in the overall response submitted to the AC, as noted in the agenda (item 4.1.3).		NOTED	MBS 2025/138
12	MASSEY BUSINESS SCHOOL QUALITY ASSURANCE COMMITTEE (MBS QAC)			
12.1	None			
13	SUPPLEMENTARY ITEMS - PART 1			
	None			
14	MINUTES FOR APPROVAL FROM AGENDA PART 2 None			



University Research Committee
Minutes of the University Research Committee meeting held on Thursday 24 July 2025
 at 2:30 p.m. via TEAMS

MINUTES – Part I [Public]

URC Members PRESENT: Giselle Byrnes (Chair), Tracy Riley, David Brougham, Bill Fish, Leigh Signal, John Munday, Tasa Havea, Jon Proctor (alternate for Christine Kenney), Rodney Adank (alternate for Oli Wilson), Viv Smith, Fawad Ahmad, Abdollah Baghaei and Courtney Hayward.

In attendance: Anita Muthukaruppan, Marise Murrie and Helen Sargent.

1. APOLOGIES

Oli Wilson, Christine Kenney, Linda Palmer, Eranjana Kathriarachchi and Michelle Marraffini.

WELCOMED

1. Assoc. Prof Rod Adank, acting as Prof Oli Wilson's alternate.
2. Prof Jon Procter, acting as Christine Kenney's alternate.
3. Chesna Cocker (Associate Director, Global Engagement, International Relations) who presented the draft International Partnerships Framework 2025-2030. Chesna left this meeting at the end of her presentation at approximately 3.15pm.

2. CONFIRMATION OF PART I MINUTES OF MEETING HELD 26 JUNE 2025 (URC 25-071)

Resolved that the minutes of Part I from the last meeting be adopted by consensus as a true and correct record. [Carried by all in attendance]

3. ACTION ITEMS AND MATTERS ARISING

- No Part II to this meeting.
- Members were thanked for providing their named alternates/proxies (Ref. 25-085).
- Members were thanked for ratifying CoS's mini-MURF 2025 allocations via email by 16 July. John Munday has now proceeded with letters of notification to those applicants.
- Members were reminded of their role in the URC to advance commitments that the University has made relating to Te Pou Rangahau, and the importance of sharing information and strategising with that purpose.
- Reminder that SREF (Round 1) 2025 applications closes today (24 July), following a 2-week extension to the earlier end date. Low numbers of SREF applications have been noted by Research Operations, and this has triggered discussions about our current internal funding mechanisms being fit-for-purpose and appropriate considering research sector changes. More to come on this topic.
- Nominations for College Research Awards and University Research Medals for 2025 open today (for 6 weeks) and close on 4 September. A Massey News brief will come out shortly.
- Viv encouraged members to review last month's paper (25-069 - 2025 Budget overview) if they didn't have time last month. It highlights Central Government's new thinking and direction around research funding.

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- Giselle briefed Academic Board on 23 July that the Research Committee of Te Pūkai Tara Universities New Zealand had met with MBIE about IP arrangements that came out of the recent SSAG report. The 'full' Waterloo model is unlikely to progress, instead more of a revenue sharing model is being mooted, which is closer to what Massey University (and other NZ universities) currently employ. There is still uncertainty about the final model.
- In addition, MBIE has signaled further changes to external funding landscape, with more mission driven research, and in addition, how Universities can collaborate better with PROs, being driven by the new Chief Science Advisor (John Roche) new Prime Ministers Science, Innovation and Technology Council.
- No updates about PBRF or its replacement currently.

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
Strategic Discussion	Tracy	To provide regular updates about the new Applied Doctoral Scheme so MU staff can submit project ideas to themes	Tracy	[Completed] In GRS&E reports in future
Matters Arising	Helen	Named alternates/proxies for URC Members to be updated (NB. Postgraduate and ERC members are not required to provide alternates)	Helen	24 July [Completed]

Action items that are greyed out have been confirmed as completed and will be removed from this list.

4. STRATEGIC DISCUSSIONS

4.1 International Partnerships Framework (2025 – 2030; Still in DRAFT) (URC 25-087 and 25-088)

- **Chesna Cocker, International Relations**, presented an overview of the draft Massey University International Partnerships Framework (2025 – 2030), developed by the Office of Global Engagement (OGE). URC Members were asked to discuss and provide feedback on the draft framework and visits guidance. OGE is currently working through the first phase of consultation on this document and are consulting internally with Colleges and Schools through College International Advisors, the University Globalisation Committee (UGC), DVC Māori, our Business Executive Partner SaGE and the URC. Feedback will be summarised and presented to the UGC in-person meeting on 12 August 2025, on Turitea Campus. However, Chesna noted that feedback can be received after that date.
- **Why is a new framework important:** Massey's Institutional-level, Colleges and Schools have ~386 separate international partnerships (of which one third are with Chinese Institutions). The OGE want to create a consistent approach and definition when it comes to "partnering for mutual benefit" (including "what's in it for Massey") and construct a tiered partnership system for greater strategic focus purposes. This will also reduce Massey's reputational risk exposure which is currently high due to a lack of strategic diversification, internal staff/resources, processes, systems and visibility that is generating unnecessary duplication of effort and silo-ed opportunities that are unsustainable in the long term. Prioritising the current University-wide partnerships is key. This will help to a) provide clarity around whether to maintain existing partnerships, b) encourage proactive behaviours around identifying, ranking and finding 'high value' partnerships, c) assess the 'benefit' to Massey by measuring 'what's in it for us' before partnering and d) deliver guidance on whether to host international delegations and visit requests. Ways of measuring success include our four R's: rankings, revenue, reputation and reach (according to countries/global location).
- **Framework details:** Refer to the attached presentation (URC 25-088) for more detail. The new framework has two parts. A) a 4-tiered system that concocts of 1) Strategic Partnerships (3-5

total), 2) Significant Institutional Partnerships (20-25 total), 3) Operational Partnerships (up to 50 total) and 4) Pipeline Partnerships (limitless – largely focused on student recruitment at School and College level), and B) Guidance on hosting international delegations by tier, plus includes guidance for Government visits and multi-institutional delegations.

- **Consultation to date has been with:** The Globalisation Committee (College International Advisors), DVC Māori, executive business partner in SAGE, plus others.
- **General feedback from consultations undertaken so far includes:** Who are currently seen as Massey's strategic partners? Who gets a 'say' in who the Strategic Partnerships are with? What role is expected from the Colleges? Understanding the criteria of each tier and ensuring there is flexibility within the new framework. Feedback has been positive around a university-wide framework, but some college feedback suggests that the wording should remain as "guidance" not policy – to ensure it supports our Schools/Colleges/Massey. The importance of undertaking a stock take of current partnerships – to ensure no one is missed at this early stage – and to potentially revise the overall goal target per tier. Ensure that this new framework is aligned with other frameworks in use here at Massey. Next steps will involve more workshops around the pros, cons and challenges, plus areas that need more work, including reference to being a Te Tiriti-led University.
- **URC Member feedback and comments include:**
 - Number of partnerships (per tier) needs to be checked against Massey's contract documentation, and other legal management components, to ensure there is one source of truth (within a centralised system).
 - A policy around partnerships should not be ruled out – as there are fundamental reasons why a policy is appropriate vs a guideline.
 - Who decides and authorises the who, what, why, where and when of partnerships needs to be clear.
 - Several research activities take place at programme level, with contractual obligations that impact partnership agreements, and these need to be included and mapped into any partnership agreement. There is currently no mechanism in place to easily monitor, add and adjust research activities within a partnership agreement.
 - Trusted Security – Protected Security Requirements that apply to all NZ universities, need to be applied when engaging with international partners, including cross-referencing when appropriate.
 - OGE needs to align the language/descriptions of our Tier 1 and 2 partnerships with Horizon Europe funding opportunities and other significant New Zealand International engagement partnerships (e.g. Trade, Space, etc), given they are also focused on strategic and trusted partnerships. These are a good point of reference for Massey.
 - Has the OGE identified any CURRENT overlap of institution across the 386 partnerships identified? And if there was duplication (e.g. two Massey Colleges working with the same Chinese Institution) how is that going to be reflected in this new framework?
 - Will the new framework reflect where Massey is now – or are you planning to focus on populating the Framework with where Massey wants to be in the future?
 - Can Tier 1 and 2 partnerships be Centrally driven – or will they all be College driven?
 - What is Tier 4's (the pipeline) timeframe, given it likely takes years to move a new engagement from Tier 4 to Tier 1. How does it work, and who is responsible for moving a new partnership up through the Tiers?
 - How does this framework capture partnerships where Massey is a co-applicant on a strategically significant research project with another University?
 - Future opportunities for research funding applications to align with our strategic partnerships.
 - MBS noted that they struggle with rules around gifting when receiving or visiting overseas guests.
 - MBS acknowledged a high number of Chinese partnerships that may not be entirely

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fruitful and need to be removed, possibly replaced with new growth opportunity locations like Vietnam, which would also address Massey's diversity ratings with QS.

- Tiers 3 and 4 need to consider strategic research opportunities more than the descriptions currently suggest, not just operations and teaching, especially considering NZ's reduced research funding opportunities. The numbers pertaining to Tier 3 partnerships (up to 50) may need to be increased to allow more early-stage research partnerships into that mix – or maybe you need to consider having different tiers for those issues. There is a current lack of staff resourcing and strategic thinking in terms of research partnerships that needs to be factored in here, and how this would be sustained and maintained on a multi-year level.
- Leading partnerships is also not necessarily in Massey's best interests. Instead, being a co-lead or supporter is more sustainable and manageable, in terms of administrative loading.
- Research Operations noted that there is a significant exercise here in working out how this could work for research projects and within the draft framework.
- Regarding whom decides on partnership going forward: It is important that the definition of "Strategic" is well communicated, because different groups/people may have a different expectation and definition for this word and what it means per Tier. "Strategic" versus "Priority" needs to be made clear when determining what partnerships warrant Tier 1, 2, 3 or 4 categorisations. This cannot be achieved entirely "top-down" or "bottom-up" and therefore should be clarified in this Framework.
- If partners were to learn that they were not considered to be a Massey "Tier 1" partner, this is likely to be problematic. Therefore, ensuring this document is secure to Massey is important.
- Keeping this plan as a Framework – as opposed to a policy – may reduce its strength and impact, whereas policies typically have more influence and authority at Massey. While this process can take 3-6 months, it does require engagement and consultation with College Boards etc, which is helpful.
- Recommend engaging with the Māori professoriate now – and early on in this engagement process. They have a wide lens – unconstrained by teaching, learning or research lenses – so very insightful.
- ***NB: Whilst the OGE includes representatives from GRS&E (Tracy Riley) and CET (Jean Jacoby), it should not be assumed that their input replaces comprehensive research management knowledge.**

4.2 Diversifying future URC Agendas with new topics

- Suggestion to invite **6-monthly reports/presentations from different parts of the University** that we don't normally hear from at this Committee. For example, Pacifica Dean (Tasa), DVC Māori, our Early Career Researchers and Postgraduate representatives – particularly in the context of Te Pou Rangahau's goals and objectives. Championing the Research Plan is one of this committee's key tasks, according to our Terms of Reference.
- **New standing item for "across-College" items/issues:** For example, CoCA shared a new funding opportunity called MedTech IQ now available to Massey researchers. [Funding | Te Titoki Mataora | MedTech Research Translator - Funding](#), and CoHSS noted they often discussed broad issues that the other Colleges would benefit from hearing about or discussing at URC. *[This new agenda item was agreed to, with the caveat that if there was a particular issue needing to be discussed, for that to be sent to the Secretary ahead of the monthly agenda being circulated, to allow others to think about the issue before the meeting].*
- Potential to invite speakers from ITS and University Services for general update to the URC.

4.3 URC Terms of Reference – annual check-in and update

- The members were asked if the URC's Terms of Reference wording required changing or updating at this time. No changes were noted by the members.
- The latest activities that pertain to the ToR, but not requiring noting to the Academic Board, included:
 - The URC Committee members named alternates list has been updated (URC 25-085) and members were asked to inform the Secretary when they are unable to attend an upcoming URC meeting, so the alternate can receive the papers in a timely manner.
 - CoCA's College Research Committee (CRC) explained to the committee in May that they do not meet as regularly as the other Colleges, and consequently they do not provide monthly meeting minutes to the URC Committee regularly, as stipulated in the Terms of Reference. The CoCA Research Director confirmed on 7 July 2025 that he is currently seeking approval from CoCA's CRC to share their subcommittee meetings with the URC, which is expected to address this item shortly.
 - At the May 2025 URC Meeting, the Animal Ethics Annual 2024 Report required "discussion and approval" by the URC, however the members agreed that they were not sufficiently skilled to be able to provide "approval", instead agreed it was only appropriate for them to "discuss and note" this 2024 report, and all future Animal Ethics and Human Ethics reports coming to the URC in future. This was communicated to Tracy Riley who agreed to this approach in relation to future annual reports from these ethics' committees.

4.4 Te Pou Rangahau Update (URC 25-045 including the implementation framework)

- The URC Committee is tasked with monitoring progress against Te Pou Rangahau and reporting up to Academic Board and to Council on a semi-regular basis (6-monthly).
- In May this year, the Implementation Framework spreadsheet, where we note activities against objectives and goals of this 2024-2027 Research Plan, has several gaps.
- Some suggestions to address these gaps is to nominate a "goal leader" for those goals that are currently lacking progress updates, ask the Research Committees in the Colleges to include an agenda item at their meetings specific to Te Pou Rangahau goals, or ask the REaDI advisors to target their reporting back to the College about some of those gaps (as appropriate). The reporting mechanism needs to be functional so that when the URC is asked to report back to Academic Board every 6-months that this information can be easily identified in the URC Minutes, monthly College Research Committee Meetings Minutes and/or the REaDI reporting processes.
- **Topics of discussion and feedback included:**
 - ***Goal 2: Talented researchers are attracted and retained to enhance Massey's research excellence***
 - Massey staff currently do not have ready access to staff statistics (new staffers, staff exits and who they are) to be able to map this goal accurately. Currently, the HR systems can tell us from year to year who the new staff and exits are, but we don't know if they are academics vs professional staff. It is unclear if the new HR system will improve this. Another issue is whose responsibility does this activity sit with? Therefore, as this goal currently reads, we are not able to accurately respond as to whether this is being achieved or not, and we have no baseline date to start with either.
 - The goal does not define what constitutes a "talented" researcher and is further complicated with the amount of change process the University has gone through in the last 2 years.
 - MBS monitors publication numbers according to staff, using a quality-based point system. It was quickly identified that 20 of their 130 staff generated 60% of publications over a 3-year period. MBS also has a minimum number of points

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required to be considered “research-active”. However, when some of those high performing staff applied for promotions at Massey, they were unsuccessful but were successful when applying for higher-paid positions at higher ranked Australian Universities, so subsequently left Massey. Does our definition of ‘talented’ need to be adjusted in line with what other Universities consider to be promotion worthy?

- MBS have also focused on engaging directly with their staff, asking them about what they needed, and listening and responding to their idea and requests for assistance - based on availability of support and funding. Some ideas didn’t cost anything – like addressing the mentoring needs of their ECRs with their own professors stepping up to assist. Whilst another idea came from a researcher who has agreed to host three invited Australian academics over a staggered period, and they will deliver training and mentoring over a concentrated 2–3-day period whilst building genuine relationships with Massey at the same time.
- It was suggested that the next Research Plan (after 2027) seriously considers reducing the number of goals and objectives on what is in this current Research Plan, given we are struggling to report on the 15 goals and 80 objectives in Te Pou Rangahau. In future, goals should be selected in terms of what we can measure, with clear accountabilities and named responsible owners of those goals (e.g. Goal leaders). In the meantime, the next few URC agendas could spotlight one goal per month and drill into the ideas and solutions identified to date for each one we have agreed to focus on this remaining year.
 - **Goal 4** for instance (*Best practice research management is supported by efficient and up-to-date IT systems*) would likely be led by Research Operations team (Viv) and supported by someone from ITS (e.g. the CIO) who could speak to the interface, improvements planned, etc.
 - **Goal 5** (*All students have equitable access to postgraduate research pathways – specifically Māori and Pacific research students, and investing in mentoring, learning and development*) could be led by Tracy, Tasa and the DVC Māori office.
 - **Goal 6** (*All postgraduate research is completed within expected timeframes that align with TEC and PBRF funding*) could be headed up by GRS&E staff with college input, and how to promote timely completions of PhDs in particular.
 - **Goal 9** (*High quality partnerships and collaborations drive research excellence and impact*) could be informed by Anita and by the OGE returning to update us about the international Framework discussed at today’s URC meeting.
- The retention of College REaDI advisors, currently on fixed-term contracts that end in December 2025, was raised as key to addressing Te Pou Rangahau’s goals and objectives; however, the Research Directors are uncertain as to whether those roles will be funded in 2026+. Strategic initiative fund (SIF) funds these roles at Massey, and SLT will be discussing these roles next week. This points to a larger question, around what is funded from the Strategic Initiative Fund versus business as usual and operational funding, and how that will be funded in the long term.

5. RESEARCH OPERATIONS MONTHLY REPORT (June 2025)

(URC 25-072)

Highlights include:

- Minor correction required: Under the June priorities, a bullet point refers to providing a summary of infrastructure or research capability to the Prime Minister's Science, Information, Technology and Advisory Committee. It's a Council, not a committee. [This error has now been corrected in the 25-072 document saved on SharePoint].
- Important change to the government’s research, science, innovation and technology announcements that are now coming from the Beehives announcement page here: <https://www.beehive.govt.nz/portfolio/nationalactnew-zealand-first-coalition-government-2023-2026/science-innovation-and> as opposed to how this same information was previously

being reported via the funders.

- Note: some of the “new funding” announcements may be referring to previous funding announcements, so may not be actual “new funding”, just “reskinned”. Unfortunately, there does not appear to be any new funding, instead projects that are getting “new funding” are more than likely getting it from reprioritised funding that would have previously supported researchers. The Prime Minister's Science Information and Technology Advisory Council is meeting next week, and MBIE is preparing a report on research funding across the sector for the Minister for September, so keep a look out for any announcements from them too.
- Two new Massey Smart Ideas were funded by MBIE last month.
- Internal funding - SREF 2026 - was originally intended to support applications >\$3M going to 2027 Endeavour, Marsden and HRC rounds; however, with recent announcements of cuts to funding in those programmes this has significantly limited the opportunities for funding SREF 2026 proposals this round.
 - **Question:** could SREF 2026 funding be used to fund smaller grant applications instead? **Answer:** The Research Operations team are exploring all options now, but with news about funding cuts from Government coming in at very regular intervals, they are needing to shift quickly with each announcement. It does appear to mean that we have more time available to develop and mature old and new partnerships, including with iwi or Māori organisations on the reconfigured Vision Mātauranga fund.
- The RO report is now including news related to work performed by Legal Services – to help highlight their role in protecting Massey from risks associated with both research and consultancy contracts.
- The Government is starting to see Universities as holding critical assets – and in accordance with that notion, we are being asked to participate in activities like providing research infrastructure information to “Kitmap” – a Research Assets database exercise originally only for the CRIs.

6. GRADUATE RESEARCH SCHOOL & ETHICS MONTHLY REPORT (June 2025)

(URC 25-073)

Highlights include:

- Professor Tracy Riley was an invited guest to Karlstad University in Sweden and keynote speaker at the combined European Council for High Abilities-International group for Mathematical Creativity and Giftedness conference held 15-18 June 2025.
- Massey's PhD numbers are recovering to pre-COVID numbers, with 959 registered PhDs, with 2.5 supervisors per PhD (very high!).
- Eighteen per cent of PhDs are over 4Fs – which means Massey doesn't get as much funding for those students from TEC. Completion times are important, and every student that takes longer than the 4Fs is costing Massey.
 - **Question:** how does this TEC funding per PhD student work? **Answer:** Massey receives TEC funding up to 4F's (equivalent to four full-time years of study), and if the student is part-time then it is the equivalent of six years (or two-thirds funding). This funding amount also varies depending on the discipline of PhD. When the student completes (meaning they've gone through the exam, amended their thesis, and it's on the library shelf – or online) Massey receives the PBRF completion funding, which trickles in over about a 3-year period. We still get the PBRF funding, even if it takes them 10 years, but it is the lack of TEC funding after the 4Fs period that supervisors need to be conscious of because Massey is having to then support that student instead. Students who start to go into >4 Fs are also typically an additional workload/strain on the supervisor's time, which is costly to a College in other ways too.
 - **Question:** Were there any practices in Sweden that would be a good idea to introduce here in terms of looking at completion times? **Answer:** the public defense of the thesis is great, but takes more than 4 years to achieve well, and requires several checkpoints such as confirmation, a halfway point checkpoint, a 90% checkpoint, followed by an oral exam. However, the students were very successful in terms of completing in those

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ways, and therefore something for Massey to consider. We have a big gap between a confirmation of registration and an exam, which can be a lengthy period with only some progress reporting in writing, especially for those who are going into their 5th or 6th year.

- Ethics applications have increased in 2025, with a 30% increase in animal ethics applications and a 70% increase in full ethics applications.

7. ITEMS FOR DISCUSSION AND APPROVAL

7.1 CoCA Research Committee Update

(Verbal)

- Provided by Associate Professor Rod Adank, in Oli Wilson's absence. Rod mentioned a new project he is working on, that will have a soft launch of a new product at the IMAC conference in Hamilton in September. He also noted that CoCA staff are very busy and pushing hard as they can with research while they're managing challenging workloads.

7.2 Human Ethics Committee Terms of Reference (for URC approval)

(URC 25-074)

In brief:

- There are three Human Ethics Committees at Massey University:
 - Ohu Matatika 1: Expertise in health, nutrition and exercise;
 - Ohu Matatika 2: Expertise in tikanga Māori, Pacific research and social sciences; and
 - Ohu Matatika 3: Expertise in tikanga Māori, education and business.
- The Terms of Reference for these committees were duplicated across the three, but over time had become out of sync with our governance committees' standard format for Terms of Reference. The Terms of Reference had also become a mix of terms and procedures.
- Therefore, the update here is not a significant change. It is simply getting things back into order with due processes here at Massey. The most significant change is including two student representatives. They were not included in our earlier terms of reference, even though we had implemented having them on the committee.
- Tracy responded to questions from the URC around:
 - 1) seeking clarity on point 3.3.1 ('endeavouring to have a lay chairperson and a non-lay deputy chairperson where reasonably possible'). Tracy noted that the HRC require this arrangement to be in place.
 - 2) seeking clarity around the conflict of interest of committee members and making that much clearer. Tracy noted that this was an issue that had given them concern in the past but is now clearer around procedures.
 - 3) ensuring Massey approach around conflict resolution reflects similar approaches employed by other Massey committees, by starting at a low level before escalating up to a complaints process.
- The URC is specifically being asked to approve these Terms of Reference today because the Chair's committee shouldn't be approving their own terms of reference.
- The URC approved these Terms of Reference, for noting by Academic Board (AB) at their next meeting.

7.3 Human Ethics Annual Report (for URC noting)

(URC 25-075)

In brief:

- There are three annual reports here for noting by the URC. Each one represents Massey's three Human Ethics Committees, and each goes to the Health Research Council (HRC) and are required to use a very particular template.
- Tracy acknowledged the work that the three Chairs have put into these reports including A/Prof Louise Brough, (OM1), Prof Fiona Te Momo (OM2) and Dr Gerald Harrison (OM3), as well as Patsy Broad and Jordon Houston, who act as the Secretary for the Human Ethics Committee. A phenomenal amount of work goes into each of these Ethics Committees, and these committees perform a significant service on behalf of Massey University.

URC 25-090

- The URC recorded thanks to the respective Human Ethics Committee Chairs, Secretary and to Tracy as acting Chair of the Ethics Committee Chairs Committee (in addition to being the Director of Ethics). Timely to note that Massey is seeking a new chair, with the advertisement out now.
- The URC noted these three 2024 Annual Reports, for noting by AB at their next meeting.

8 ITEMS FOR NOTING

All Items below were noted by URC Members with no further comments or discussion.

8.1	*MBS Research Committee Minutes; May 2025 (Confirmed)	(URC 25-076)
8.2	*CoS Research Committee Minutes; May 2025 (Confirmed)	(URC 25-077)
8.3	*CoH Research Committee Minutes; June 2025 (Confirmed)	(URC 25-078)
8.4	*CoHSS Research Committee Minutes; April 2025 (Confirmed)	(URC 25-079)
8.5	*DRC Meeting Minutes; May and June 2025 (Confirmed)	(URC 25-080)
8.6	*Academic Committee Meeting Minutes; June 2025 (Confirmed)	(URC 25-081)
8.7	* International Research Rankings Update – July Report	(URC 25-082)
8.8	*Changes to the Times Higher Education Impact Rankings from 2026	(URC 25-083)
8.9	*The Conversation research engagement report - June 2025	(URC 25-084)
8.10	*URC Members and named alternates (7 July 2025)	(URC 25-085)
8.11	*URC Terms of Reference 2023	(URC 25-086)
8.12	*Update Report to Academic Board on Te Pou Rangahau (Confirmed)	(URC 25-045)

9 GENERAL BUSINESS

- A reminder to URC members to be alert to the changes in communication coming from the government. Keep a watch out for: <https://www.beehive.govt.nz/portfolio/nationalactnew-zealand-first-coalition-government-2023-2026/science-innovation-and-advanced-tech-institute-backs-science-sector> | [Beehive.govt.nz](https://www.beehive.govt.nz) is an example of how the government is making research sector announcements. Previously, the research sector would get advanced notice, but this is no longer happening and instead the media/general public is receiving this information at the same time we are.
- CoS was planning on holding a research forum in Albany on 2 September, however this has been delayed to November, due to staff moving buildings.
- Ethics is going live with the new human ethics e-forms in August, 2025. If you are involved in human ethics, you would have received several notifications saying that anything that you've started in 2025, from low risk to full applications, have got a time frame around which you can carry on with those. Do not ignore any RIMS messaging that comes through and please alert your researchers to contact Patsy Broad if they are encountering any problems. Thanks to Sharon Crowley and Patsy Broad, for the considerable work involved in updating this e-form.
- Research Month in August: [Research month - Massey University](#) – with various information sessions available to attend.

New action items from 24 July 2025 URC Meeting:

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
25-069	Viv	Members to ensure they are familiar with the Budget 2025 Overview	All	28 Aug

MEETING CLOSED AT 4.31pm

THE NEXT ORDINARY MEETING WILL BE HELD AT 2.30 PM ON THURSDAY 28 AUGUST 2025.



Academic Board List of Acronyms

Academic Board Subcommittees and College Boards	
AC	Academic Committee
CCA CB	College of Creative Arts College Board
COH CB	College of Health College Board
CSB CB	College of Science College Board
HSS CB	College of Humanities and Social Sciences College Board
MBS CB/CBB	Massey Business School (College of Business) College Board
URC	University Research Committee

University Committees and Boards	
Council	Massey University Council
CUAP	Committee for University Academic Programmes
FAC	Finance and Assurance Committee
PAC	People and Culture Committee
TLC	Teaching and Learning Committee

Other Acronyms	
CoCA	College of Creative Arts
CoH	College of Health
CoHSS	College of Humanities and Social Sciences
CoREs	Centres of Research Excellence scheme
CoS	College of Science
DQ7+	Government funding for teaching at degree level and above
GenAI	Generative Artificial Intelligence
EFTS	Equivalent Full Time Student
MBS	Massey Business School
OSes	Online Supervised Exams
PBRF	Performance-Based Research Fund
SAC	Student Achievement Component
SITE	Secondary Initial Teacher Education (Government funding for teaching specifically)
SREF	Strategic Research Excellence Fund
SSAG	Science System Advisory Group
TTAP	Te Tira Ahu Pae (Student Association)
TEC	Tertiary Education Commission
UAG	University Advisory Group
UFS	Unified Funding System (Government funding for teaching below degree level)



Part I: Paper for Decision

DATE:	24 September 2025
AUTHOR:	Chair of Academic Board, Professor Fiona Te Momo
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
AB25/09/156	Confirmation of Minutes Academic Board Meeting 27 August 2025 - Part II	For the reasons set out in the Part I minutes of 27 August 2025 held with public present	
AB25/09/157	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
Noting Papers			
AC Minutes Part II – 5 August 2025 (AB25/09/158)			
CoHSS Minutes Part II – 8 August 2025 (AB25/09/159)			

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.