



TE KUNENGA | MASSEY
KI PŪREHUROA | UNIVERSITY
UNIVERSITY OF NEW ZEALAND



ACADEMIC BOARD AGENDA PART I

Academic Board Meeting Part I - 22 October 2025

22 October 2025 01:30 PM - 03:30 PM



TE KUNENGA | **MASSEY**
KI PŪREHUROA | **UNIVERSITY**
UNIVERSITY OF NEW ZEALAND

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

**HELD VIA VIDEOCONFERENCE
ON
WEDNESDAY 24 SEPTEMBER 2025 AT 1.30PM**

PART I

Present:

Professor Fiona Te Momo (Chair), Vice-Chancellor Professor Jan Thomas, Provost Professor Giselle Byrnes, Dr Maria Borovnik, Professor Darryl Cochrane, PVC Massey Business School Professor Jonathan Elms, PVC College of Sciences Professor Raymond Geor, Dean Pacific Tasa Havea, Dr Simon Hills, Professor Huia Jahnke, PVC College of Health Professor Jill McCutcheon, Tara McLaughlin, Professor Hatice Ozer Balli, TTAP Manawhakahaere Ripeka Paapu, Professor Diane Pearson, Professor Matt Roskrug, Dr Marta Rychert, Professor Kaye Thorn, Rongomaiaia Te Whaiti, and Professor Bryan Walpert.

In Attendance: Communications Manager Jenna Nicols (Part I only), Governance Advisor Chanell Meehan and approximately 2 members of the public.

Apologies: DVC Māori Paora Ammunson, Professor Naomi Cogger, TTAP Pasifika Co-President Mary Ieremia-Allan, TTAP General/Distance President Chiavanni Le'Mon, College of Creative Arts Professor Margaret Maile, DVC Students and Global Engagement Professor Tere McGonagle-Daly, Associate Professor Andre Mūrnieks, Professor Julieanna Preston, TTAP Pasifika Co-President Caroline Ryan, Professor Nicolette Sheridan, Professor Rochelle Stewart-Withers, and PVC College of Humanities and Social Sciences Professor Cynthia White.

Lateness: Rongomaiaia Te Whaiti (1.38pm)

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 27 August 2025 – Part I (AB25/09/145)

AB25-44 RESOLVED:

(Agreed)

“THAT the Academic Board adopts the minutes of Part I of the meeting held on 27 August 2025 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 2025/26 - Part I (AB25/09/146)

The Board noted the updated workplan for 2025/26.

2. STRATEGIC UPDATES

2.1 Chair's Report (Verbal)

The Chair noted the below in her verbal report:

- The University Advisory Group (UAG) report was released on 2 September 2025. The UAG report noted that universities are a system operating in international interest and recommended the establishment of a New Zealand Universities Council.
- The UAG report noted the upwards creep in qualifications deserve broad national consideration.
- The Chair also noted the Performance-Based Research Fund (PBRF) is going to be replaced with Teaching Research Excellence Fund (TREF). Alongside abolishment of NCEA and replacement with new subjects such as Artificial Intelligence at high school level.
- Acknowledged and thanked Bryan Walpert for his contribution to Academic Board since October 2022.

2.2 Vice-Chancellor's Report (AB25/09/147)

The Vice-Chancellor spoke to the report and noted the below:

- Minister Reti is establishing a joint sector Council to maximise the effectiveness of research and education endeavours.
- The quality assurance regime is moving towards universities becoming the accrediting body for their own degrees where approvals will come to Academic Board (except for externally accredited degrees which will go through CUAP first then to Academic Board final approval).
- Recently a technical advisory working group has been established to recommend Key Performance Indicators as a measurement for TREF. Massey's Director Research Operations, Viv Smith, is an advisory group member.
- The recent changes to the high school curriculum mean Horticulture and Agriculture are now recognised as academic subjects.
- The mood of the boardroom report was released today and spoke to a lack of confidence in the direction of sectors, and the education sector was rated the lowest of all sectors in New Zealand.

The board noted the report. A board member noted they are pleased with the potential change in process regarding CUAP. A board member noted the low mood of the boardroom rating for education was understandable, particularly within the creative arts space. The board noted they will watch the PBRF space with interest particularly around the Humanities and Social Sciences and Arts.

2.3 Provost Report (Verbal)

The Provost noted the below in her verbal report:

- UAG report:
 - Acknowledged the description of the moral purpose of universities, their value to society and the intrinsic importance of education.
 - We may be moving in the self-accreditation system direction and UAG want to come up with a system that still encourages peer reviews.
 - TREF will be a metrics-based assessment to look at institutional weighting metrics.
 - Signals that research supported by the fund will be programmatic, feedback has been around the need for fundamental research such as Humanities and Social Sciences, and the Arts.
- The Ministry of Education has been engaged in targeted consultation around strategy development by 30 September 2025, prioritising student achievement and career readiness, international connectivity. The Tertiary Education Commission is also consulting on future Early Performance Indicators, looking at considering the distance travelled and the correlation between their success/ability to graduate.
- The curriculum transformation proposal will likely be presented to Academic Board by end of 2025.
- The Academic Committee is working on defining key wording. The Teaching and Learning committee are providing clarity around policies and procedures.

The board noted the Provost report. A board member noted the government is indicating an interest in job readiness, and the Provost noted Australia have recently begun moving away from this approach.

2.4 Student Report (Verbal)

The Te Tira Ahu Pae (TTAP) Manawhakahaere Ripeka Paapu noted the below in the student report:

- This is the busiest time of year for Māori students, and she just returned from Te Huia in Waikato that had eight universities in attendance.
- TTAP are working through the restructure for the rep model, final report comes out this Friday.

The board noted the student report.

2.5 Academic Committee Biennial Survey (AB25/09/148)

The Provost spoke to the survey and noted this is reported on a semi-regular basis and some minor changes to the Terms of Reference have been proposed.

The board noted the paper.

2.6 Equivalence Policy Review (AB25/09/149)

The Provost noted this is an update on the equivalence policy to ensure clarity and has only had minor changes. The Teaching and Learning policy will give us visibility of policies that need retiring in future.

The board noted the policy review.

AB25-45 **RESOLVED:**

(Agreed)

“THAT the Academic Board approves the revised Equivalence Policy.”**CARRIED****3. PAPERS FOR NOTING**

The Board noted the papers as listed.

3.1 Academic Board Subcommittee Minutes – Part I:

- 3.1.1 AC Minutes Part I – 5 August 2025 (AB25/09/150)
- 3.1.2 CoH Board Minutes Part I – 17 June 2025 (AB25/09/151)
- 3.1.3 CoHSS Board Minutes Part I – 8 August 2025 (AB25/09/152)
- 3.1.4 MBS Board Minutes Part I – 8 July 2025 (AB25/09/153)
- 3.1.5 URC Board Minutes Part I – 24 July 2025 (AB25/09/154)

4. DECISIONS RELEASED FROM PART II

- 4.1 Conferment of Degrees and Awarding of Diplomas and Certificates (AB25/09/157)

AB25-48 **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 (AB25/09/155)**AB25-46 **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 |
|--|---|--|-----------------------|
| AB25/09/156 | 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 CB Minutes Part II – 8 August 2025 (AB25/09/159) | | | |

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 2.11pm*

Signature: _____

Date: _____

Academic Board 2025-2026 Workplan

| | 22 OCTOBER 2025 | 19 NOVEMBER 2025 | 25 FEBRUARY 2026 | 25 MARCH 2026 | 22 APRIL 2026 |
|----------------------|---|---|---|---|---|
| Location | Zoom | In Person (Manawatu) | Zoom | Zoom | Zoom |
| Strategic Discussion | <ul style="list-style-type: none"> DVC SAGE Presentation | <ul style="list-style-type: none"> DVC Māori Presentation | <ul style="list-style-type: none"> TBC | <ul style="list-style-type: none"> TBC | <ul style="list-style-type: none"> TBC |
| Strategic Items | <ul style="list-style-type: none"> Academic Integrity report Draft revised Code of Responsible Research Conduct Draft new Procedures for Managing Responsible Research Conduct | <ul style="list-style-type: none"> AB Approved Policies Update (6-monthly) Te Ara Paerangi & Te Pou Rangahau Update (6-monthly) | <ul style="list-style-type: none"> College Engagement: College of Creative Arts (CoCA) Presentation AB Self-Review (<i>Deferred from Oct 2024</i>) | <ul style="list-style-type: none"> Subcommittee Annual Reports★ AB Self-Improvement Actions | <ul style="list-style-type: none"> College Engagement: Massey Business School (MBS) Presentation |
| Operational Items | <ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report Qualification Review Reports Conferment of Degrees and other qualifications | <ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report Qualification Review Reports Conferment of Degrees and other qualifications | <ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report Qualification Review Reports Conferment of Degrees and other qualifications | <ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report CUAP Proposals (Round 1) Qualification Review Reports Conferment of Degrees and other qualifications | <ul style="list-style-type: none"> Chair's Report VC's Report Provost Report Student Report 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 |

Please Note: All ★starred items are for noting.

Part I: Paper for Information

| | |
|----------------------|--|
| MEETING DATE: | 22 October 2025 |
| AUTHOR: | Vice-Chancellor Professor Jan Thomas |
| SUBJECT: | VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: September – October |

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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 Kūhenga 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

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

- *Doctoral research update*
Below are a series of snapshot infographics on the current Massey doctoral student cohort. There are 940 doctoral students currently, including students who are enrolled, under examination and under re-examination. Figure 1 indicates where these students are enrolled, across the five Colleges and also by campus (noting that doctoral students are required to select one of the three campuses when they enrol). The College of Sciences has the largest proportion (43%), followed by the College of Humanities and Social Sciences (33%). More than 50% of doctoral students selected the Manawātū campus as their campus of enrolment, and this is an indication of where their primary supervisor is

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based. It is also important to note that international students must be based on a campus, not only to ensure good support for their research, but as a visa requirement.

Figure 1: Massey University doctoral student numbers by College and campus (as at 31 August 2025)

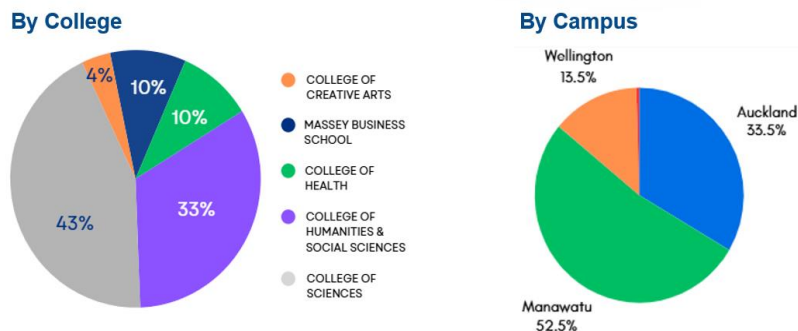
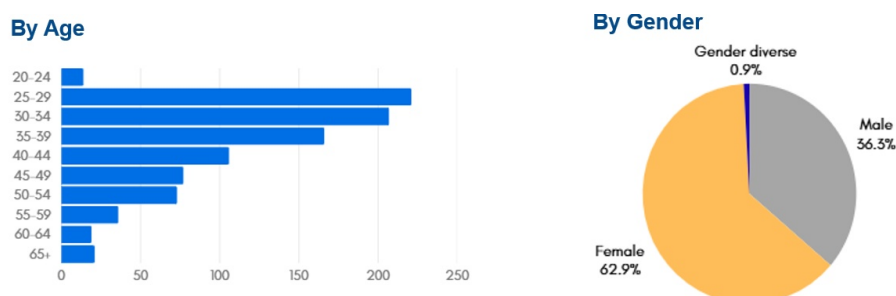


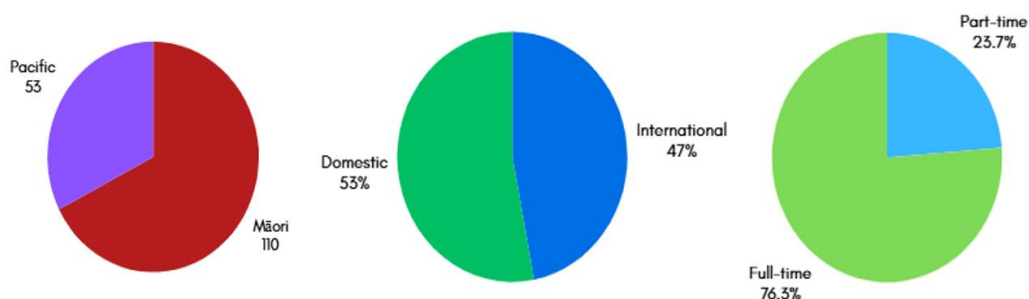
Figure 2 provides information on the age range and gender of the current doctoral cohort. The majority of doctoral students are aged between 25 and 39, and over 60% are female.

Figure 2: Massey University doctoral students by age and by gender (as at 31 August 2025)



As shown in Figure 3, there are currently 110 Māori doctoral students, making up just under 12% of the total cohort, and 53 Pacific students or 5.6% of the doctoral cohort. Domestic students make up just over 50% of the doctoral student body, and over 75% are studying full-time.

Figure 3: Māori and Pacific doctoral student numbers and enrolment status (as at 31 August 2025)



- Applied Doctorates Scheme Governance Group**
 Professor Tracy Riley, Dean Postgraduate Research, has been appointed to the Governance Group of the Applied Doctorates Scheme (ADS), a national programme designed to boost New Zealand's economy by bridging the gap between groundbreaking scientific research and industry, funded by the

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Ministry of Business, Innovation and Employment (MBIE). She will join as a member of the ADS Governance Group and serve from 15 August 2025 to 14 August 2027.

Te Pou Ako –Learning and Teaching

Examples of the delivery of an excellent learning environment include:

- *Massey Business School's MBA ranked in the top 10 in Oceania*
Three of the Master's degrees offered by the Massey Business School have received higher rankings in the newly released 2026 Quacquarelli Symonds World University rankings. The Master of Business Administration was also ranked among the top 10 in Oceania. [Read more.](#)

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

- *Curriculum Transformation project*
The Curriculum Framework implementation workstream is progressing well. The Qualification Lifecycle Process Policy and Procedures were approved by the September meeting of Academic Board. This provides the framework under which Programme Committees will operate from 2026. Work to develop the systems and processes that will feed information to the programme committees is ongoing and includes the recruitment of additional staff to support Colleges with this work. Details of the recruitment process will be worked out over the coming weeks.

Aligned to this, a group are meeting to discuss the Academic Planning Process. This will put systems in place to implement the Curriculum Framework requirement for Senior Leadership Team signoff on new academic products and ensure that this happens in a systematic and coordinated way that includes all key stakeholders in a logical way.

Work is also underway to determine how to expedite the implementation of the SONIA placement management system. A post-implementation review that was recently completed by the Work Integrated Learning Working Group has identified some key areas for addressing, and the College Executive Team will be working with colleges to determine the most effective approach for this.

The Course Design Standards and Teaching Expectations workstreams have merged to produce a single document, the draft Teaching Foundations Framework, which is currently out for consultation, and the proposed alignment of our teaching and learning policies into a coherent policy framework was discussed earlier.

- *Australasian Council on Open, Distance and E-Learning (ACODE)*
In August, Provost Professor Giselle Byrnes was one of eight faculty (teaching participants) at this year's Australasian Council on Open, Distance and E-Learning (ACODE) [Learning Technologies Leadership Institute](#) (LTLI) in Mooloolaba on Queensland's Sunshine Coast. The LTLI is a practical professional development programme designed for participants to develop an understanding of effective leadership in relation to technology enhanced learning in the tertiary education context.

It was also an excellent opportunity for us to benchmark the Curriculum Transformation work we are now implementing here at Massey. The week demonstrated that we are well aligned with other institutions around Australasia and in some respects, leading, especially in terms of 'leaning into' the hard decisions regarding a future-focused curriculum.

- *New Academic Programme developments*

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Planning

The university has refreshed its [Bachelor of Resource and Environmental Planning](#), giving students expertise in technology, legislation and planning processes while emphasising Indigenous worldviews, environmental care and co-governance under Te Tiriti o Waitangi.

Agriculture

The university has teamed up with the Horticultural Agricultural Teachers Association to [run classes for agriculture and horticulture secondary school teachers](#) that will give them the technical curriculum knowledge they need ([Rural News](#)).

- *Educator Support and Resources*

Preparatory work for the reestablishment of secure assessments and exams is underway with stakeholder engagement activity underway.

The Teaching Academy has released a set of self-directed academic development modules supporting staff to learn more about Generative AI in their teaching practice.

- *Moana Minds: Navigating AI Workshop*

This workshop was delivered across late August to address gaps in student preparedness regarding artificial intelligence (AI) use in academic settings. A total of 92 students registered, with 36 attending the first session. Of these, 89% of participants requested follow-up workshops which highlighted strong demand. The workshop content covered policies, frameworks, and effective use of AI tools, and was supported by librarians and academic staff, with positive feedback from students and staff. A post-workshop debrief confirmed the value of continuing this series with creative delivery methods, with high student demand highlighting the need for ongoing, innovative academic initiatives.

- *Building expertise and community around artificial intelligence (AI)*

A new AI Expert Working Group will advise the university on how to approach AI in ways that are ethical, culturally safe, aligned with our values and those of Te Tiriti o Waitangi.

The working group will comprise staff nominated by members of the Senior Leadership Team and by key committees. Reflecting our commitment to Te Tiriti and to ensuring Māori perspectives shape our approach, at least three seats will be specifically reserved for Māori nominees. Alongside this group, we also want to make sure a wide range of voices and perspectives help shape our approach to AI. In October, we will open expressions of interest for an AI Reference Group, which will be open to self-nomination. This wider group will provide a space to share experiences, test ideas, and ensure our strategy reflects the realities of teaching, research, and operations at Massey. [Read more.](#)

- *Scholarships for first year undergraduates*

In the last year, there has been a concerted effort to enhance the overall scholarships offer for students who are new to Massey, especially school leavers. On 1 September, most of the school leaver scholarships closed and we are delighted with the response, having received over 1,300 individual applications from secondary school students interested in studying at Massey in 2026. Massey now offers a range of general and specific scholarships for students to study on our campus, and these are developed and implemented in collaboration with Colleges and other central service lines.

This year, we added six new scholarships, bringing the total offering up to 20 scholarships. We will offer close to \$2.5 million to support more than 400 secondary school students coming to Massey in 2026.

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- *Massey launches new Rainbow Postgraduate Scholarships*
Massey University is committed to creating an inclusive and empowering environment where our takatāpui and rainbow students can thrive. This year saw the introduction of the Rainbow Postgraduate Scholarships, created in partnership with the Rainbow New Zealand Charitable Trust. [Read more.](#)
- *Final Decision on the future of Ako Aotearoa*
As many of you are aware, the Government's Budget announcement in May resulted in the premature cessation of two major funding agreements for Ako Aotearoa. Due to the loss of funding, a Proposal for Change document was released to staff in August. After a period of consultation, including full and thorough consideration of all submissions and counter proposals, it has been decided that all Ako Aotearoa staff positions (25 roles, 21.04 FTE) will be disestablished, effective 31 December 2025. [Read more about the Final Decision from Provost Professor Giselle Byrnes on Staffroom.](#)

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.

- *Role-modelling excellent practice as a Tiriti o Waitangi-led institution*
Te Whare o Te Amorangi Office of the Deputy Vice-Chancellor Māori is pleased to announce a series of exciting initiatives launched during Mahuru Māori, in celebration of 50 years of Te Wiki o te Reo Māori. These efforts reflect our ongoing commitment to supporting the revitalisation and use of te reo Māori across Te Kūhanga ki Pūrehuroa.

Te Hāpai Ō Māori Language Advisory Group reformed

Te Hāpai Ō Māori Language Advisory Group was reformed in September, with staff representatives from all areas of the university to oversee reo Māori strategy planning, general strategic planning and ensuring consistency and accuracy of the use of te reo Māori across the university. Te Hāpai Ō is scheduled to meet monthly.

Te Hā o te Reo

Launching in 2026, Te Hā o te Reo is a micro-credentialled professional development opportunity for staff to gain confidence in using te reo Māori. This initiative is in collaboration with Te Pūtahi-a-Toi

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School of Māori Knowledge, and a resurrection of the Te Hā o te Reo initiative which ran between 2019 and 2021.

Staff will gain the confidence to:

- Incorporate te reo Māori in everyday, professional and culturally appropriate situations.
- Participate in Māori cultural practices such as karakia, pepeha, waiata and mihihihi.
- Cultivate an understanding and awareness of te ao Māori through concepts, practices, and rituals.

[Read more.](#)

Celebrating our People

- [*More than 70 Massey academics make the World's Top 2% Scientists list*](#)
Academics in agriculture, food science, communication, disaster resilience, veterinary science, wildlife and human disease transmission have been recognised as some of the world's leading experts in their fields. This year, more than 70 Massey academics and researchers, past and present, are included in the World's Top 2% Scientists, a prestigious list published annually by Stanford University and Elsevier. [Read more.](#)
- *Professor of Communication wins inaugural award for research on social justice activism*
Professor Mohan Dutta, Dean's Chair in Communication and Director of the Centre for Culture-Centred Approach to Research and Evaluation (CARE), School of Humanities, Media and Creative Communication, has been named the recipient of the inaugural Lawrence R. Frey Award for Distinguished Communication and Social Justice Activism Research. The international award recognises scholars who have made significant contributions to the study of communication activism and its role in social justice. [Read more.](#)
- Dr Hukarere Valentine, School of Psychology, has been elected as Fellow of the New Zealand Psychological Society.
- *Success at Dyson Design Awards with groundbreaking fruit measuring device*
Industrial Design graduate Dr Zené Krige has been named runner-up in the James Dyson Design Award New Zealand for her fruit measuring device. Foresight is a tree-mounted, camera-based device that uses stereoscopic vision to measure fruit size in real time. [Read more.](#)
- *Rising facilities management talent celebrated at national industry awards*
Two students from the Diploma in Facilities Management were recognised at the Ngā Tohu FMANZ Awards, the annual event of the Facilities Management Association of New Zealand. Vicki Carter received the Emerging Facilities Management Professional of the Year Award, while Jana Soole opened the evening with a presentation sharing her personal facilities management journey. [Read more.](#)
- *World Council for Gifted and Talented Children*
Professor Tracy Riley, Dean Postgraduate Research attended the biennial World Council for Gifted and Talented Children Executive Committee meeting and conference in Braga, Portugal (28 July–2 August), the first in-person event since 2019, with over 450 delegates from 57 countries attending.

Dr Riley was recognised for eight years of service on the Executive Committee, including roles as Secretary, Vice President, and Chair of key committees. A particular focus of her contributions has been supporting early career scholars through initiatives such as pre-conference workshops and the Early Scholar and Emerging Leader Awards. Looking ahead, Dr Riley is interested in exploring

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giftedness in tertiary education and how the pre-conference workshop model might be applied at Massey to support our doctoral students.

- *Graduate contributes to world first space mission*
Bachelor of Māori Visual Arts graduate Reweti Arapere has achieved a world-first, with his artwork travelling beyond Earth. The mission, called *Hēki*, involves a superconducting magnet technology, which was launched aboard a rocket from Florida and has now arrived at the International Space Station. The protective cover of the magnet experiment was etched with a Māori design, marking a world-first integration of Māori visual culture with space science. [Read more.](#)
- *2025 Ngaio Marsh Award for Best Non-Fiction*
Associate Professor James Hollings, School of Humanities, Media and Creative Communication, and co-author were awarded the 2025 Ngaio Marsh Award for Best Non-Fiction for their book *The Crewe Murders*.

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:

- *Community impact of Massey's SDG programme wins global recognition*
The Master of Sustainable Development Goals (SDGs), offered by the School of People, Environment and Planning, has been recognised among the top 20% of entries in the Sustainable Education Action category at the 2025 QS Reimagine Education Awards. The submission, scripted by Professor Regina Scheyvens, was titled *Driving Real-World Change: Master of the SDGs*. It featured a compelling, state-of-the-art video showcasing students during their practicum placements, highlighting the impact they made in communities and organisations through their work. [Read more.](#)
- *Celebrating 15 years of Environmental Health Intelligence New Zealand*
From a one-person project to a nationally recognised team, Environmental Health Intelligence New Zealand has spent 15 years delivering vital insights that support evidence-based decisions in Aotearoa New Zealand's health sector. The celebration reflects a journey of growth, impact and innovation. [Read more.](#)
- *Massey researchers lead national conversations on circular and caring economies*
Wasteful production and the undervaluing of care work will be the focus of two upcoming back-to-back symposia in Wellington. The symposia are being held at Te Rau Karamu Marae on the Pukeahu campus, and will explore how circular and caring economies can drive more sustainable and equitable futures. [Read more.](#)
- *'New Zealand Prosperity Live' to track national wellbeing in real time*
Professor Christoph Schumacher has launched New Zealand Prosperity Live, a first-of-its-kind prosperity tracker that provides an up-to-date snapshot of national wellbeing and business health daily. [Read more.](#)
- *'The Conversation' – September highlights*
More than 90,000 people from around the globe read Massey-authored pieces via *The Conversation* last month, gaining both national and international media pick up. During September, five Massey authors penned two articles for *The Conversation*, reaching audiences in the United States, Australia, Hong Kong, Singapore, the United Kingdom and more. Explore last month's articles on Staffroom [here](#).

Part I: Paper for Information

- Dr Matt Williams, School of Psychology, has been appointed as a Co-Editor-in-Chief of the journal *Europe's Journal of Psychology*.
- *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.

Mahi undertaken to foster, support and enable a resilient and sustainable university. Examples include:

- *Focus on the Future: Financial Update September 2025*
 We presented the most recent financial forecast at the University Council meeting held in Auckland in September. As our Semester 2 enrolments are now finalised, we have a more accurate understanding of our financial position for 2025.

I am pleased to report the university is currently [forecast to record a small operating surplus](#) for 2025 which is due to increased enrolments and our continued focus on financial sustainability. This is an improvement on the -\$7.4 million deficit which was forecast in our [June update](#). Higher domestic and international enrolments, along with higher than budgeted research and consultancy activity, have contributed to the increase in forecast income.

Massey has a strong balance sheet with liquidity and solvency continuing to be managed within set targets. The university has no debt and is not forecasting to require any borrowing during the remainder of 2025.

While 2024's operating surplus and the forecast result for 2025 reflect the impacts of the hard work we have all undertaken to achieve a more financially sustainable university, there remain financial challenges in the short to medium term, largely due to recent changes in the funding landscapes for teaching and research.

We have come a long way over the past two years and our actions are delivering positive results, however, continued focus and effort are still needed to maintain our trajectory toward financial sustainability. Thank you all for the effort you have made so far.

You can find out more about our path to financial sustainability [here](#).

Part I: Paper for Information



STUDENTS AND GLOBAL ENGAGEMENT

Dr Tere McGonagle-Daly
Deputy Vice-Chancellor, Students and Global
Engagement, and University Registrar

AB25/10/163

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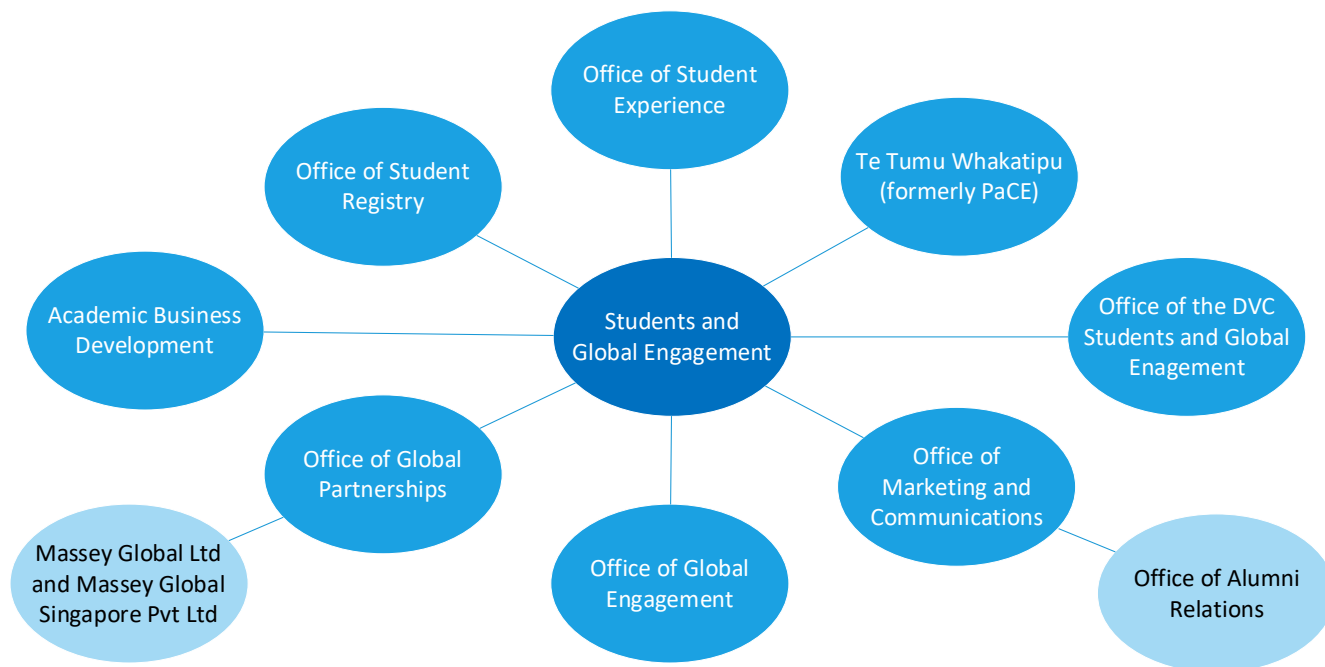
A BIT ABOUT SAGE

My vision of SAGE:

I want Students and Global Engagement (SAGE) to be known as the portfolio that connects every part of Massey University. A place where challenges are met with agility and solutions are delivered with care. Guided by our commitment to *Te Tiriti o Waitangi*, SAGE will uphold *Te Tiriti* in all that we do. We will foster student confidence through responsive, high-quality services, and cultivate a culture where staff feel deeply connected, valued, and aligned with shared values and ways of working. Whether part of the team or collaborating with it, people will see SAGE as a community they trust, respect, and want to be part of - one that reflects the diverse voices and aspirations of Aotearoa and the world.

- SaGE provides a highly professional service across all areas of Te Kunenga ki Pūrehuroa.
- At the heart of SaGE are our **ākonga, Mātāpono and Te Tiriti o Waitangi**.
- SaGE oversees the entire student lifecycle - the “Student Journey” influences our mahi daily.
- Circa 450 staff (spread across campuses and world).

STRUCTURE AND TEAMS





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NGĀ MĀTĀPONO KI SAGE

HE TANGATA MANAAKI

We are manaaki centred and our actions are driven by aroha.

HE TANGATA WHIRINAKI

Kia tū kotahi, kia kotahi te whāinga. We understand that we are a significant part of a wider eco-system and in our collective diversity we can depend and rely on one another.

HE TANGATA PONO

Trust, honesty and integrity help shape the quality of our relationships. We stand together reflecting multiplicity, but singularity of purpose: to realise our Tiriti potential.

HE TANGATA MĀIA

We are courageous and brave in the way we approach our work, and we allow space for kōrero māia, which enables critical analysis of our mahi and mana enhancing feedback to each other.

HE TANGATA WHAI HAUORA

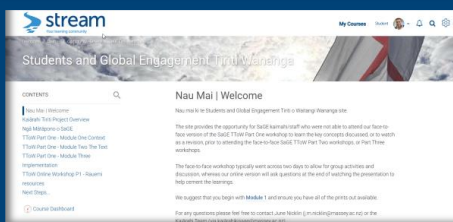
We collectively embrace all that nourishes and protects our hauora, both individually and collectively.

HE TANGATA WHAI WHAKATIPURANGA

We are future focused, inspired by our tīpuna as we aspire to imagine and conceive a flourishing future for our tamariki, mokopuna and future generations of whānau.

TE TIRITI O WAITANGI KI SAGE

Te Tiriti o Waitangi Workshops and Initiatives guided by the **Kaiarataki Matua** and supported by the **Kaiārahi Tiriti ki SaGE**



- **Over 410 kaimahi** have completed the Part 1 workshop
- **Approximately 300 kaimahi** have completed Part 2 to date.
- **Feedback rating:** average **4.8 / 5** for facilitation, content, and overall experience.
- **A new SaGE TToW Stream** has been created for new kaimahi to access the Part 1 workshop online.
- **Part 3 workshop** is planned for 2026, with additional Part 2 offerings planned.
- **A series of TToW-focused initiatives** for SaGE will be released in December 2025.





AKOMANGA KI SAGE

Akomanga guided by the Kaiarataki Uepū

- **Launched at Matariki**, the Akomanga programme is a portfolio-wide kaupapa offered across all three campuses, with 8 classes delivered monthly for SaGE kaimahi. Each area has its own Kaiarataki assigned to support local learning. The Akomanga programme was supported by key stakeholders across the University, including the Office of DVC Māori and Te Pūtahi-a-Toi.
- **Aligned with the Maramataka Māori**, the programme explores kaupapa such as whakawhanaunga, Matariki, whakapapa, pepeha, and Mana Whenua narratives — each building confidence and knowledge so kaimahi can understand their connection to people, place and Te Tiriti o Waitangi.
- **Kaupapa Māori-led**, the approach is grounded in *ako* and *wānanga* — creating a safe, encouraging space for capability growth.
- **Impact:**
 - 95% uptake across SaGE.
 - Recognised as a strength by kaimahi in the latest Staff Survey.
 - Directly connected to the SaGE Service Delivery Plan, kaimahi PDPs, Te Tiriti o Waitangi provisions, and *Mātāpono ki SaGE*.



STUDENT EXPERIENCE

- Ngā Wheako a Ngā Taura guides and supports ākonga through every stage of their learning journey at Massey by taking a proactive, data informed approach which provides ākonga with a distinctive Massey experience.
- A comprehensive range of student-centric support services is offered through three core areas of responsibility: Student Wellbeing, Student Development and Partnerships, Student Achievement.
- Included within these areas are student accommodation, health and wellbeing services, career and personal development services, student achievement support, student partnerships, academic advice, Te Paepoto, learning support and diversity and inclusion.
- Many of these services are funded by the Student Services Fee.



STUDENT EXPERIENCE

STUDENT ACHIEVEMENT

- Stream Campaign ongoing support - 683 students
- Pre-Commencement Support - 433 students
- Short term support (less than 3 months) - 324 students
- Long term support (more than 3 months) - 1,461 students
- Proactive emails reaching out to students - 10,062
- Referrals from academic staff - 325 (using referral form)

STUDENT DEVELOPMENT AND PARTNERSHIPS

- 2,223 students attending 45 webinars/events
- 1,138 jobs/graduate opportunities advertised to Massey students.

ACCOMMODATION

- 1,244 residents in student accommodation

STUDENT WELLBEING

- 15,639 doctor consultations
- 9,367 nurse consultations
- 6,486 counselling sessions
- 2,155 Wellbeing Advisor appointments with students and 1,551 appointments with staff (to discuss their concerns about a student)
- 8,521 students attended 205 wellbeing presentations/events

RECREATION AND CLUBS

- 5,571 hours of student club bookings
- 82 clubs affiliated with Te Tira Ahu Pae
- Over 3,000 members
- 263,153 visits to the Rec centres.



STUDENT EXPERIENCE

- Channels student concerns and complaints to the right place within Massey
- Supports the provision of student representatives for boards and committees
- Supports staff who have wellbeing concerns to refer or support students
- Supports the work of Pūrehuroatanga
- Leads the implementation of the University Disability and Inclusion Action Plan
- Supports disabled students to study
- Supports rainbow and Takatapui students, policies and practices
- Close relationship with Te Rau Tauawhi and Pacific Student Success
- Key relationship manager for the Student Association (Te Tira Ahu Pae)
- Helps to coordinate student communications including regular newsletter
- Coordinates the 'New student journey' to help transition new students into the university
- Business owner for the student CRM.





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TE TUMU WHAKATIPU

REVENUE AND PIPELINE ACTIVITY

Foundation Pathway Programmes – CertUniPrep and CertFoundStud – 282 ākonga

Short courses, microcredentials and international Study Tours (inbound) – 27 courses, 450 participants

Offshore foundation and English language courses and microcredentials

English language and professional testing – 7500 candidates.

SERVICE ACTIVITY

Wānanga Nohinohi ki Te Kunenga – Children's University – 400 tamariki

Accelerate + programme for high school students to undertake concurrent University courses – 57 enrolments

UniReady – free online preparation microcredentials – 996 enrolments

Homestay.



TE TUMU WHAKATIPU

Priorities for the **Foundation Pathway Programmes** centre on **growth, quality, and student success**. We have several priority areas:

- **Targets for Growth:** Increasing **domestic enrolments** (currently 172 domestic EFTS/ 281 headcount in 2025 YTD across both programmes).
- **Iterative curriculum development:** Collaborative redesign of foundation pathways has been undertaken this year with the introduction of seven new courses in 2025 (replacing 11) and the revitalisation of six others.
- **Student Experience and Success:** Improving **retention and completion** is at the heart of current initiatives. Embedded pastoral support is proactive, holistic support (covering study skills, well-being, and mentoring) is designed to address barriers that often hinder completion.
- **He Tangata Whirinaki tātou:** We are **actively connected** to support services across the university including Te Rau Tawahi, Pacific Student Success, Student Achievement Team, and Colleges to ensure smooth transitions into our programmes and into degree programmes.
- **Stronger Academic Pathways:** Another strategic focus is strengthening the **linkages to degree programs**.



TE TUMU WHAKATIPU



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TE TUMU WHAKATIPU

Benefit and areas of focus and opportunity for the **Short Courses, Microcredentials and International Study Tour** portfolio include:

- **Strengthening Academic Pathways:** Short courses provide accessible entry into Massey's academic ecosystem, supporting university partnerships and lifelong learning.
- **Driving International Engagement:** Long-standing partnerships and inbound study tours enhance Massey's global visibility and foster cross-cultural academic exchange.
- **Supporting Strategic Priorities:** Short courses align with Massey's goals, including sustainability, innovation, and Mātauranga Māori.
- **Building Community and Industry Connections:** Short courses engage government, industry, and community partners, positioning Massey as a responsive education provider.
- **Generating Revenue and Diversifying Income:** Provide a reliable revenue stream, supporting financial resilience. A high value contract with MFAT will see Massey University providing learning across two themes for the Manaaki Short-Term Training Scholarships for 2026–2027, in Agri-Food Systems and Disaster Resilience.
- **Contemporary Learning Delivery:** Opportunities for micro-credentials, virtual study tours, and hybrid models demonstrate Massey's commitment to flexible education.



WĀNANGA NOHINOHI TE KUNENGA

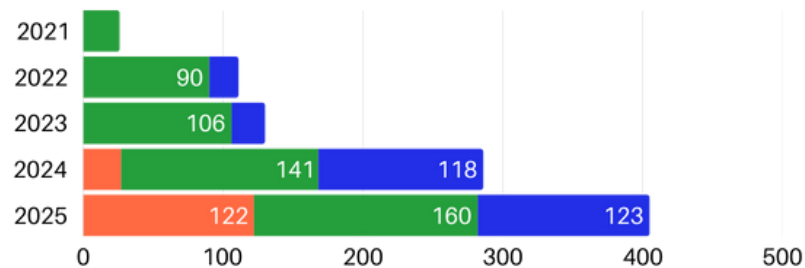


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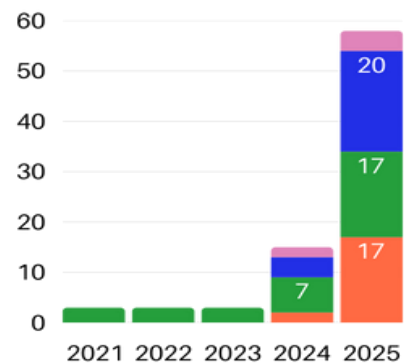


WĀNANGA NOHINOHI TE KUNENGA

Learner Participation



Learning Destinations





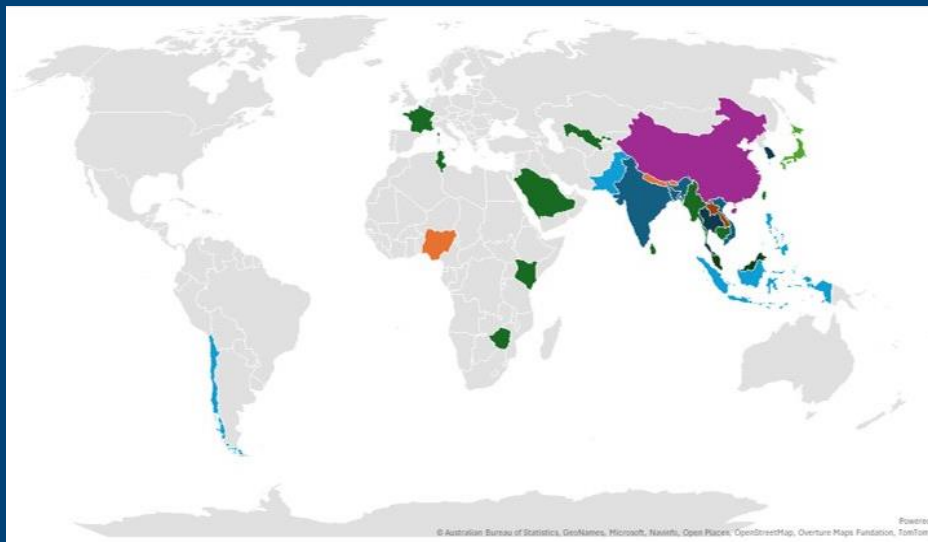
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MASSEY UNIVERSITY COLLEGE

Pathways for our international students:

- Foundation Certificate
- Diploma and Graduate Diploma
- English language pathways
 - General English
 - English for Academic Purposes

Students from over 31 countries





MASSEY UNIVERSITY COLLEGE



| MUC Programmes | Completed in S1 2025 | Progressed to Massey Programmes in S2 2025 | % Progression |
|---------------------------|----------------------|--|---------------|
| Foundation Certificate IA | 3 | 2 | 67% |
| Foundation Certificate I | 8 | 7 | 88% |
| EAP | 65 | 64 | 98% |
| Graduate Diploma | 16 | 14 | 88% |
| Diploma | 23 | 21 | 91% |
| Total | 115 | 106 | 94% |



MASSEY UNIVERSITY COLLEGE



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TNE – GLOBAL PARTNERSHIPS

- TNE has been part of Massey's DNA since 2008 and a natural extension of our domestic distance offering.
- We will pursue long-term, stable partnerships with reputable institutions who are culturally and academically compatible and committed to long-term collaboration.
- Massey maintains rigorous academic oversight of curriculum design and assessment, ensuring academic integrity across borders.
- While joint and double degrees have been the foundation, we are shifting toward scalable distributed delivery models.
- Our established entities—Massey Global Limited (MGL) and Massey Global Singapore Private Limited (MGSP) enable agile, accountable, and compliant offshore operations.



TNE – CURRENT PORTFOLIO

| PARTNER | COUNTRY | EFTS (TOTAL) | HEADCOUNT (ACTUAL) | PROGRAMME SUMMARY |
|----------|-----------|--------------|--------------------|------------------------------------|
| SIT | Singapore | 154 | 154 | Bachelor of Food Technology (Hons) |
| PSB | Singapore | 50 | 60 | Bachelor of Information Science |
| PSB | Singapore | 25 | 38 | Bachelor of Business |
| UNE | Australia | 36 | 78 | Spanish language courses |
| UEH | Vietnam | 15 | 40 | Master of Business Studies |
| NUFE | China | 650 | 1478 | Bachelor of Business |
| JIANGNAN | China | 60 | 243 | Bachelor of Food Technology (Hons) |
| HEBUT | China | 100 | 501 | Bachelor of Information Science |
| | | | 2592 | |



GLOBAL ENGAGEMENT

- **International recruitment** efforts for all students who choose to study in New Zealand at one of our 3 campuses
- **International mobility** for inbound students at partner institutions who choose to study with Massey for 1-2 semesters and outbound Massey students who choose to study for 1-2 semesters at one of our partner universities; support for the development and delivery of shorter-term outbound study abroad programmes including PMSA/PMSLA and other customized programmes
- Supporting the development and execution of **collaborative partnerships** with universities and institutions around the world (over 350 current partnerships in over 40 countries)
- Relationships with **New Zealand Embassy's, High Commissions and Consulates**, as well as the **Diplomatic Core** to New Zealand
- Relationship holder with **Education New Zealand**.



GLOBAL ENGAGEMENT

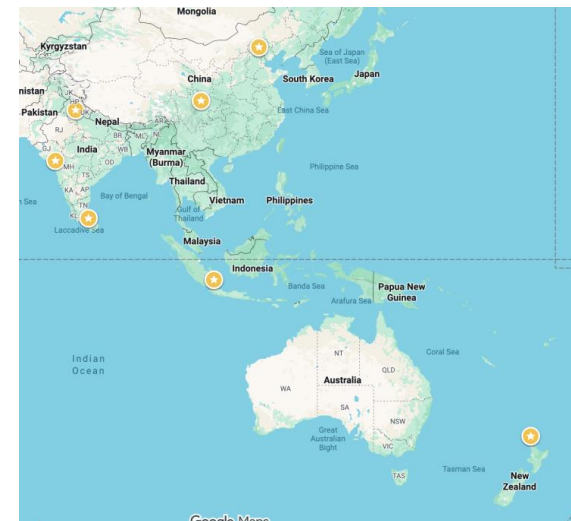
The **International Recruitment** team has undergone fundamental change in the past year. With Massey now directly managing all recruitment agents globally, we have adapted our team structure and delivery model.

NZ-Based Onshore:

- 4 Regional Recruitment Managers
 - Southeast Asia
 - North & East Asia
 - Middle East, Africa and onshore (NZ & Australia)
 - Americas, Europe and Study Abroad
- Operations and Conversion Team

Offshore:

- 7 Regional Recruitment Specialists
 - 2 x North Asia (China)
 - 2 x South Asia (India)
 - 1 x South Asia (Sri Lanka)
 - 1 x Southeast Asia (Indonesia)





GLOBAL ENGAGEMENT

Massey International Roadshows – Massey conducted two international roadshows in 2025 with plans for future. Representatives from across the university participated in order to:

1. Raise visibility and awareness of Massey and our areas of expertise (teaching and research).
2. Leverage existing partnerships and connections in-market with institutions and industry.
3. Generate interest in Massey University as a potential partner and education destination.

Key outcomes: Increased Massey brand awareness, new and enhanced university partnerships in region, robust alumni engagement and strengthened relationships with New Zealand diplomatic missions.

2025 Roadshows

South Asia - India and Sri Lanka (March/April)
East Asia - China (May)

2026 Roadshows (planned locations)

Southeast Asia – Singapore, Vietnam, Philippines, Indonesia (March)
Pacific – Fiji, Samoa, Tonga, PNG (July), plus Cook Islands



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STUDENT REGISTRY

- Student Registry provides core services for all ākonga (domestic and international) throughout their journey at Massey, from identity, international compliance, admission and offer, to enrolment and progression, through to records, completion of their studies and conferment.
- The services it provides are integral to the functioning of a university and all aspects of the student journey.
- Student Registry is often referred to as the engine of the university.
- It covers matters such as fees and compliance support, assistance with international student visas and insurance and agent commissions, distribution of study materials, guidance for eligibility to graduate (conferment) and the management of student records.



STUDENT REGISTRY

| RECORDS AND SERVICE DESIGN | ADMISSIONS | ENROLMENT AND PROGRESSION | FEES AND COMPLIANCE |
|--|---|---|---|
| Administration Identity Records – transcripts / MyeQuals Manual applications Distribution – (ID Cards, Study Material, Graduation Certificates) Shared email distribution International student payments Business support Process development and improvement Training Quality assurance Research and review Cohort coordination | International and domestic cohorts/partners International agents Kaplan International prospectus programme availability | Non-auto confirmed course enrolment Special permission enrolment Student study progression Course transfers and PVR's APRC process Completion NPE and Exclusion readmission Credit/RPL Graduation – not the event, but the work behind the scenes | Setting annual fees Fee appeals TEC Fees Free Studylink Fed Aid Manaaki Scholars International visa, insurance and fee refunds International sponsor invoices Agent commission Support hardship grants |



STUDENT REGISTRY

Some statistics for you - since January the Student Registry team have:

- Assessed over 44k 2025 admission applications YTD
- Assessed over 19k 2026 admission applications YTD
- Managed over 20k+ manual course enrolments
- Managed over 11k special permission course enrolments
- Managed over 16k recognition of prior learning
- Managed over 6,800 graduates (2024 data)
- Processed more than 25k MyeQual transactions – Records
- Provided over 124k incarcerated student study material printouts
- Processed over 21k manual identity checks.

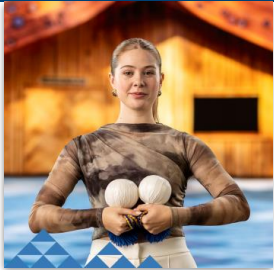


MARKETING AND DOMESTIC RECRUITMENT

- Marketing supports both Domestic and International recruitment
- Advertising campaigns target all people 18-54 with specific activity focused on school leavers, mature students, influencers and distance students.
- The brand campaign runs from July to November with a “Not to late to enrol” burst in January.
- Advertising also supports Colleges' activities with key promotional focus agreed with PVC and college heads. For example College of Health promotion of 12 separate programmes including Bachelor of Social Work, Master of Clinical Practice and B Health Sci Occupational Health and Safety.
- Advertising is supported by activity in our own channels: the website, the Albany sign, signs on campus, alumni newsletter and social media, communications plan including social media and through an email nurture journey.
- Other areas of activity include Open Days, Info Evenings, Semester Two, Summer School.



WHETŪ MARAMA - BRAND EXAMPLES



Jaedyn Randell – Alumni
College of Creative Arts



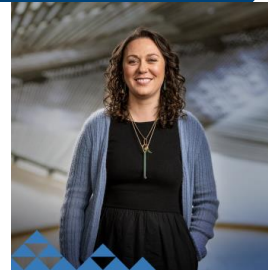
Megan Sinclair – Alumni
College of Sciences



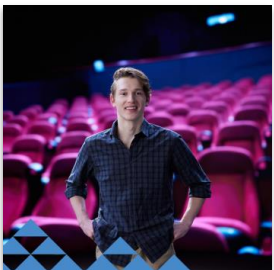
Richard Shaw – Academic
College of Humanities & Social Sciences



Ajmol Ali – Academic
College of Health



Erena Arapere – Academic
College of Creative Arts



Charlie Faulks – Alumni
College of Creative Arts



Paul Kenyon - Academic
College of Sciences



Kaylee Morrison – Alumni
College of Humanities & Social Sciences



Catherine – Alumni
College of Health



Jason Tahī – PG student
College of Health



Darren - Student
Massey Business School

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COLLEGE EXAMPLE

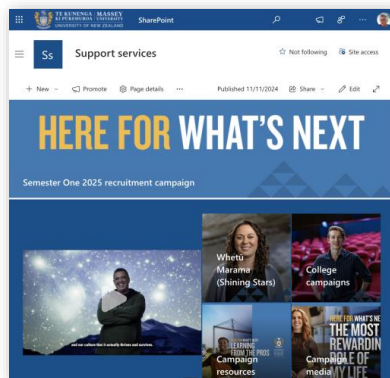




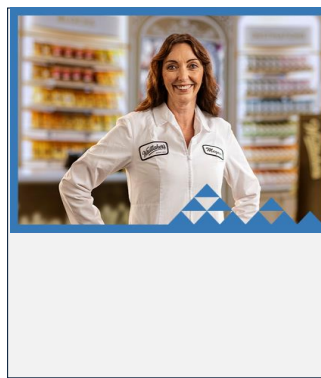
MARKETING



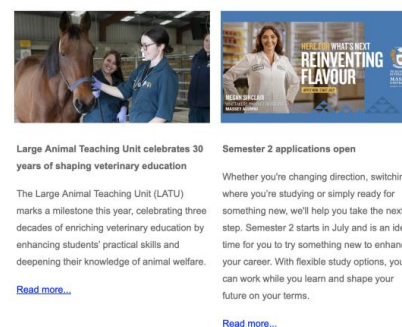
Select campus locations will be updated with new imagery



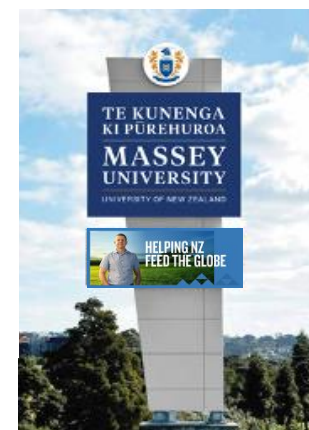
Campaign SharePoint site for S1



Updated email nurture journey will be implemented for S1 campaign



Alumni Newsletter (July issue)



Comms and Social Media plan in development



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FUTURE STUDENTS TEAM

1 Lead with top-ranked subjects



2 Tailored school engagement



3 Effective Communication with stakeholders



4 Recruit students through market segmentation and targeting strategy



5 Enhance visibility and PR value at prizegiving's



6 Run more targeted webinars



7 Improve conversion of leads through to enrolments



8 Build a high-performing Student Recruitment Team





FUTURE STUDENTS TEAM

SCHOOL VISITS

- Overview presentations
- Programme/Careers presentations
- Careers Evenings and Expos
- Scholarships Workshops
- Application Workshops
- Course Planning Sessions (Y13)
- Course Selection Evenings (Y10-11)
- Prize Giving ceremonies

EXTERNAL EVENTS

- Careers Expos
- Sports competitions
- Cultural competitions (eg Kapa Haka)
- Regional roadshows

CAMPUS EVENTS

- Experience Days
- Campus Tours
- Information Evenings
- Year 10 Taster Days
- PILOT (Pacific Leaders of Tomorrow Leadership conferences)
- Te Manu Tāiako/ KATTI Open Days
- Student Leaders Summit
- Careers Advisors Updates & PD

DIGITAL ENGAGEMENTS

- Explorer Newsletter (for Careers Advisors)
- Webinars
- Social Media



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ALUMNI RELATIONS

- Connecting with Alumni:
 - Supporting and project management of alumni reunions.
 - Coordinating a bi-monthly e-newsletter of alumni stories and Massey news, webpages and social media to strengthen the university reputation.
 - Organising virtual and face-to-face events for alumni in New Zealand and overseas – including alongside the recent roadshows
 - Hokona mai ki Massey University.
- Identifying alumni for College and university activities, e.g. research projects, surveys, events.
- Promoting alumni stories for reputation and recruitment.
- Supporting the graduation ceremonies including (e.g. merchandise and photos/interviews):
- Organising staff uniforms with Massey branding.



ALUMNI RELATIONS

- **Total alumni – 189,685 (139,856 of these are contactable – this is double what we had in 2019)**
- Number of e-newsletter distributed bi-monthly – 89,212
- Total countries – 133 (top three countries - New Zealand, Australia and China)
- Number of alumni who have received (Kings Birthday/New Year) honours over past few years if possible – 201 alumni over the last 5 years (2020-2025)
- Number of Honorary Doctorates - 137
- Number of distinguished alumni awards issued – 53, the first awarded in 1988.



DIGITAL, COMMUNICATIONS AND EVENTS

- We also look after the website, Massey social media channels including Facebook, Instagram and LinkedIn. We have an inhouse photographer, videographer and design services.
- We manage events such as the New Zealand Food Awards, Orientation, Graduation, National Fieldays as well as Open Days and Information Evenings. We look after sponsorship both from Massey and into Massey. We provide advice and support for college specific events.
- The communications team has a managing risk and building reputation kaupapa and manage all media enquires and proactively share Massey stories about staff, students and research. Student and staff communications including People at Massey and Staff Update, as well as things like Massey All emails are generated in the communications team.
- The communications team also provides media training.
- We have extensive data around media insights, web traffic and activity and regularly report on social media activity. Reports on events like Open Days are also available.



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BUSINESS SERVICES

- Administration and Advisory Hub – supporting across the portfolio and working with other hubs on university process improvement initiatives.
- Sport Massey – a positive sporting environment enabling participation and elevating performance.
 - o Angela Rainham – Manager Sport Massey – focused on delivering on the Massey Sport Framework.
 - o Supporting elite athletes with their distance studies is our strength.
 - o A refocus on club spirit, UTSNZ, engagement, reputation, building development opportunities and collaboration within schools and other sports partnerships.
- University Art Collection
 - o Curator and Community Liaison - Another re-focus on how we engage differently in the community – particularly in Ōteihā.
 - o Celebrating our art collection across the campuses – engagement with our Massey community.
 - o Rangitoto College exhibition – bringing friends of Massey approach.



ACADEMIC BUSINESS DEVELOPMENT

Horizon Scanning



We explore emerging global and national trends, technologies, and sector shifts to identify future opportunities and risks over the next 5 – 10 years

Output = Theme-based opportunity maps, viability scoring, and future programme recommendations.

Enrolment Forecasting



Using historic data, demographic trends, and regional patterns, we forecast enrolment demand by subject, campus, and delivery mode.

Output: Enrolment Trends & EFTS forecasts, aligned to Academic Approvals process/schedule

Capability Development



We explore future-focused areas where Massey should consider building capability, not to simply teach the technology itself, but to enable Colleges to apply it contextually within their disciplines.

Output = Recommendations for scalable, cross-College enablers and infrastructure needs.

Campus Profiling



We analyse the academic, demographic, economic, and competitive context of each Massey campus to support strategic decisions about what to offer, and where.

Output = SWOT analyses, local market alignment, regional opportunity identification.



ACADEMIC BUSINESS DEVELOPMENT

- **Transdisciplinary Programme** - Supporting a vision for a transdisciplinary programme that aligns with Massey's strategic priorities, such as sustainability, innovation, enterprise etc.
- **Pre-Masters - Massey University College (Kaplan)** - Develop new pathway offerings (e.g., Pre-Master's microcredentials) to grow international enrolments, especially from sub-bachelor-qualified students
- **Bachelor of Communication** - Refresh the 2023 communication programme analysis. Current enrolments and trends for BC and MC.
- **Campus Profile Report** - Next iteration – Postgraduate Campus Profile Report
- **Horizon Scans (Approved)** - Circular Economy, Space Commercialisation, Precision Technologies in Primary Industries (PTi PI), Financial modelling/viability (EFTS forecasts, breakeven, resourcing)



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ACADEMIC COMMITTEE MEETING

Tuesday 2 September 2025 at 1.30 pm

By Zoom

MINUTES - PART I

Present: Giselle Byrnes (Chair), Fiona Coote, Ray Geor, Alhanis Jacobsen, Faith Kane, Claire Matthews, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, John Oldroyd, Linda Palmer, Jenny Poskitt, Peter Rawlins, Hēmi Whaanga, Ina Te Wiata

In attendance: Leanne Robinson (Secretary), Josh Miller (Part I)

1. INTRODUCTION

1.1 Welcome

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

1.2 Apologies:

For absence: Jonathan Elms, Maggie Hartnett, Jean Jacoby, Diana Kessler.

1.3 Confirmation of Agenda

1.3.1 Item 3.1 RPL Regulation Clarification – Revised (AC25/08/330Rev1) was withdrawn.

1.3.2 Item 3.7 Draft Teaching Foundations Framework (AC25/09/344) was for noting not discussion.

1.4 Confirmation of Minutes – 5 August 2025

AC25/09/337

AMENDMENTS:

Item 2. Chair's Report, page 2, paragraph 2, first sentence.
Correct the spelling *from* Alana Ryan *to* Allanah Ryan.

Item 3.4 Turnitin AI Detection, page 5, paragraph 2, second sentence.
Replace the italicised words "even *via the* accessing advocacy services" with "even *by* accessing advocacy services".

RESOLVED:

(Agreed)

THAT the minutes of the Academic Committee meeting held on 5 August 2025 [Part I Public] be confirmed as a true and correct record with amendments.

Carried

AC25/10/360

1.5 Matters Arising

None.

1.6 Action List

AC25/09/339

Discussed and updated.

2. CHAIR'S REPORT

- The AQA Cycle 6 Academic Audit Two-Year Report has been formally submitted to the Academic Quality Assurance Unit (and its receipt has been acknowledged).
- The Chair will be convening a meeting on Friday 5 September 2025 with the Pro Vice-Chancellors and staff from service lines to discuss aligning the academic planning process. This work is aligned with the Curriculum Framework. We need to ensure that our academic planning and approval work aligns with other considerations, such as funding and market and employer demand.
- The University Advisory Group (UAG) Final Report and the Government's Response were released today. Highlights include potentially more autonomy for universities in terms of academic quality assurance and self-accreditation. This recommendation has not been dismissed, noting that further work is required by the Ministry of Education. The Report referred to the complexity of the current university system, duplication of offerings and the lack of a coordinated approach to academic planning across the university subsector. On behalf of the Government, the Ministry's response focussed on what appears to be achievable now, e.g. the high-level decisions around establishing the new Tertiary Research Excellence Fund (replacing the PBRF). Some of the Report's recommendations gesture towards a more elitist system for universities, dispensing with the massification of higher education and potentially moving away from an 'equity and access' approach to higher education. Government appears to have rejected this view.
- The Chair reported that the Academic Board approved the Qualification Lifecycle Review Process Policy and Procedures without amendment and approved the Graduating Year Reviews at their meeting held on 27 August 2025.

3. ACADEMIC DISCUSSION/DECISION**3.1 RPL Regulation Clarification - Revised**

AC25/08/330Rev1

Document AC25/08/330Rev1 was withdrawn.

3.2 Honours, Distinction and Merit Clarification

AC25/08/331

In June, the Committee approved consistency in rounding that applied to all instances where rounding occurred. This has led to a change in the GPA requirements for the awarding of honours, distinction and merit for Masters, Postgraduate Diplomas and 120-credit Honours degrees, with the highest category being 8 or higher.

The original paper omitted four-year Bachelor's with Honours degrees, degrees that award Honours but do not include that in their title, and Graduate Diplomas where distinction or merit is possible. Some questions have arisen that need clarifying for consistency and to confirm the intent of the rounding decision. The Committee were asked to consider the recommendations detailed in the paper and confirm the preferred option.

AC25/10/360

The main points noted from the discussion were:

- It is important that there is consistency across the University for the awarding of honours, distinction and merit.
- The concern expressed about the extra work associated with some manual requirements was not considered an issue because it would be for a limited time and postgraduate qualifications have a completion timeframe.
- It was commented that the bachelor's degrees that offer honours should have a time limit for the award.
- It was queried why a 120-credit qualification would even qualify for a 'higher classification'; and it be limited to distinction.
- With reference to Recommendation 6.3.2, it be implemented for new to programme students but not for existing students.
- For a college that does have four-year bachelor with honours qualifications, they would prefer to retain Recommendation 6.1 Agree that Honours GPA calculation remain as current regulation because from the predicted numbers provided in the document, this would result in a significant drop in the number of students that would be awarded first-class honours. If the decision is to move to the higher GPA, they would prefer it was phased in (Recommendation 6.3.2).
- The latest New Zealand Institute Report on university-grade inflation noted this has been steadily increasing. There is support for those higher GPAs to be awarded honours because this award is intended to be exceptional and recognise a student's work of excellent quality. If too many students are awarded honours, it becomes meaningless. It was suggested that when considering the rounding for honours we need to effect a change in our proportions of students getting honours in relation to other universities to ensure the meaning of honours is preserved and is meaningful.
- All the bachelor's with honours should have the same GPA applied consistently and this should be calculated on the 200- and 300-level courses. The 100-level courses should be excluded because often it may take a student time to understand the requirements of university study.
- It was highlighted that not all qualifications can be the same because they can be graded differently. For example, the Bachelor of Veterinary Science is moving to a new curriculum, which all its courses are pass/fail so GPA cannot be the way honours is determined so we need to rethink how it can be calculated. They support GPA be considered on a qualification basis.
- The regulations generally specify a letter grade not a numerical GPA calculation. It was suggested that rounding either be applied to zero decimal places or to a single number and that first class honours be a 7 or higher and second-class honours be a 6 and second-class honours division 2 could be 4 and 5.
- The question was asked "why is second class honours in two divisions?". As an alternative they suggested that first class honours is 7 or higher, second class honours has no divisions and is 4 to 6 and third class honours is less than 4.

Action: The Chair and Fiona to synthesise the feedback and bring a revised document back to the October meeting.

3.3 General Regulations Update

AC25/08/332

Fiona advised that the paper has been updated to include the recent changes to regulations approved by Academic Committee and to introduce more general regulations around

AC25/10/360

transitional provisions to minimise the need to add temporary transitional regulations to qualifications. The Committee were asked to discuss the updates for approval. The Chair noted that from the prior discussion regarding Honours, this paper may require amendments.

The main points noted from the discussion were:

- While including the transitional regulations into the general regulations is supported, they do not allow for unusual circumstances, e.g. teaching out a programme earlier due to discontinuing staffing and resourcing in that area and suggested that another regulation be added that specifies under certain circumstances, an exception can be made. The Chair suggested an additional clause to include that the University reserves the right to amend Regulation 15 for extraordinary circumstances.
- Where there is reference to the Head of School or Programme Director, it was suggested this be amended to the Pro Vice-Chancellor who may subsequently delegate it but within the regulations it should be the Pro Vice-Chancellor.
- In response to the query about the need for the additional wording for both 6. Student progression and point 21., Fiona agreed this addition is unnecessary and has removed it from the paper.

There was consensus for the Chair and Fiona to amend Regulation 15 to include reference to extraordinary circumstances and to make minor amendments as discussed.

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC25/08/332 with agreed amendments.

Carried

3.4 Equivalency Policy – Revised

AC25/09/340

Fiona advised the Equivalency Policy was due for review as part of the University's regular policy review cycle. There are no substantive changes; the focus has been on improving clarity and to ensure the policy uses plain English. Fiona confirmed that the policy is still relevant and does align with the Curriculum Framework and the Course Design Standards. Due to the changes only being minor, Fiona suggested this policy is not circulated for consultation.

With reference to 1.a. Course Consistency, course prescriptions can only be changed on an annual basis and the question was asked why they were included, Fiona explained this is to ensure it is very clear that it cannot be changed.

With reference to page 3. that states "Heads of Institutes or Schools are responsible for resolving any disputes related to course equivalence. If a resolution cannot be reached and equivalence is at risk, the final option may be to offer the course under separate titles and codes ...", it was suggested this point needs to be clearer and state that this is for an extreme circumstance only. The Chair suggested adding and bracketing the words 'in extraordinary circumstances' after the words final option.

To minimise any confusion relating to when learning outcomes and prescriptions can be changed, it was suggested that this be written clearer that all changes must adhere to a college's approval processes.

The Committee endorsed the Policy with the agreed amendments.

RESOLVED:

(Agreed)

AC25/10/360

THAT the Academic Committee endorse document AC25/09/340 with amendments for forwarding to Academic Board for approval.

Carried

3.5 Academic Committee Biennial Review Survey Follow-up Report

AC25/09/342

Fiona spoke to the points under 3. Outcomes in the Report that were discussed and agreed to by the Committee at the August meeting.

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC25/09/342.

Carried

3.6 Teaching and Learning Policy Alignment

AC25/09/343

The Chair noted that the Cycle 6 Academic Audit recommended that the University implement mechanisms to ensure policies are reviewed regularly. Under Fiona's guidance, led by Josh Miller, the Office of Academic Quality, Reporting and Assurance (OAQRA) is proposing the introduction of a cluster-based Teaching and Learning Governance Ecosystem that consolidates over 40 existing academic policy documents. It includes a structured review cycle and outlines four deployment options. The OAQRA will lead this work and Academic Committee will appoint a Steering Group to provide advice on the ecosystem development process. The Committee's approval was sought on adopting Option 1 as the preferred implementation pathway and appointing a Steering Group.

In response to the query regarding minimising the number of clusters, it was suggested that number 3 and number 6 could be combined with number 2.

A preference for option 4 to expand this proposal to all policies was put forward. Fiona explained that because Academic Committee has jurisdiction over academic quality and teaching and learning policies, but not research, finance, HR matters, the Committee could not approve a course of action for these.

While the recommendation is to adopt Option 1, it was noted that Options 1 and 4 are not mutually exclusive.

The members were invited to contact Fiona if they wish to join the Steering Group.

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC25/09/343.

Carried

3.7 Draft Teaching Foundations Framework

AC25/09/344

Document AC25/09/344 was noted.

3.8 Memo – Transdisciplinary Qualification Working Group Update and Combined TDQ Information

AC25/09/345

The Chair spoke to the update on the transdisciplinary qualification prepared by Nicola Brown and Allannah Ryan. They have requested the Committee note the proposal and provide advice

AC25/10/360

on potential next steps in the external engagement process. The Chair is aware they are planning to reach out to schools, colleges and other sectors of the University to share about the new 'product' we plan to offer.

Some of the points raised in the discussion were:

- There is concern that the majors need to include the human qualities aspect and this is evident in the geopolitical tensions that are currently around the world. A major that would provide advanced skills in interpersonal interactions and an understanding of people of different cultures. Human qualities interconnects across all the fields.
- In response to the comment seeking clarification on which College would host the qualification, PVC College of Sciences commented that there has been some discussion about the College of Sciences hosting the qualification. There is clear intent to ensure that there are mechanisms for the involvement of expertise across the University in the delivery of a unique qualification like this. While one College does need to host it and take responsibility for administration, the management of the EFTS distribution needs to be a fair and equitable distribution based on which College is providing the teaching.
- Disappointment was expressed with the reference to a major of 165 credits which does not align with the new Curriculum Framework. The Chair advised this point needs to be addressed.
- The Graduate Profile mentions an understanding and recognition of the Te Tiriti o Waitangi commitments. There was a significant amount of feedback provided but this has not manifested in the proposal.
- The title 'Impact and Innovation' may not be the 'right' title for this new qualification. The Chair commented that the title was workshopped over time. Nicola and Allanah are open to other suggestions for the qualification's title.
- It was commented that this new qualification could belong to any institute in the world because it does not have any uniqueness that links it to belonging to Massey University in Aotearoa New Zealand.
- The key risks around enrolments were noted. We need to 'get it right' in terms of student interest and attraction to this qualification. In addition to the distinctive aspect that this programme is unique to Massey University in Aotearoa New Zealand is the skill development that sets it apart from other qualifications that currently exist.
- The Chair noted from looking at various bachelor's transdisciplinary programmes around the world we can expect a smaller number of students, and we need to think about the long-term sustainability in our context of low and no enrolments.

The Chair will summarise the feedback for sharing with Nicola and Allanah.

Action: The Chair to summarise the feedback for Nicola and Allanah.

4. STANDING ITEMS

4.1 Learning and Teaching Committee

No report.

4.2 Curriculum Transformation Update

AC25/10/360

The Curriculum Framework implementation workstream is progressing well. With the recent Academic Board approval of the Qualification Lifecycle Review Process Policy and Procedures, this provides the Framework under which Programme Committees will operate from 2026. Work to develop the systems and processes that will feed information to the programme committees is ongoing and includes the recruitment of additional staff to support colleges with this work. Details of the recruitment process will be worked out with colleges over the coming weeks.

Aligned to this a group is meeting later this week to discuss the Academic Planning Process. This will put systems in place to implement the Curriculum Framework requirement for SLT signoff on new academic products and ensure that this happens in a systematic and coordinated way that includes all key stakeholders in a logical way.

Work is also underway to determine how to expedite the implementation of the SONIA placement management system. A post-implementation review that was recently completed by the WIL Working Group has identified some key areas for addressing, and the CET will be working with colleges to determine the most effective approach for this.

The Course Design Standards and Teaching Expectations workstreams merged single document, the draft *Teaching Foundations Framework*, is currently out for consultation.

- ★ **4.3 Year-to-date Academic Committee Business** **AC25/09/346**

5. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CoHSS)

5.1 Closure to New Enrolments from 2026:

- 5.1.1 Māori Studies** (Master of Arts, Bachelor of Arts (Hons), Postgraduate Diploma in Arts) **AC25/09/347**

- 5.1.2 Māori Education** (Master of Education, Postgraduate Diploma in Education) **AC25/09/357**

RESOLVED: (Agreed)

THAT the Academic Committee approve documents AC25/09/347 and AC25/09/357.

Carried

- ★ **5.2 Summary of Minor Regulatory Changes – July 2025** **AC25/09/348**

- ★ **5.3 Memo Closure of Location Based Offerings** **AC25/09/349**

Documents AC25/09/348 and AC25/09/349 were noted.

6. COLLEGE OF SCIENCES

- 6.1 Memo Bachelor of Information Sciences Schedule amendment (Data Science)** **AC25/09/355**

RESOLVED: (Agreed)

THAT the Academic Committee approve document AC25/09/355.

Carried

AC25/10/360

★ **6.2 Summary of Minor Regulatory Changes – August 2025**

AC25/09/356

Document AC25/09/356 was noted.

7. MASSEY BUSINESS SCHOOL / COLLEGE OF BUSINESS**7.1 Closure to New Enrolments from 2027**

Communication (Master of Business Studies)

AC25/09/350

7.2 Course Retirements:

190899 Thesis

AC25/09/351

190898 Thesis

152801 Thesis

219899 Thesis

152800 Thesis

156899 Thesis

RESOLVED:

(Agreed)

THAT the Academic Committee approve documents AC25/09/350 and AC25/09/351.

Carried★ **7.3 Summary of Minor Regulatory Changes – August 2025**

AC25/09/352

Document AC25/09/352 was noted.

8. MASSEY UNIVERSITY COLLEGE (MUC)**8.1 Proposal for a One-Semester Generic Pre-Master Preparation (PMP)**

AC25/09/353

Fiona spoke to MUC's proposal to introduce a one-semester Generic PMP. This initiative aligns with the Government's strategy to grow international education, respond to rising postgraduate demand, and increase Massey's declining master's international applications by addressing a key admissions gap.

The Committee advised this is not a qualification and so the word 'Programme' cannot be in the title. The course of study comprises four micro-credentials and is designed to prepare students for postgraduate study. Fiona noted that students cannot use this for GPA. Prospective students need to be advised that this does not guarantee their entry into postgraduate study. The proposal sought Academic Committee's approval to progress, but the Chair suggested it be considered for endorsement given the amount of work required. A question was asked: "why would students spend time and money doing this Preparation?"

The main points noted from the discussion were:

- There is concern around the English Language Requirements of 5.5 and if students successfully complete this course, they may feel entitled to proceed to masters study but without having achieved a higher IELTS equivalence. One member would not support this being used for IELTS. In contrast to this point of view, another member was supportive of

AC25/10/360

the proposal in principle but agreed that in terms of the English Language Requirements of 5.5 at entry, and to avoid assuming they will have met the 6 requirement at exit, that point needs to be made clear.

- With reference to adjusting the entry requirements for our master's programmes to allow that micro-credentials could be an alternative entry pathway, this is already covered by our RPL regulations.
- An enquiry was raised regarding how research readiness could be covered by a micro-credential and the efficacy of doing that outside the actual research area, e.g. who would be doing what and who would be responsible for the quality.
- The question was asked "what problem is this proposal trying to solve other than giving the opportunity for study skills which may be pertinent for students from a non-Western country?"

Fiona to synthesise the feedback and the Chair is happy to discuss this with the proposer, Joy Hotter, if required.

Action: Fiona to synthesise the feedback for the proposer.

9. DOCUMENT FOR NOTING

★ 9.1 Learning and Teaching Committee Minutes Part I – 15 July 2025

AC25/09/354

Document AC25/09/354 was noted.

10. 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 |
|--|--|
| Item 1 - Minutes (Part II) of 5 August 2025 | These matters were considered in Part II of the meeting held on 5 August 2025 those reasons identified by the Academic Committee before the public was excluded. |
| Item 2 - Matters Arising | These matters were considered in Part II of the meeting held on 5 August 2025 those reasons identified by the Academic Committee before the public was excluded. |



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COLLEGE OF HEALTH

COH CB25/08/121
MINUTES
August 2025

COLLEGE BOARD MEETING

Tuesday 19 August 2025 at 10am

Via [Microsoft Teams Meeting](#)

MINUTES

| No. | Item / Details | Decisions / Actions | Doc No. |
|------|---|--|-------------------------|
| 1. | WELCOME and APOLOGIES Present: Prof Jill McCutcheon (Chair) Prof Aj Ali, Dr Rachel Batty, A/Prof Bevan Erueti, A/Prof Andy Foskett, A/Prof Kath Hay, A/Prof Shirley Julich, Prof Kieran O'Donoghue, A/Prof Rachel Page, A/Prof Wyatt Page, Prof Nicolette Sheridan, Prof Leigh Signal, Prof Chris Wilkins In attendance: Jill Coatsworth, Deanna Abbott (Secretary), Elizabeth Sturrock Apologies: Prof Marlena Kruger, Louise Berry (Student Rep), Dr Kerri-ann Hughes | | |
| 2. | MINUTES FOR APPROVAL – PART I | | |
| 2.1. | Minutes of the meeting held 17 June 2025 | MOVED that the Minutes of the meeting held on 17 June 2025 be confirmed as a true and correct record. CHAIR <u>Carried</u> | COH CB 25/06/112 |
| 3. | MATTERS ARISING FROM THE PREVIOUS MINUTES | | |
| | None | | |
| 4. | ACADEMIC DECISIONS | | |
| | None | | |
| 5. | ACADEMIC DOCUMENT FOR DISCUSSION | | |
| 5.1. | Discussion Paper: Reintroduction of Secured Assessment The paper outlines setting the scene and what the constraints are, and recognition of resourcing limitations and the risk of over assessment. A discussion was held with the following feedback and comments: <ul style="list-style-type: none"> Recognise that we will reconsider secure assessments, like oral assessments, but we should not exclude proctored online assessments. For example, we can't do oral assessments for a large number of distance students. Resourcing limitations – what does this mean, what is the support going to be? There needs to be checkpoints in regard to students having the required knowledge. Good to see that on-campus exams will return – will this be on all three campuses? What support will be given and how will it work. The downside to handwritten exam answers is that it can be difficult to read. Glad that we are being asked for ideas about what we can do, but don't want resourcing to be a limitation. | | COH CB 25/08/114 |

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|-----|---|---------------------|---------|
| | <ul style="list-style-type: none"> • We operate in a binary of secure/ unsecure. It is instead a continuum across a degree – of high, medium, low security. Plagiarism tools and different ways of securing and mapping assessments all contribute to the level of security. • High levels of secure online assessment, for example the state exams for Nursing Council, would like to see students sitting this at home in the future. Every institute will need to look at this. Concern with assessing clinical skills and the difficulty for people to go out to assess. We have had issues and complaints for not providing that level of assessment and support to students, it is a major issue. We can make assessments as secure as we can, but we can't keep giving multiple opportunities to allow to re-sit, especially with large cohorts. • Not explicit about GenAI – idea of secure assessment, controlled use of AI, allow particular tools to be used as part of assessment, will be more important than an uncontrolled space where people use it. • When students use AI to write their essays, then it becomes evident that the student is lacking the knowledge when going into placements. Competencies that are required for each profession need to be met. • Postgraduate nursing has a wide variety of clinical assessment, simulation, and placements. We expect people to use AI but own it, failure in clinical vs passing assignments clearly shows. • How much do people know about clinical assessing, what is the minimum core knowledge they must have. They can use AI but when it comes to assessing on placement they can't do this in remote places all around the world. Repeat experience and observations. Need to use it as a good source of info, rethink professions and what the core knowledge is needed. • Need certain expectation of training for staff and also to students what we expect of them. • Need to expand on academic integrity. Alongside secure assessment, we need to look at and align with the academic integrity policy. Students can use genAI in one course and receive a warning, but we don't know what the student is doing in other courses. Need to be able to look across courses otherwise the student will do the same thing in the next year, and their knowledge is not at the level it should be. • Communication and clarity about what students are allowed or not allowed to do is key, especially as this can, differ between certain courses. • Students find it hard to navigate the use of AI and it can cause a lot stress wondering if they are doing the wrong thing. • AI is the future in workplaces and research; it can revolution some tasks. We want researchers to use AI well, but the challenge is detecting cheating. There needs to be more education about AI usage and navigation around adding AI. • So evident in the news these days, with the use of AI how things are developing. If we are mapping what is the process, what is the intent, we assume there is a level of AI engagement. Having assessments in the programme reflect on what we are doing. We should ask the students what we can do. • At a recent demonstration of AI use in Singapore, there was a robot that helped students learn empathy and there was a grading tool that went with it. Students who were inexperienced with interacting with clients were able to use this alongside assessment. Use of AI in this profession is great. • Phases and timeline – seem to be a very drawn-out process, February-June 2028? Staff want more security around what we are doing now – genAI is continually changing, we need to offer confidence to staff now. | | |

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| | <ul style="list-style-type: none"> Extended nature of timeline – longer it takes more challenging it will be to decide what tool to use. Things are rapidly moving in this space, procurement process takes a long time and then the best tool might not be the right one. Recognising resourcing imitations – previously when there were person exams, we would contract people (often retirees) to come in and invigilate exams. As we have moved into distance space this is no longer requires, so that cost should be available to reinvest the money into more modern ways. Could we have those people sit in zoom rooms and monitor the process? Limitations on how many large classrooms and computer labs that students could use, as we have recently lost a lot of space. Resourcing is also looking at space and equipment. Accommodation in our resources needs to be looked at. Overseas students are another issue. <p>The Chair thanked everyone for the feedback and noted that there would likely be another rendition of this paper in the future.</p> <p>ACTION:</p> <p>Any further comments or feedback should be sent to Deanna by Monday 16 September. Collated feedback will be sent to Fiona Coote, Office of Academic Quality, Reporting and Assurance, by Friday 19 September 2025.</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"> Enrolment numbers – we have achieved our target, mostly in the new to programme, this has been a trend across the university. The next task will be to ensure current students are interested in returning, especially first year students. Thank you to all staff who were involved with Open Days. Managing academic programmes. Curriculum transformation – the co-chairs of the working group will be attending College Board next month to speak on the progress that has been made. | | Verbal |
| 7.2. | <p>Associate Dean – Research Professor Leigh Signal Report taken as read.</p> <ul style="list-style-type: none"> New REaDI advisor for the College of Health is Niransha Rodrigo who is based at the Albany Campus. Niransha will be meeting with Heads of Schools and Heads of Centres to provide support and assistance. SREF – applications are now open. Colleges can have a maximum of five applications, must be team-based and align with the university strategic initiatives. HRC – new guidelines are out for groups or individuals. Teaching awards – encourage staff to submit an application. | RECEIVED | COH CB 25/08/115 |

COH CB25/08/121
MINUTES
August 2025

| No. | Item / Details | Decisions / Actions | Doc No. |
|------|---|---------------------|-------------------------|
| 7.3. | Director – International Professor Ajmol Ali Report taken as read. <ul style="list-style-type: none"> A number of CoH staff have recently delivered keynote speeches at international conferences. Discussions on a possible need for a ‘pre-masters’ course to prepare students with academic writing, research skills, critical thinking and Intercultural literacy. | RECEIVED | COH CB 25/08/116 |
| 7.4. | Associate Dean – Higher Degree Research Professor Marlena Kruger | RECEIVED | COH CB 25/08/117 |
| 7.5. | Associate Dean – Academic / Learning & Teaching Professor Kieran O’Donoghue <ul style="list-style-type: none"> Acknowledgement and thanks to Jill Coatsworth and the College of Health Teaching and Learning Committee for their work on producing the Course Coordinator guide. Please let Jill know if there are any updates needed. Ongoing consultation about curriculum transformation. There was a decision made at Academic Committee to turn off the Turnitin tool. | RECEIVED | COH CB 25/08/118 |
| 7.6. | Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay <ul style="list-style-type: none"> Plenty going on in the WIL space. A/Prof Hay will be approaching WIL staff in schools to inform them about the new framework and integration. SONIA which is called MyWIL at Massey. The College Academic Administration team is developing this to make it useful for all our schools. Jean Jacoby and Andrew Rowatt have written a review report. Resources implications and training staff who are able to use it has been an issue. We are yet to see the report, but the question of how much support will be received from central to manage ongoing use of the system. The College of Health is taking a staged approach with key programmes, starting with MCP(Nursing) and MAppSW first due to lower numbers. A/Prof Hay will be catching up with Sylvia Rechsteiner and Jill Coatsworth about the progress. | RECEIVED | COH CB 25/08/119 |
| 7.7. | Associate Dean – Māori Associate Professor Bevan Erueti Ākonga Māori Learner Success (ĀMLS): <ul style="list-style-type: none"> Good news – Lara Rangitaawa our previous Kaitautoko Māori gave birth to a healthy baby boy, all are healthy and well. Lara is assisting Julie and Leanne with a replacement in this role. In the meantime, there are several Kaihāpai mentor and advisors for individual courses. Kaitautoko looks over programmes. | TABLED | COH CB 25/08/120 |

COH CB25/08/121
MINUTES
August 2025

| No. | Item / Details | Decisions / Actions | Doc No. |
|--|---|---------------------|---------|
| | <ul style="list-style-type: none"> Thank you to Serena Lewis and Prof Nicolette Sheridan. Serena attended the ĀMLS 2-day wānanga and reported on College of Health initiatives. The main discussions were an increased focus towards retention, and unsurety about the funding beyond 2025 for Kaihāpai and Kaitautoko. <p>Kaiārahi Tiriti Project:</p> <ul style="list-style-type: none"> College of Health Te Tiriti one-day workshops have been organised on each campus and delivered by Rangimarie Mahuika. The Manawatū session was well facilitated. The Kaiārahi project with A/Prof Veronica Tawhai, Pou Te Tiriti, ODVC Māori concludes at the end of this year. <p>Associate Dean Māori:</p> <ul style="list-style-type: none"> Acknowledge and thank Dr Angelique Reweti who was the Māori CoH representative for the Deputy Vice-Chancellor Māori appointment process. Privilege to attend the Nutrition and Dietetics Accreditation process on 28-29 July at Albany to fulfil both ceremonial and leadership duties. | | |
| 8. | OTHER BUSINESS | | |
| | None | | |
| The Chair thanked everyone for their participation and attendance. | | | |
| Meeting closed at 11:02am | | | |
| Next meeting: Tuesday 16 September 2025 @ 10am | | | |

CSB25/9/171



COLLEGE OF SCIENCES
COLLEGE BOARD

**A meeting of the College Board (CSB) was held on
Thursday, 19 June 2025 at 2.00 PM via Teams**

MINUTES – PART I

PRESENT:

Professor Ray Geor (Chair), Professor Simon Hall, Professor Hans Guesgen (proxy for Professor Chris Scogings), Professor Jon Huxley, Professor Peter Lockhart, Professor Monty Sutrisna, Professor Jenny Weston, Associate Professor Gillian Gibb, Associate Professor Mostafa Jelodar, Associate Professor Tammy Lynch, Associate Professor Liz Norman, Associate Professor Sarah Pain, Dr Simon Hills

IN ATTENDANCE:

Fiona Coote, Amy Heise, Brian Hewson

1 WELCOME

The Chair welcomed members to the meeting.

2 APOLOGIES

Professor Paul Kenyon, Professor Jon Proctor, Professor Jamie Quinton, Professor Chris Scogings, Associate Professor John Munday, Mary O'Carroll, Dianna Kessler, Ursula Clarke

3 VISITORS

None

4 CONFIRMATION OF AGENDA

The Chair advised the published agenda would stand.

5 MINUTES FOR APPROVAL

5.1 [CSB Minutes May 2025 Part I](#)

CSB25/6/106Rev1

Resolved: That the minutes in document CSB25/6/106Rev1 of the Part I meeting held on 15 May 2025, with a minor typo amendment in the Chairperson's Report, be confirmed as an accurate record and forwarded to Academic Board for noting.

Hall/Lynch

6 MATTERS ARISING

6.1 The following were matters arising from the May 2025 meeting minutes:

The Chair directed the Board Secretary, acting on behalf of the Board, to actively engage with the Student Body to keep working on student representation to CSB as this is a perennial open action to attend to.

CSB25/9/171

Chair noted that student representation has only just settled to representation on Academic Board and this now needs to be enacted at College Board level.

7 ACTION LIST

7.1 [College Board Action List June 2025](#)

CSB25/6/107

The Chair's direction and comment under Item 6.1 pertain.

Noted

8 CHAIRPERSON'S REPORT

- The Chair thanked everyone across the College for their hard work and contributions during Semester 1 which are ongoing with marking and grade finalisation and asked that the thanks be extended beyond the meeting to School staff.
- The Chair noted College of Sciences Semester 1 enrolments were up about 10% from 2024 and overall the College is tracking about 5% higher relative to 2024. This is mostly due to international enrolments. The College of Sciences, similar to the rest of the University, is still under a bit of pressure with regard to domestic enrolments. New to Massey students domestically are up across the University and that is the case for Sciences as well. On the other hand returning students across the University are down. For Sciences that is a very small number, a fraction of a percentage from last year. Sciences student retention is relatively good between 2024 and 2025. Overall the College is OK. One area that is a feature for the University and Sciences is that Bachelor level enrolment is soft and that is a trend that started prior to COVID and has continued. It has been somewhat compensated by higher postgraduate enrolments, hence the overall numbers. There is the implication of the pipeline effect of the Bachelor level enrolments flowing through in subsequent years.
- We are putting efforts into marketing and engagement and getting positive feedback in terms of the activities we are undertaking. As a College we were strong participants in the regional roadshows that concluded last week with the last session in the Waikato. We had good engagement at the National Field Days at Mystery Creek. We have to keep that going with regard to looking towards 2026 and beyond. The marketing campaign for 2026 is about to launch. At SLT a decision was made to spend a little more on marketing for 2026 which may mean keeping the campaign going for longer in the marketplace.
- Across the University work on curriculum transformation is continuing. Part of that is the move to re-establish Programme Committees. There has been discussion at College Executive on this topic and a proposal will be before College Board soon around the CoS approach to this. Directed by the VC one of the first pieces of work to be done by the Programme Committees is to look closely at recent Student Experience Surveys and qualitative MOST data at the course and qualification levels, and to consider setting of some KPIs and some actions around that information. This will not happen overnight as it is going to take a bit of time to get the Committees established and to set our work pattern around some of the newer expectations that will be placed on Programme Committees. Our agenda today contains consideration of the life cycle assessment of courses and qualifications and that will be part of the work of Programme Committees as well. There has already been a lot of discussion around administration support for this work and I am very supportive of us ensuring that we have the appropriate level of administrative resourcing to ensure that we can do a good job of what is being asked of us in regard to these activities.
- Those subscribing to the University Advisory Group (UAG) website may have received an email stating the work of the UAG has been completed or words close to that. There may be a report before Cabinet. The Provost has informed us that coming out of a Universities New Zealand Committee meeting there appeared to be an expectation there would be some news around the success of the PBRF over the next couple of months. There is an expectation that we will see some things that emanate in part from the UAG activities but other than the PBRF I am not sure what that will look like.
- In the Government May budget Sciences, Agriculture and Veterinary Science were given a small boost with regard to the level of TEC funding in those subject areas of STEM, Agriculture and Veterinary

CSB25/9/171

Sciences. This doesn't mean more students will come as that is on us in terms of how we recruit but it does help with our operational environment in terms of that increase in funding.

- There was discussion last month around the Prime Minister's Science and Technology Advisory Group and the establishment of the Public Research Organisations (PRO). Some interim Chief Executives have been appointed, notably Mark Piper for the BioEconomy PRO so work is continuing apace there. I reiterate we are going to have to engage as strongly as we can to align our activities, not to try to duplicate what they are doing but to make sure we are as best aligned as we can as we work through some of the changes in the Science landscape. This is challenging as there has been some funding cut, not continued or put in suspension in the case of the Endeavour Fund, and we will watch with strong interest where that will land in the next 12 months.

The Chair noted there were two teaching weeks left in the Semester.

9 COURSE OFFERING CHANGES

- 9.1 [Course Offering Changes approved by the DPVC May to June 2025](#) CSB25/6/108Rev1

Noted

10 FROM COLLEGE ACADEMIC COMMITTEE

- 10.1 [CAC Minutes May 2025 Part I](#) CSB25/6/109

Noted

11 ACADEMIC DECISIONS

- 11.1 [Summary of Course Amendments approved by CAC June 2025](#) CSB25/6/110Rev1

Noted

From the School of Built Environment:

- 11.2 [Non-CUAP Qualification Amendment Bachelor of Construction](#) CSB25/6/140
- 11.3 [New Specialisation UBCNS2JDSMN1 Design Management](#) CSB25/6/111
- 11.4 [New Course 218205 Integrated Construction Design Management](#) CSB25/6/112
- 11.5 [New Course 218206 Planning and Digital Built Environment for Design Management](#) CSB25/6/113
- 11.6 [New Course 218303 Built Environment Design for Excellence](#) CSB25/6/114
- 11.7 [New Course 218304 Construction Parametric and Generative Modelling](#) CSB25/6/115
- 11.8 [New Course 218305 Building Physics and Construction Services](#) CSB25/6/116
- 11.9 [New Course 218306 Construction Design Solutions](#) CSB25/6/117
- 11.10 [New Course 218307 Construction Design Management Capstone](#) CSB25/6/118

Resolved: That documents CSB25/6/111 to CSB25/6/118 and CSB25/6/140Rev1 be approved and sent to Academic Committee for approval.

Jelodar/Gibb

From the School of Food Technology and Natural Sciences:

CSB25/9/171

- | | | |
|-------|--|-------------|
| 11.11 | <u>New Specialisation PMSCN1SECCN1 Ecology and Conservation MSc</u> | CSB25/6/119 |
| 11.12 | <u>New Specialisation PDSCN1EECCN1 Ecology and Conservation PGDipSciTech</u> | CSB25/6/120 |

Resolved: That the electronic voting conducted prior to the meeting for documents CSB25/6/119 to CSB25/6/120 is confirmed and the documents forwarded to Academic Committee for approval

- | | | |
|-------|---|-------------|
| 11.13 | <u>Course Amendment 122102 Biochemistry</u> | CSB25/6/121 |
| 11.14 | <u>Course Amendment 122303 Gene Regulation</u> | CSB25/6/122 |
| 11.15 | <u>Course Amendment 123307 Advanced Inorganic Chemistry</u> | CSB25/6/123 |
| 11.16 | <u>Course Amendment 196217 Evolutionary Biology</u> | CSB25/6/124 |
| 11.17 | <u>Course Amendment 196315 Conservation Science</u> | CSB25/6/125 |
| 11.18 | <u>Course Amendment 196318 Molecular Ecology</u> | CSB25/6/126 |
| 11.19 | <u>Course Amendment 199212 Vertebrate Zoology</u> | CSB25/6/127 |
| 11.20 | <u>Course Amendment 199330 Ornithology</u> | CSB25/6/128 |

Resolved: That documents CSB25/6/121 to CSB25/6/128 be approved and forwarded to Academic Committee for noting

Gibb/Lockhart

From the School of Veterinary Science

- | | | |
|-------|---|-------------|
| 11.21 | <u>Course Amendment 227310 BVSc Farm Practical Work</u> | CSB25/6/129 |
| 11.22 | <u>Course Amendment 227232 Veterinary Science 2.2</u> | CSB25/6/130 |
| 11.23 | <u>Course Amendment 227332 Veterinary Science 3.2</u> | CSB25/6/131 |

Resolved: That documents CSB25/6/129 to CSB25/6/131 be approved and forwarded to Academic Committee for noting

Weston/Huxley

From the Massey Business School (pertaining to SAE Qualifications)

- | | | |
|-------|---|-------------|
| 11.24 | <u>Course Retirement 239391 Special Topic</u> | CSB25/6/132 |
| 11.25 | <u>Course Retirement 239888 Thesis</u> | CSB25/6/133 |

Resolved: That documents CSB25/6/132 to CSB25/6/133 be approved and forwarded to Academic Committee for noting

Pain/Weston

From the School of Agriculture and Environment

CSB25/9/171

- 11.26 [Course Amendment 119270 Policy, Regulation and Government in Primary Industry](#) CSB25/6/141
- 11.27 [Course Amendment 119382 Opportunity Analysis in Primary Industry](#) CSB25/6/142

Resolved: That documents CSB25/6/141 to CSB25/6/142 be approved and sent to Academic Committee for approval.

Pain/Lockhart

12 Teaching and Learning

- 12.1 [COSTL 25014 June 2025 Minutes unapproved](#) CSB25/6/134
Noted

13 VISITORS' ITEMS

None

14 ANY OTHER MATTERS

Item raised by Director OAQRA

- 14.1 Discussion Document – Ensuring the Validity of Our Qualifications in the Age of Gen AI. Discussion was conducted with key points arising being:
- An action point arising will be the addition of new types and titles to differentiate secured assessment types from all others.
 - The document signals areas we need to start looking at reinstating secured assessments at key progression points in all qualifications, though secured assessments do not need to occur in every course. In order to determine where key progression points are the curricula needs to be mapped to work that out. During the curriculum mapping to be done through our Programme Committees we need to be thinking what key progression points are that need secured assessments.
 - There will be a change in thinking, acknowledging generative AI is going to be part of the world in future and we need to be teaching the skills to do so. The methods used prior, such as the old format secured exam, may not be the most appropriate for every stage of the curriculum.
 - Academic Board recently approved the Generative Artificial Intelligence Policy and it was noted this is a very fast moving landscape and we should expect to be reviewing these Policies regularly and making adjustments as we learn and overcome challenges we run into. Assessment is a key part of the AI puzzle. Flexibility in assessment will be needed to counter implications arising in various discipline areas. Approaches and policy are evolving and we have no choice but embrace them and educate ourselves as well with material being produced from areas such as the Centre for Educational Transformation.
- 14.2 Draft Qualification Lifecycle Process Policy Procedures. Discussion on the draft document was conducted with key points arising being:
- This is part of the Curriculum Transformation work looking at teaching quality and having processes in place to provide some assurance of our teaching. Programme Committees are going to have some key responsibilities in terms of what is set in the policy.
 - This is also a major review and restructure of the qualification review process that we have at the moment, which would be put on hold pending this review. It is aimed at a life cycle, starting from the beginning of qualifications, specialisations and courses and actively managing them, providing more information. More dashboards to provide data are being looked at so we can be more aware of what is occurring in our qualifications and making them the best we can.
 - Given the dynamic nature of data there is active work underway around dashboards that will allow Programme Committees to have access to data for their particular area, easing some of the challenges of pulling together pertinent information for reviews.

CSB25/9/171

- This is an opportunity. There are parts of individual courses and our curriculum where this is conducted routinely and parts where it is not which we need to get going. Timing will be something we need to deal with as end of semester is a busy time.
A key aspect is listening to and gathering student voice with regard to what is happening in the learning environment and cycling back to tell students what changes we are making.
- The process will take some time to embed and we are going to have to be patient in our approach to getting this into business as usual. This document is an important first step to reframe how we go about looking at our qualifications.

15 EXCLUSION OF THE PUBLIC

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

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

Fiona Coote, Amy Heise and Brian Hewson were in attendance in Part II for their expertise in student administration and operations of the College's academic offer.

CSB25/9/172



COLLEGE OF SCIENCES
COLLEGE BOARD

**A meeting of the College Board (CSB) was held on
Thursday, 17 July 2025 at 2.00 PM via Teams**

MINUTES – PART I

PRESENT:

Professor Simon Hall (Acting Chair), Professor Chris Scogings, Professor Jon Huxley, Professor Paul Kenyon, Professor Peter Lockhart, Professor Jamie Quinton, Professor Monty Sutrisna, Associate Professor Gillian Gibb, Associate Professor Tammy Lynch, Associate Professor Liz Norman, Dr Simon Hills, Aditi Kumar, Nadithi Kalugampitiya, Peyton Joe, Ayla Messer

IN ATTENDANCE:

Fiona Coote, Amy Heise, Brian Hewson

1 WELCOME

The Acting Chair welcomed members to the meeting. A warm welcome was provided to the four student representatives as full members of the Committee. The Acting Chair confirmed to the meeting that student representatives are a very important part of the Board structure and help provide pathways for a student voice in our academic deliberations and each of them are encouraged to have a voice. The Acting Chair advised the student representatives are full members of the College Board and have full speaking and voting rights and they are equals with other Board members. The Acting Chair thanked the four student representatives for volunteering to take the roles on. Student representatives introduced themselves to the meeting. The Acting Chair noted Board membership was now 21 members and the quorum was 12.

2 APOLOGIES

Professor Ray Geor, Professor Jon Proctor, Professor Jenny Weston, Associate Professor John Munday, Associate Professor Mostafa Jelodar, Associate Professor Sarah Pain, Mary O'Carroll, Dianna Kessler, Ursula Clarke

3 VISITORS

None

4 CONFIRMATION OF AGENDA

The Chair advised the published agenda would stand.

5 MINUTES FOR APPROVAL

5.1 [CSB MINUTES June 2025 Part I](#)

CSB25/7/144

Resolved: That the minutes in document CSB25/7/144 of the Part I meeting held on 15 June 2025 be ratified, pending approval at a later date, as an accurate record and, once approved at a later date, forwarded to Academic Board for noting.

Chair

CSB25/9/172

6 MATTERS ARISING

6.1 The following were matters arising from the May 2025 meeting minutes:

- The Chair thanked the Board Secretary for engaging to organise student representation on the Board.
- The new Specialisations that proceeded through the Board in June, Design Management in the Bachelor of Construction and Ecology and Conservation in the Master of Science and PGDipSciTech were approved at Academic Committee for proceeding further. This completes our CUAP processes for 2026.
- The Bachelor of Horticultural Science and the Graduate Diploma in Construction and Facilities Management have been approved in the CUAP process by other Universities.
- The Chair noted the process for approving new qualifications and specialisations was lengthy and had been in play for 4-5 months in the meetings process and a6-8 months prior to that within the Schools being considered.

7 ACTION LIST7.1 [College Board Action List July 2025](#)

CSB25/7/145

The Acting Chair noted the items for Student Representatives had now been achieved with four representatives appointed against our current terms of reference. The Board can have up to five representatives and a conversation will be had with the PVC as Chair on the potential for a fifth one which may be a postgraduate representative as the Board has had in the past. These actions can be closed.

Noted**8 CHAIRPERSON'S REPORT**

- The Acting Chair thanked everyone across the College for their hard work completing the final marking and grading for Semester 1 courses and getting the results out.
- College enrolments for our courses, specialisations and qualifications for 2025 year to date are up approximately 4% on our initial target for the year. The planned growth in the Bachelor of Veterinary Science, Bachelor of Information Science and Master of Construction are the largest contributors to this growth. Some other areas have some declines. Most of the growth is due to an influx of international students coming to New Zealand and choosing to study with Massy which other Universities are experiencing as well. The Acting Chair noted in the past week the Government had announced the intention by 2027 to double the number of international students compared to 2024, a marked increase. Other countries are restricting the number of international students whereas the NZ Government is encouraging the arrival and post work rights of international students.
- The Public Research Organisation formation process from the merging of the Crown Research Institutes is progressing.
- The Government announced that 10 Polytechnics will reform from the dismemberment of Te Pukenga from 1 January 2026, a larger number of polytechnics back under local control as opposed to central Ministry control. UCOL, which is across Wanganui and Manawatu, is one of those 10 but will be in a federation with two others which are geographically disparate – the Open Polytechnic in the Wellington region and Otago Polytechnic. The federation will coordinate programs and other services, including shared academic boards. It will provide a low overhead way for polytechnics to create more efficient business models, potentially through online learning resources and programs.

9 COURSE OFFERING CHANGES9.1 [Course Offering Changes approved by the DPVC June 2025](#)

CSB25/7/146

Noted

CSB25/9/172

10 FROM COLLEGE ACADEMIC COMMITTEE10.1 [CAC Minutes Jun 2025 Part I](#)

CSB25/7/147

Noted**11 ACADEMIC DECISIONS***From the School of Veterinary Science:*11.1 [Portfolio Description 227232 2025 Assessment Specifications](#)

CSB25/7/148

Noted11.2 [Portfolio Description 227332 2025 Assessment Specifications](#)

CSB25/7/149

Noted**12 Teaching and Learning**

12.1 The Director of Teaching and Learning advised Heads of School had received School summaries of reports from Semester 1 in the last week to reflect on and make plans for what we can do better. Some reflections from Assessment Services about the running of TCAs and how these can work better from an administrative point of view. These will be circulated. One of the major pain points remains getting the exams to them on time.

13 VISITORS' ITEMS

None

14 ANY OTHER MATTERS

14.1 The Chair invited Amy Heise, Executive Director Student Experience, to provide comment on activities occurring in the Student Support Services area. Amy advised:

- Semester 2 orientation has been completed. A trial was held inviting distance students who are near campus on to campus the Saturday before classes started which was well received and well attended. This is being looked at to roll out for Semester 1, 2026 including increasing Campus involvement.
- Wellbeing Week is coming up in the next fortnight.
- Club's Day was held yesterday.
- There is work underway with the Student Association regarding the representative structure that is in place and what is the right way to have elected student representatives at Massey given our diverse and well distributed population. This is a large piece of work.
- A reminder that there is a Student Support and Advising referral form ([Student support and advising referral form](#)) if staff have students they want to refer to a service or if staff want to engage with one of the services about a student. This form can be used to reach out to the well-being team, Disability Support team, Academic Advice, Learning Support or any one of the teams. The form has a drop down box to select which team and it will automatically go to the right people to help you and your student reach out.

*Items moved from Part II*14.2 [CAC Minutes June 2025 Part II](#)**15 EXCLUSION OF THE PUBLIC**

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

CSB25/9/172

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

Fiona Coote, Amy Heise and Brian Hewson were in attendance in Part II for their expertise in student administration and operations of the College's academic offer.



COLLEGE OF SCIENCES
COLLEGE BOARD

**A meeting of the College Board (CSB) was held on
Thursday, 21 August 2025 at 2.00 PM via Teams**

MINUTES – PART I

PRESENT:

Professor Simon Hall (Acting Chair), Professor Chris Scogings, Professor Jon Huxley, Professor Paul Kenyon, Professor Peter Lockhart, Professor Jamie Quinton, Associate Professor Gillian Gibb, Associate Professor Mostafa Jelodar, Associate Professor Tammy Lynch, Dr Simon Hills, Aditi Kumar, Peyton Joe, Ayla Messer

IN ATTENDANCE:

Fiona Coote, Amy Heise, Brian Hewson

1 WELCOME

The Acting Chair welcomed members to the meeting. A warm welcome was provided to the four student representatives as full members of the Committee. The Acting Chair confirmed to the meeting that student representatives are a very important part of the Board structure and help provide pathways for a student voice in our academic deliberations and each of them are encouraged to have a voice. The Acting Chair advised the student representatives are full members of the College Board and have full speaking and voting rights and they are equals with other Board members. The Acting Chair thanked the four student representatives for volunteering to take the roles on. Student representatives introduced themselves to the meeting. The Acting Chair noted Board membership was now 21 members, and the quorum was 12.

2 APOLOGIES

Professor Ray Geor, Professor Jon Proctor, Professor Monty Sutrisna, Professor Jenny Weston, Associate Professor John Munday, Associate Professor Liz Norman, Associate Professor Sarah Pain, Nadithi Kalugampitiya, Mary O'Carroll, Dianna Kessler, Ursula Clarke

3 VISITORS

None

4 CONFIRMATION OF AGENDA

The Chair advised the published agenda would stand.

5 MINUTES FOR APPROVAL

5.1 [CSB MINUTES June 2025 Part I](#)

CSB25/8/154

Resolved: That the minutes in document CSB25/8/154 of the Part I meeting held on 15 June 2025 that were ratified in the meeting of 17 July 2025 pending approval later, due to lack of a quorum be approved at a later date, and forwarded to Academic Board for noting.

Chair

5.2 [CSB MINUTES July 2025 Part I](#) CSB25/8/155

Resolved: That the minutes in document CSB25/8/155 of the Part I meeting held on 17 July 2025 be ratified, pending approval later, as an accurate record and, once approved at a later date, forwarded to Academic Board for noting.

Chair

6 MATTERS ARISING

6.1 There were no matters arising from the July 2025 meeting minutes.

7 ACTION LIST

7.1 [College Board Action List August 2025](#) CSB25/8/156

There were no actions on the list.

Noted

8 CHAIRPERSON'S REPORT

- The Acting Chair acknowledged the sudden death of David Lun, a Chemistry Research Technician in SFTNS. David had been a student at Massey from 1995 and then an employee and died a couple of days short of his 25th anniversary of having been appointed. David passed away at work in his office area, adjacent to the lab. A hui was put in place on Thursday 14 Aug 25 with the assistance of colleagues from the School of Māori Knowledge. The hui was lifted on 18 Aug 25. David's family attended and participated in that and spoke to staff and students who knew David. David's funeral was held on Tuesday 18 Aug 25 and the Chair had the honour of delivering the eulogy for David from the University. It was a sad event. It was a 10-day challenging period for staff and students, and David is a loss to the School and college. Professor Quinton acknowledged the Acting Chair's involvement and leadership in the process and events and noted the response was well handled.
- The Acting Chair acknowledged and thanked those who had been involved thus far in the Manawatu and Auckland Open Days. There was a good show of prospective students at Manawatu but not as successful at Auckland due to scheduling on a Friday which is not a popular time on the North Shore. Wellington Open Day is tomorrow, and Mark Waterland and Chris Anderson are travelling to that.
- The PVC gave his forum on the Staff Engagement Survey which was up front and hard hitting.
- Please welcome Kate Arentsen to the College as Research Manager. She previously worked at SAE and will be getting out and interacting with people in various Schools.
- Ms Arentsen has advised there have been changes made to the amount of research funds Government made to the Marsden Fund which have been announced in the last few days. The announcement indicates the 2025-2026 budget is just under \$79m. In May of this year the Government budget advised there would be \$71m for the year 2028-2029. In the last few days it has been announced that \$15m of that has been clawed back and directed to the new Institute for Advanced Technology so that will leave \$55.8m in the pool for the 2028-2029 year, a 30% cut from where we are now. This is a substantial decrease and makes it harder to get the success rate from application through to award even harder than it has historically been.
- The Acting Chair signalled that the Secured Assessment agenda item was the most important item to get the discussion underway on and to provide feedback.

9 COURSE OFFERING CHANGES

9.1 [Course Offering Changes approved by the DPVC July 2025](#) CSB25/8/157

Noted

9.2 [Approved CoS Temporary Assessment Changes S2 2025](#) CSB25/8/158

Noted

10 FROM COLLEGE ACADEMIC COMMITTEE

- 10.1 [CAC Minutes July 2025 Part I](#) CSB25/8/159
Noted

11 ACADEMIC DECISIONS

- 11.1 [Summary of Course Amendments approved by CAC August 2025](#) CSB25/8/160
Noted

12 Teaching and Learning

- 12.1 [COSTL 250019 Aug 2025 Minutes unapproved](#) CSB25/8/161
Noted

13 VISITORS' ITEMS

None

14 ANY OTHER MATTERS

- 14.1 [Proposal Timelines and Delegations - July 2025](#) Fiona Coote introduced this updated information for academic proposals, deadlines, timelines for Colleges that should be distributed as widely as possible. The document has gone to Administrators as well and will be done annually to ensure the timelines are well know to staff. Any questions can be addressed to Fiona or OAQRA staff.
Noted
- 14.2 [Discussion Paper Reintroduction of Secured Assessment revised](#) The Acting Chair introduced the discussion paper on an initial plan for the reintroduction of secured assessments. He noted the document had gone to Academic Committee and has been referred out to Colleges for comment. The end of the document shows what Academic Committee was asked to consider and offer advice on. The College of Sciences should be taking it as read this is the advice they are seeking from us. The Acting Chair offered his own thoughts that echoed those of the PVC. The Acting Chair's key thought was that the process to 2028 is too slow. He noted the expectation from the PVC was that all Board members to write their views and submit them. He noted there were other views within the University and other Colleges that were likely strongly different to those of the College of Sciences who had an expectation as scientists of measuring things and being able to report on them with some confidence. This matter is about measuring people and affecting their futures. The Acting Chair opened the item to the floor for discussion and asked all voting members present to offer their viewpoint. Key themes from the discussion, without attribution, were:
- Academic standards are vulnerable with the proposal where it currently sits. It is not in the interests of the University, staff and students to have the validity of qualifications questions. The University needs to be able to stand behind the quality of our graduates.
 - The timeframe is not realistic due to our concerns about erosion of quality control. Credibility will be significantly diminished by 2028. This includes credibility with Accreditation bodies who are reported to regularly. The correct checks and measures do need to be put in place to support future secured assessments.
 - For teaching and learning we need to be sure that our students have achieved when they complete their courses and achieved the learning objectives. The secured assessments are needed to be able to make those measurements.
 - Distance students are a major portion of the student body and a concern, and we have to have a method of securely assessing their learning outcomes. Equivalency between distance and internal student assessment for the same course needs to be maintained. Secured assessments for distance students is not new and has been conducted successfully throughout Massey's history until COVID. Typically, distance students would travel to an approved examination centre, either on campus or one of the

distributed sites set up by Massey around the world with arrangements with providers for spaces and invigilators. This could occur again. Research was provided on CoS needs for distance students in NZ for secured assessments.

- The student disability cohort needs special attention to ensure they are fully considered, and assessments are accessible for their specific disability.
- Points were raised regarding access for all, and whether a one-off secured exam tests the ability of the student correctly with how well the student remembers rather than how well content was learned and applied. Another point of view articulated the need for secured invigilated exams to measure the cognitive processing ability of the student rather than just fact recall, how deeply they have learned, what we measure is authentic given the technology available to students, especially distance, and we can tell what the students have learned. Open book exams in the Sciences are generally a rarity. If the University can come up with a robust post-COVID methodology for authentically assessing students that is not an invigilated one to one student versus an exam staff would entertain it. The University is not there at this time with technology and information moving faster than the University can.
- Credibility of international students will be lost as in other countries they do exams on paper and when they meet another type of assessment there is a high level of suspicion and an assumption everyone is cheating. Some governments refuse to recognise any qualification offered by distance with employers disregarding any qualification with distance offerings.
- Secured assessment alternatives have been invented and introduced within some Schools for internal and distance students through the goodwill of staff, due to the need for these alternatives due to the lengthy timeframe of the University. Students and staff were happier for it. These include oral exams in person and via Zoom, task-based assessments and others. This is a stopgap measure, and it should be solved well before 2028.
- Statements in the document about options do not apply to 90% of Massey courses and are a pointless waste of time. Schools should ignore the document completely and make their own way to do something because the University is missing the bus completely.
- There is no confidence there will be a solution in place in 2028.
- Pilots should be in place in Semester 1 2026 rather than 2027.
- In the short-term Schools should develop assessments so that there is minimal reliance on exams that are not secure and the chance of being influenced by an unsecure exam on the overall grade is less.
- An entire qualification cannot be taught without invigilated assessments.
- It is challenging to get a budget and then procurement processes relating to online platforms or technology infrastructure moving at pace with the need to ensure robustness and security and this is reflective of the need for a longer timeline. This includes catering for variations of what is going to be needed for different groups and how these can be catered for. Prioritisation of funds can be done if it is assessed from feedback as a priority.
- It appears that all Universities are going back to invigilated in-person exams as it is one of the few options on the table. Massey is not an outlier in our sector and information on what other Universities in New Zealand, Australia and elsewhere should be sought and reflected against Massey's size of cohorts and complexity. This can include but not be limited to what systems are in place or being put in place, what is effective and what is not, and how the systems are working. This information would be useful to inform the Massey program.
- Outreach is encouraged to garner information from a student perception, in Massey and other institutions, the reinvigoration of secured assessments as this would be valuable for policy makers to consider.
- The document should be disseminated widely to staff, and they be encouraged to submit their independent views.
- The College should be clear in making comment that the intent and purpose of why we want secured assessments or other types of assessments (the reasons why), what needs to be assessed in a secure or other fashion whether that be every course, major or a limited number of courses.
- Submissions should be directed to Fiona Coote by 19 Sep 25 or sooner.

14.3 [Draft Teaching Foundations Framework for consultation - August 2025](#)

A limited discussion on this document was held with key points noted:

- Recommendation on page 2 are what the College is being asked to consider. The Acting Chair discussed each recommendation raising questions that could be considered for each.
- Resourcing of this framework will be important to consider in order to achieve the objectives and understanding what can be achieved or what will need to stop being done without additional resources.
- Consideration of key items from a Maori perspective will be necessary. Expectations such as being able to sit exams in either Te Reo or NZ Sign Language are aspirational, and resourcing will be needed to ensure it becomes reality.
- Consideration of the document should not be constrained to the recommendations and additional considerations that arise should also be commented on.
- The document is in the University Policy Library, so every staff member has access to it.
- Comment to Fiona Coote by 19 Sep 25.

Items moved from Part II

Nil

15 EXCLUSION OF THE PUBLIC

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

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

Fiona Coote, Amy Heise and Brian Hewson were in attendance in Part II for their expertise in student administration and operations of the College's academic offer.

MBS 2025/164

Minutes Part 1



**MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD**

Meeting held on 12 August 2025**By Video Conference at 10 am**Zoom – <https://massey.zoom.us/j/89859236593>

Password – 727346

MINUTES: PART 1

| No. | Item | Details | Decision | Paper No. |
|-----|--|---------|---|------------------------------|
| 1 | PRESENT Professor Jonathan Elms (Chairperson, PVC) Associate Professor David Brougham (ADR), Mary Dawkins (Staff rep), Professor Hung Do (Professorial Rep), Kevin Frances (Student Rep), Associate Professor Elizabeth Gray (ADTL), Dr Hedy Huang (Staff rep), Steven Hurley (Student Rep), JS Imbeau (Acting ADAQ), Jianuo Li (Student Rep), Associate Professor Claire Matthews (HoS, SAEF), Associate Professor Radiah Othman (Staff rep), Ashok Poduval (HoS, SoAv), Dr Jeffrey Stangl (ADI, ADEE & Director MED), Beth Tootell (delegate for HoS, SMM), Mui Kuen Yuen (Associate Director – Pacific) IN ATTENDANCE Associate Professor Sandy Bulmer (Director, MMgt), Fiona Diesch (Subject Librarian), Rebecca Izzard (College Executive Manager), Aliya Kenesheva (CBB Secretary), Julie Williams (Academic Administration Team Lead) APOLOGIES Professor Jo Bensemann (HoS, SMM), Jean Jacoby (CET Rep), John Murrie (Staff rep), WELCOME Kevin Francis – Student Rep | | | |
| 2 | INTEREST: DECLARATION AND DISQUALIFICATION | | None | |
| 3 | MINUTES FOR APPROVAL from CBB Part 1 – 8 July 2025 meeting Corrections: <i>Item 5.1 (PVC’s Report):</i> Updated to note that in July 2025, the full-time Management major (BBus) launched in Singapore. Enrolment numbers will be monitored, with a possible HRM major intake in November. | | ACTION: ADTL to follow up and confirm the current number of students yet to complete the AI | MBS 2025/139 |

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| | Updates: <i>Item 5.2 (QA Survey):</i> The QA survey completion rate has increased from approx 50% (as reported at the previous meeting) to 100%. <i>Item 5.3 (AI Use Declaration):</i> The number of students who had not completed the AI use declaration has reduced from 18. The updated figure will be provided at the next meeting. | use declaration for Sem 1 RESOLVED THAT this document be approved as a true and accurate record. | |
| 4 | MATTERS ARISING - PART 1 | | |
| 4.1 | Action Sheet from the last meeting on 8 July 2025 Action Item 1: Curriculum Framework & Programme Committee Representation on CBAPC – Closed ADTL updated that progress on the School of Aviation Programmes Committee ToR is well advanced. A meeting is planned this week to finalise details and membership. Membership for both the Undergraduate and Postgraduate Programme Advisory Subcommittees has been confirmed, with meetings to be scheduled shortly. Representation from these subcommittees on CBAPC has also been ensured. It was agreed that the item can be closed, as the work is substantially complete. | NOTED | MBS 2025/155 |
| 5 | REPORTS | | |
| 5.1 | Chairperson The Chairperson provided the following updates: The Manawātū Open Day last week saw an increase of approx 250–270 attendees compared with the same period last year, with strong interest in Business, Management, and Aviation programmes. The Albany Open Day is scheduled for Friday, 15 August, and the Chairperson will attend to support staff and the event. The recent staff engagement survey results have been shared, and actions are underway to enhance engagement across the College. Face-to-face discussions have taken place with Albany staff, with further meetings scheduled for Manawātū and Wellington to ensure all staff have the opportunity to contribute. These discussions are solution-focused, aiming to generate practical recommendations. Student engagement sessions are scheduled over the next two weeks: Manawātū on Thursday, 14 August, and Albany on Monday, 18 August, both at 12pm. The Chairperson will meet students from undergraduate to PhD levels, with staff welcome to join to hear ideas and feedback directly. The School of Management and Marketing hui will be held on 2–3 September in Wellington, with a similar hui planned later for the School of Accountancy, Economics, and Finance. These events aim to co-create plans, discuss ideas, and address challenges following the College reconfiguration. Recruitment for the new VC is ongoing, with updates expected around Oct–Nov. The draft 2026 budget looks healthy and will be strengthened by continued growth in international EFTs recruitment. Recruitment processes are also underway for several professional staff roles within the College. Finally, the Chairperson welcomed Prof Michael Hall, who will take up the new Dean's Chair in Marketing, Sustainability, and Society at the | | |

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| | beginning of next month. Prof Hall brings national and international expertise and is expected to make significant contributions to the School and College. | | |
| 5.2 | <p>Associate Dean, Academic Quality</p> <p>The Acting ADAQ reported that a high volume of late enrolment special permission requests had been managed in recent weeks, particularly for MPAC and Aviation programmes due to non-standard course dates.</p> <p>An issue was identified with the prerequisite failure report generated by ITS for the Progression team, which had resulted in some students being admitted into Sem 2 courses without having completed the required prerequisite(s) in Sem 1. An email was sent to staff requesting details of any affected students, and the Acting ADAQ has been working with the Progression team to address the matter for MBS.</p> <p>The QA Survey has been completed and reviewed by the QAC, as noted in the agenda under Items from QAC (Section 12). Work is ongoing on RPL applications and special assessment requests for admissions.</p> | | |
| 5.3 | <p>Associate Dean, Teaching and Learning</p> <p>The ADTL provided updates on several developments within the College. Progress is being made in finalising membership for Undergraduate and Postgraduate Programme Subcommittees. The initial meetings are pending until supporting materials for programme review and curriculum mapping are finalised by the University centre.</p> <p>An assessment working group has been formed following the approval of the new University assessment policy. The group will establish college-specific guidelines for assessment, with the first meeting scheduled for next week.</p> <p>A new course, 115117 Business in the Digital Age, has been approved and is currently under development. It will be offered to MIAN students in 2026, with broader uptake planned for 2027. Planning for future updates to the BBus core is also underway.</p> <p>Moderation guidelines for MBS are being developed to address variability in current practices and will be presented to the CoBB next month. Additionally, the ADTL is participating in a university-level working group developing a new teaching framework, which will also be presented to the Board next month and is expected to be of interest to all teaching staff.</p> | | |
| 5.4 | <p>Associate Dean, Research</p> <p>The ADR provided an update on upcoming research activities. Early career and other research workshops are planned for later this year, with detailed timelines to be emailed next week. A workload workshop will also be held to clarify current processes, address staff questions, and gather feedback for the upcoming review of the workload model.</p> <p>A recent research drop-in session was held at Scholars Café in Auckland, with plans to continue such sessions during future visits. The College-wide Startup Sprint Session was announced, with staff welcome to participate.</p> <p>Updates were also provided on funding opportunities, including the opening of HRC grants, the upcoming SREF funding round, and the</p> | | |

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| | <p>availability of a research calendar listing global funding opportunities. Another update with upcoming events will be circulated next week.</p> <p>The PVC noted that a university-wide review of the workload model is underway, led by members of the SLT, and that high-level communications on the review will be issued shortly.</p> | | |
| 5.5 | Associate Dean, Māori None | | |
| 5.6 | Associate Dean, International <p>The ADI provided an update on international engagement. International interest remains strong, with the College currently at capacity for new partnership agreements. Recent delegation visits, including a large group from Lanzhou University, were acknowledged, with thanks extended to staff who supported these visits.</p> <p>Finalising several agreements, particularly with Chinese partners, is ongoing. Progress has been slightly slowed due to the summer break in China, but efforts continue to ensure agreements are completed before students return in September. These agreements are expected to support international enrolments in 2026 and 2027. Overall, international activities are proceeding smoothly, with agreements being processed efficiently.</p> | | |
| 5.7 | Student Representatives <p>Student reps reported that most students were generally satisfied, but concerns remain about food availability on the Albany campus. Suggestions included providing an on-site dairy or convenience store for quick access to fruit, snacks, and basic items.</p> <p>Further discussion included the potential for improved food delivery arrangements, such as a designated drop-off location with clearer signage, or the introduction of food lockers as seen in some overseas universities.</p> <p>It was noted that a food framework covering dietary requirements, cost, and variety has been developed by University Services. The PVC agreed to raise these suggestions with the Deputy Vice-Chancellor – University Services for consideration.</p> <p>Feedback was also provided regarding PhD students having limited space in the IC Building. It was clarified that students have been relocated to the Atrium Building. While the space is not ideal, it is currently the best available option, offering dedicated desks and terminals for each student. The arrangement is temporary and will be reviewed once broader space plans are finalised.</p> | <p>ACTION: PVC to raise the suggestions on campus food and convenience with the Deputy Vice-Chancellor – University Services.</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 13 May 2025 Meeting | NOTED | MBS 2025/156 |
| 7.3 | Office of the Provost None | | |

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| 8 | COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC) | | | |
| 8.1 | Draft Minutes (Part 1) received from CBAPC July 2025 meeting | | NOTED | MBS 2025/153 |
| | COURSE RETIREMENT 2026 | | | |
| 8.2 | SCHOOL OF AVIATION | 190899 Thesis Proposed to <ul style="list-style-type: none"> Retire | RESOLVED THAT this document be approved and details provided to Academic Committee for approval | MBS 2025/141 |
| 8.3 | | 190898 Thesis Proposed to <ul style="list-style-type: none"> Retire | RESOLVED THAT this document be approved and details provided to Academic Committee for approval | MBS 2025/142 |
| 8.4 | SCHOOL OF MANAGEMENT AND MARKETING | 152801 Thesis Proposed to <ul style="list-style-type: none"> Retire | RESOLVED THAT this document be approved and details provided to Academic Committee for approval | MBS 2025/144 |
| 8.5 | | 219899 Thesis Proposed to <ul style="list-style-type: none"> Retire | RESOLVED THAT this document be approved and details provided to Academic Committee for approval | MBS 2025/145 |
| 8.6 | | 152800 Thesis Proposed to <ul style="list-style-type: none"> Retire | RESOLVED THAT this document be approved and details provided to Academic Committee for approval | MBS 2025/146 |
| 8.7 | | 156899 Thesis Proposed to <ul style="list-style-type: none"> Retire | RESOLVED THAT this document be approved and details provided to Academic Committee for approval | MBS 2025/147 |
| 8.8 | | 152393 Managing Conflict Proposed to <ul style="list-style-type: none"> re-classify the existing Essay assessment as a Case Study re-order the assessments so that the Case Study precedes the Portfolio adjust the weighting of the Proposal assessment from 50% to 40% and the Portfolio assessment from 30% to 40% | RESOLVED THAT this document be approved and details provided to Academic Committee for noting | MBS 2025/143 |

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| 8.9 | SCHOOL OF ACCOUNTANCY, ECONOMICS AND FINANCE | 125785 Research and Analytics in Economics and Finance Proposed to <ul style="list-style-type: none">Update Learning Outcome 1 | RESOLVED THAT this document be approved and details provided to Academic Committee for noting | MBS 2025/149 |
| 8.10 | | 125179 Introduction to Financial Advice Proposed to <ul style="list-style-type: none">Amend LO3 to meet the new regulatory requirements for Financial Advisors in NZ | RESOLVED THAT this document be approved and details provided to Academic Committee for noting | MBS 2025/151 |
| SPECIALISATION NON-CUAP CHANGE 2027 | | | | |
| 8.11 | COLLEGE OF BUSINESS | PMBSS1SCMNC1_Communication Proposed to <ul style="list-style-type: none">Closure to new enrolments 2027 | RESOLVED THAT this document be approved and details provided to Academic Committee for approval | MBS 2025/150 |
| 9 | OTHER DOCUMENTS | | | |
| 9.1 | Memo: Closure of Master of Business Studies (Communication) in Manawatū Campus in 2026 | | RESOLVED THAT this document be approved and details provided to Academic Committee for noting | MBS 2025/157 |
| 9.2 | Proposal Timelines and Delegations | | NOTED | MBS 2025/152 |
| SUBSIDIARY COMMITTEES | | | | |
| 10 | MASSEY BUSINESS SCHOOL RESEARCH COMMITTEE (MBS RC) | | | |
| 10.1 | None | | | |
| 11 | MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (MBS T&L) | | | |
| 11.1 | Draft Minutes from the July 2025 MBS T&L Committee Meeting | | NOTED | MBS 2025/158 |
| 12 | MASSEY BUSINESS SCHOOL QUALITY ASSURANCE COMMITTEE (MBS QAC) | | | |
| 12.1 | Draft Minutes from the July 2025 MBS QAC Meeting | | NOTED | MBS 2025/159 |
| 12.2 | MBS Course Annual QA Review Sem 2 2024 Course Results | | NOTED | MBS 2025/160 |
| 12.3 | MBS Assurance of Learning Report Semester 2 2024 Results | | NOTED | MBS 2025/161 |
| 12.4 | MBS Course Annual QA Review Sem 1 2025 Course Results | | NOTED | MBS 2025/162 |
| 12.5 | MBS Assurance of Learning Report Semester 1 2025 Results Special thanks were expressed to the Acting ADAQ and Vicki Knight for their work in implementing the new QA process, including the updated QA survey and assurance of learning framework. Sem 1 was the first time the revised QA survey was run, and the process ran smoothly. The resulting reports were useful, and staff responses were thoughtful, providing good data and clear insight into course performance. | | NOTED | MBS 2025/163 |
| 13 | SUPPLEMENTARY ITEMS - PART 1 | | | |
| | None | | | |
| 14 | MINUTES FOR APPROVAL FROM AGENDA PART 2 None | | | |

MBS 2025/164



University Research Committee

Minutes of the University Research Committee meeting held on **Thursday 28 August 2025**
at 2:30 p.m. via **TEAMS**

MINUTES – Part I [Public]

URC Members PRESENT: Giselle Byrnes (Chair), Tracy Riley, Viv Smith, Oli Wilson, Bill Fish, Leigh Signal, John Munday, Tasa Havea, Jon Proctor (alternate for Christine Kenney), Linda Palmer, Michelle Marraffini, Fawad Ahmad, Eranjana Kathirarachchi and Courtney Hayward.

In attendance: Anita Muthukaruppan and Helen Sargent.

Guest: Naomi Cogger

1. APOLOGIES

David Brougham, Christine Kenney, Abdollah Baghaei, and Marise Murrie.

WELCOMED

1. Professor Jon Procter, acting as Christine Kenney's alternate.
2. Professor Naomi Cogger (Strategic Lead - Generative AI Engagement, and Professor in Epidemiology and Risk Analysis/Postgraduate Lead, School of Veterinary Science, College of Science) who presented on GenAI at Massey University. Naomi left this meeting at the end of her presentation at approximately 3.00pm.

2. CONFIRMATION OF PART I MINUTES OF MEETING HELD 24 JULY 2025 (URC 25-090)

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.
- Action 25-069: Reminder for members to familiarise themselves with the Budget 2025 Overview previously prepared by Viv Smith. It highlights Central Government's new thinking and direction around research funding. Action now referred to as completed.

| 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 |

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

4. STRATEGIC DISCUSSIONS

4.1 Massey Gen AI Strategy and Engagement

Verbal presentation by Naomi Cogger

Following SLT's recent decision to turn off the Turnitin detection tool employed by Massey to detect use of inappropriate use of AI due to the high number of false positives, it was timely to discuss the role of AI in Massey's teaching, assessment, and research future.

Professor Naomi Cogger outlined her engagement work across colleges on GenAI, including the Graduate School, which is looking at the changing acceptance levels of AI, and the key principles around accountability, transparency, and meeting obligations with respect to the tertiary Waitangi. Her work plan for 2025 will include a refresh to our staff guidelines for AI use, and the creation of an expert working group and a reference group with broad representation across Massey. The working groups will support an assessment of Massey digital maturity. She emphasised principles of accountability, transparency, Treaty obligations, and integration with research ethics.

Massey's Research Policy, Code of Responsible Research Conduct, and the Code of Ethical Conduct for Research, Teaching and Evaluations Involving Humans currently already reflect several of the key values under review from an AI perspective. The findings to date suggest that any changes to our policies, because of AI uptake, will unlikely be significant. Ensuring Massey's policies continue to reflect our principles will be critical given the rapidly evolving technology and platforms in this field.

Naomi invited questions from the URC Members and the key points raised included:

- Use of AI in grant applications: A rapid change in mindset has been observed in the last year with AI now increasingly expected to be used to craft and hone grant applications (example provided here was from HRC), with researchers now encouraged and expected to use it for this purpose. Therefore, guidance is needed now to ensure researchers are maximising AI tools and using them correctly.
- Equity concerns regarding students paying for subscription-based AI tools vs those who could not afford them. In addition, what are the implications on sustainability and carbon impact.
- CoCA's Bridget Johnson is running a monthly series of researcher-led whitiwhiti kōrero on GenAI and Creative Arts. This highlighted a progressive research culture evolving in this field, highlighted with cross-University forums on AI and Indigenous knowledge applications.
- Is there a rule book on how to acknowledge use of AI in a grant application, theses, publications, creative works etc (NB. Research Operations recommends employing the sentence "AI has been used in the development of this proposal" – and for this to appear early in the grant.)
- Does a list of AI sites exist that is specific to a task? And are any AI sites banned from use?
- Research innovation is happening now including application of AI/ML models in data processing, analytics, and tool creation. Therefore, guidelines are needed now. Ideally our policies on this topic will act more like guidelines, in terms of not being restrictive but ensuring that the University, staff and students remain safe in their engagement with this technology.
- AI literacy: libraries considering their role in researcher/student AI capability.

Naomi responded to these questions noting:

- Re: equity, Massey is [piloting Cogniti](#) for [Stream](#) (online learning) with the plan for it to be implemented next year for student access. Copilot is currently in use at Massey.
- Increasing the consciousness around AI-related behaviours will assist with environmental and sustainability awareness and decision-making, as seen previously with flights/travel.
- If you are not using AI, this may also be worth acknowledging in your work.

- For AI acknowledgement purposes, before logging off - ask the AI tool to describe in one sentence how you used it.

Lastly, the Chair noted AI has been in use (in its current format) for nearly 3 years, and providing an open and safe place for staff to ask questions and learn together remains important at Massey. The importance of amplifying the human agency piece, by understanding and acknowledging the acceleration of human skills and capability piece due to AI, is increasing. In addition, the agentic adjacency (AI that can operate autonomously, pursue goals, make decisions, interact with its environment, and perform tasks without human intervention) is the next area that Massey needs to collectively engage with.

If you any further questions, please contact Professor Naomi Cogger at genai@massey.ac.nz or N.Cogger@massey.ac.nz.

4.4 Te Pou Rangahau Update (Part 2) (Ref: URC 25-045 including the implementation framework)

This was the second formal discussion relating to the URC's commitment to address the five key goals identified at the March 2025 Planning Day noted as particularly important to the Colleges. Part 1 (July Meeting) raised concerns about the scope of Goal 2 (Talented researchers are attracted and retained to enhance Massey's research excellence), which includes eleven objectives, and challenges with defining "talented," ensuring accountability, and collecting accurate staffing data. The group agreed to reflect on commitments to support research pathways and partnerships for Māori and Pacific researchers and to monitor workloads related to research and supervision, noting financial constraints that limit new hiring.

As requested, several speakers highlighted college-level initiatives specific to Māori and Pacific researchers that appear under-represented in the current implementation framework.

- CoCA referenced their Māori and Pacific researchers received REaDI and MURF funding allocations that can be added to the framework.
- CoS shared their holistic "grow your own" approach, referencing the importance of supporting Māori students from postgraduate study through to staff roles, while protecting them from overburdening committee duties. It was acknowledged that this is a slow process due to the cohort of Māori students entering science still relatively low. This approach is supplemented by targeted funding (Ākonga Māori success funding) and tutoring roles to build capacity. The VETMAP programme, with the School of Vet Science, was cited as a good example of long-term pipeline development, with aspirations for graduates to pursue postgraduate study and academic careers. While the programme has only been in place for 3 years, the schools has ring-fenced internal funds (including REaDI funding) for Māori-focused research, ensuring dedicated resources.
- CoH added to this by emphasising that MURF and REaDI funding was used in a comparable way, and whilst many targeted activities occur across colleges they are often under-recorded, suggesting a formal mechanism to capture and share progress consistently at a university level would be helpful.
- GRS&E highlighted the importance of scholarships, career development, and workload models. Programmes like Accelerate (an early career supervisor development programme) are being revised to better support Māori early career researchers, alongside initiatives from the DVC Māori office.
- Massey also has issues of inconsistent workload models across the university (currently between 5-8 exist now), with wide disparities in supervisory responsibilities. This is an area that the DRC needs to investigate further. The SLT has agreed to develop a common workload model, aiming for equity and better cost understanding, while acknowledging disciplinary differences in defining supervision.

URC 25-099

- The Research Operations team addressed external funding challenges, noting significant changes to the Vision Mātauranga Capability Fund and political shifts reducing Māori-focused opportunities. With more emphasis on partnerships with Māori organisations, the reliance on internal funding becomes critical. At the same time, Massey's distinctive academic promotion system, including four-track pathways and specialist panels (Te Kāhui Pou Mātauranga and Dean Pacific involvement), provides tailored support for Māori and Pacific researchers seeking advancement.
- To strengthen research career pathways for Māori and Pacific colleagues, Massey continues to use its four-track promotion system, supported by Te Kāhui Pou Mātauranga and the Dean Pacific. These processes ensure diverse worldviews are recognised in promotion assessments and have already contributed to more Māori and Pacific researchers advancing.

This Te Pou Rangahau (Part 2) discussion closed with agreement on the importance of surfacing and sharing college-level efforts to strengthen diversity in the research workforce. Helen will follow up with contributors to capture examples for the framework. Next month, discussions related to Goal 4 (Best practice research management is supported by efficient and up-to-date IT systems) will be deferred in preference of addressing either Goal 5 (All students have equitable access to postgraduate research pathways – specifically Māori and Pacific research students, and investing in mentoring, learning and development), Goal 6 (All postgraduate research is completed within expected timeframes that align with TEC and PBRF funding) or Goal 9 (High quality partnerships and collaborations drive research excellence and impact).

5. RESEARCH OPERATIONS MONTHLY REPORT (June 2025)

(URC 25-091)

Highlights included:

- The research sector is experiencing a rapid pace of change, coupled with continual adjustments and uncertainty prompting proactive actions, despite incomplete information (e.g. UAG report still not released). Recent changes to our government's communication channels have also meant that updates on research and funding are now sourced directly from places like the Beehive site, alongside a growing trend of ministerial commissioning of research. This has increased demand for identifying Massey researchers with specific expertise, although current systems for tracking and collating expertise remain limited. Examples of these requests included emerging topics like geothermal fluids and black fly larvae as protein sources. Responding requires significant effort, often pulling information from theses or scattered sources, with no guarantee of participation in subsequent initiatives. This highlighted the importance of developing stronger systems to map and showcase staff expertise (e.g. Symplectic Elements), ensuring Massey can position itself effectively in these "parallel worlds" of traditional and ministerial-driven research opportunities.
- The report also noted developments with the Department of Conservation (DOC) permissions working group, which addresses long-standing challenges with permitting processes for research on DOC land or marine estates. Historically, Massey has had little visibility of permits applied for or granted, and DOC's fragmented systems created further obstacles. Recent progress includes improved technology, better tracking, and recognition of the need to view processes through a researcher's lens. This progress may enable Massey to begin its own institutional stock take of permits.
- Reminder to contact Legal services early in the development of new partnerships and contracts. Several recent cases required renegotiation because legal protections for Massey were overlooked. Increasingly, the issues being managed are complex rather than routine, mirroring the broader research environment where securing funding and establishing collaborations requires more careful planning and effort than before.
- The UAG report is expected shortly, with likely several recommendations and actions to follow. It remains uncertain whether the full report will be shared with the sector, but the government appears keen to close the loop on its findings.
- Discussion also touched on the Performance-Based Research Fund (PBRF), with little information yet released. Speculation suggests a possible shift away from individual accountability toward group or institutional levels, with a stronger focus on impact.

URC 25-099

- Lastly, the Chair acknowledged Viv Smith's contribution and diligence in tracking developments across a constantly changing landscape. Her work was described as invaluable in ensuring the group stays informed about sector updates and anticipated changes, with recognition of her ability to provide timely, clear, and forward-looking insights. The team emphasised how much they valued her expertise and communication.

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

(URC 25-092)

Highlights included:

- Recent International Student Barometer results showed positive feedback from students who felt supported and well-managed in their research. This contrasted with a small proportion of students who struggle, reminding staff that most students report a strong overall experience.
- Interestingly, the International Student Barometer survey identified that postgraduate students were less satisfied with the teaching opportunities available to them during their postgraduate studies which, due to their being no university-wide programme, was typically left to the responsibility of individual colleges. Several members confirmed opportunities were ad hoc, often arising by chance, and noted that structured teaching experiences have declined over time. Participants agreed this gap could undermine preparation for academic careers. Broader challenges, including PBRF requirements and employment categories under the collective agreement, were also raised as limiting factors. The group concluded that while structural barriers exist, finding ways to better support teaching opportunities for postgraduate students and early career researchers remains an important area for improvement.
- The Applied Doctorate Scheme is underway, an initiative involving co-created projects between industry partners and supervisors, beginning with an energy theme. Refer to email sent by Helen Sargent on 1 September. The scheme will follow a two-stage process: projects being developed first, then students applying to participate. Although the application site was not yet live, Tracey committed to keeping colleges updated as progress unfolds.
- Dr Neha Jha, has joined the GRS&E team from the College of Sciences, to work on admissions and scholarships. Neha will focus initially on analysing doctoral scholarship student behaviours and application processes, providing evidence and insights to inform strategy. Meanwhile, Patsy Broad also received the Health Research Council's Research Ethics Excellence Award, recognising her extensive contributions as secretary.
- REMS Low Risk system went live last week, with no issues so far.

7. ITEMS FOR DISCUSSION AND APPROVAL

7.1 Across College Items

(Verbal)

External Research Funding Environment

- COHSS highlighted concerns regarding the research funding environment, and whether the Strategic Research Excellence Fund (SREF) could be returned to its earlier function, as the current focus on seed funding for externally aligned projects was proving difficult given the scarcity of external funding opportunities. CoHSS researchers were struggling both to secure funds for active research and to see the investment as sustainable.
- An update on SREF 2026 was provided by the Research Operations Director, who explained that Round 1 has now funded two new proposals aligned with external funding (targeting programmes >\$3M), however SREF 2026 Round 2 will be very different. The Office of the Provost acknowledged the changes in external funding (by MBIE and HRC in particular) and the government's latest reforms had fundamentally changed the research landscape, that warranted a new approach in Round 2. Therefore, Round 2 has been tightened up, relaxed the external funding alignment, and instead has a broader strategic investment umbrella. The focus is now on delivering strategic benefits, not just financial return. The new round will be released soon, with funding decisions by November to support projects next year.
- Further discussion acknowledged that SREF should remain flexible and adaptable to the research environment while staying true to the university's broader mission. The university is committed to breadth and diversity rather than simply following funding availability in STEM.

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Investment decisions must therefore balance research strategy, excellence, and the realities of external conditions. This reinforced the importance of maintaining support across disciplines and ensuring investment aligns with the university's universal purpose.

- CoH supported CoHSS's concerns, noting the importance of internal funding for sustaining research morale and enabling the next steps for researchers. The heightened uncertainty surrounding HRC funding, was felt across all levels of researchers – leaving them feeling unsettled and doubtful about applying. This underlines the vital role of internal funds in maintaining engagement.

Internal Research Funding

- Accelerate 2025 programme was announced with short notice, which meant the Research Directors lacked time to prepare. Concerns about spending funds before the December deadline were raised. Leadership acknowledged this but explained the urgency: it was a case of "use it or lose it." While it created extra work, the decision was made to ensure research investment did not go unspent.
- CoS noted the valuable role of REaDI Advisors in supporting unexpected funding opportunities, noting how essential their administrative support was. Leadership reassured members that decisions about REaDI would soon be finalised, with positive indications of continuity.
- CoHSS and CoS enquired about MURF 2026 funding, which appeared to be moving forward regardless of formal announcements. CoS inquired further about the MURF funding allocation process. The Research Operations Director explained that details would be shared in the upcoming research directors' meeting, emphasising its simplicity.

Research Space Allocation

- CoS raised concerns about space allocation, noting that researchers were anxious about the shift toward open-planned and shared offices. While acknowledging the decision had already been made, many felt these changes would negatively impact their ability to work effectively. Others echoed CoS's concerns, with the issue extending to postgraduate student spaces, particularly at the Albany campus, where blanket assumptions about student attendance did not fit local realities.
- The issue was noted as a broader one across the university, not isolated to Albany. It has also been raised at the Academic Board, with students voicing concerns about the library and postgraduate study spaces. Leaders reassured attendees that the university was working closely with students and staff, though they recognised the daily challenges and anxiety caused by the ongoing space changes.

Awards & Medals

- CoS raised concerns about the low visibility of research medal nominations, admitting CoS had missed the announcement and suggested a more prominent and celebratory approach to announcing these opportunities in future, given the success of recent award ceremonies. Leadership acknowledged the issue, noting that communications sometimes lacked prominence, and agreed on the need to "dial up the volume" to give research greater visibility.
- CoH suggested raising the issue of research medals early at the college level to encourage nominations during PDPs. This proactive approach could build awareness and increase participation.

- | | |
|--|----------|
| 7.2 CoCA Research Committee Update | (Verbal) |
| CoCA have opened their MURF round, subject to funding approval | |
| 7.3 CoH Research Committee Update | (Verbal) |
| No further updates. | |
| 7.4 MBS Research Committee Update | (Verbal) |
| No further updates. (David Brougham was away sick) | |

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8. ITEMS FOR NOTING

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

- | | | |
|-----|---|--------------|
| 8.1 | *CoS Research Committee Minutes; June & July 2025 (Confirmed) | (URC 25-093) |
| 8.2 | *CoHSS Research Committee Minutes; July 2025 (Confirmed) | (URC 25-094) |
| 8.3 | *Academic Committee Meeting Minutes; July 2025 (Confirmed) | (URC 25-095) |
| 8.4 | * International Research Rankings Update – August Report | (URC 25-096) |
| 8.5 | *The Conversation research engagement report - July 2025 | (URC 25-097) |

9. GENERAL BUSINESS

No general business matters were raised.

New action items from 28 August 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 |
| | Helen | Provide further input to Helen on Te Pou Rangahau Goal 2 initiatives | All | By 30 September |
| 7.1 Internal Research Funding | Viv | Clarify MURF process at Research Directors' meeting on 29 August | Viv | 29 August |

MEETING CLOSED AT 4.07pm

THE NEXT ORDINARY MEETING WILL BE HELD AT 2.30 PM ON THURSDAY 25 SEPTEMBER 2025.

Glossary of Terms

| Massey University Group Entities | |
|----------------------------------|--|
| MU | Massey University |
| MUF | Massey University Foundation Trust |
| MVL Group | Massey Ventures Limited Group |
| MGL Group | Massey Global Limited Group |
| MGSP | Massey Global Singapore Partnerships Limited |

| Massey University Reporting Lines | |
|---|---|
| MBS | Massey Business School |
| CoCA | College of Creative Arts |
| CoHSS | College of Humanities and Social Sciences |
| CoH | College of Health |
| CoS | College of Science |
| MAHE | Massey Agricultural and Horticultural Enterprises |
| VC | Vice-Chancellor's Office |
| Te Tumu Whakatipu (PaCE¹) | Professional and Continuing Education |
| DVC Māori | Deputy Vice-Chancellor Māori |
| DVC US | Deputy Vice-Chancellor University Services |
| DVC SaGE | Deputy Vice-Chancellor Students and Global Engagement |

¹ PaCE is a teaching unit that reports under DVC SaGE. While it is not a separate reporting line, many university processes treat it like a sixth College.

| Massey University Committees and Boards | |
|---|--|
| AB | Academic Board |
| Council | Massey University Council |
| CUAP | Committee for University Academic Programmes |
| FAC | Finance and Assurance Committee |
| PAC | People and Culture Committee |

| 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 Sciences College Board |
| HSS CB | College of Humanities and Social Sciences College Board |
| MBS CB/CBB | Massey Business School (College of Business) College Board |
| TLC | Teaching and Learning Committee |
| URC | University Research Committee |

| Other Acronyms | |
|----------------|---|
| DQ3-7 | Government funding for teaching at non-degree level and below (also known as UFS) |
| DQ7+ | Government funding for teaching at degree level and above |
| GenAI | Generative Artificial Intelligence |
| EFTS | Equivalent Full-Time Student |
| EPIC | Educational Performance Indicator Commitments |
| EPIs | Educational Performance Indicators |
| FTE | Full-Time Equivalent (usually for staff) |
| FYR | First Year Retention (retention rate as defined by TEC) |
| MoE | Ministry of Education |
| MURF | Massey University Research Fund |
| OSes | Online Supervised Exams |
| PBRF | Performance-Based Research Fund |
| QC | Qualification Completion (as defined by TEC) |
| SAC | Student Achievement Component |
| SI | Strategic Initiatives |
| SITE | Secondary Initial Teacher Education (Government funding for teaching) |
| SREF | Strategic Research Excellence Fund (Internal to Massey) |
| SSAG | Science System Advisory Group |
| SSC | Successful Completion Rate (course completion rate as identified by TEC) |
| TTAP | Te Tira Ahu Pae (MU Student Association) |
| TEC | Tertiary Education Commission |
| TES | Tertiary Education Strategy |
| TEU | Tertiary Education Union |
| TREF | Teaching Research Excellence Fund (external, replaces PBRF) |
| TYCP | Ten-Year Capital Plan |
| UAG | University Advisory Group |
| UNZ | Universities New Zealand |
| UFS | Unified Funding System (government funding for teaching sub-degree level) |
| WMAR | Withdrawal Without Financial Penalty Date |

Part I: Paper for Decision

| | |
|-----------------|--|
| DATE: | 27 August 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 |
|--|---|--|-----------------------|
| AB25/08/140 | 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 Report 2025 | 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 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.