



TE KUNENGA | MASSEY
KI PŪREHUROA | UNIVERSITY

UNIVERSITY OF NEW ZEALAND



ACADEMIC BOARD AGENDA

PART I

Academic Board Meeting Part I - 19 November 2025

19 November 2025 01:30 PM - 03:30 PM



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

Agenda Topic	Presenter	Page
1. PROCEDURAL MATTERS		4
1.1 Welcome/Karakia Verbal	Chair	
1.2 Apologies/Quorum Verbal	Chair	
1.3 Declaration of Interest Verbal	Chair	
1.4 Meeting Agenda Review Verbal	Chair	
1.5 Confirm Minutes: Academic Board Meeting Part I - 19 October 2025 AB25/11/180	Chair	4
1.6 Matters Arising Verbal	Chair	
1.7 Action Schedule - Part I (No Outstanding Actions)	Chair	
1.8 Academic Board Workplan 2025/26 - Part I AB25/11/181	Chair	9
2. STRATEGIC UPDATES		10
2.1 Chair's Report - Part I Verbal	Chair	
2.2 Vice-Chancellor's Report - Part I AB25/11/182	VC	10
2.3 Provost Report Verbal	Provost	
2.4 Student Report Verbal	TTAP General/ Distance President	
2.5 DVC Māori Portfolio Presentation [circulated after the meeting] PAC25/11/183	DVC Māori	

2.6	Teaching Foundations Framework	Provost	20
	AB25/11/184		
2.7	AB Approved Policies Update (6-monthly)	Chair	35
	AB25/11/185		
3.	PAPERS FOR NOTING		39
3.1	AB SUBCOMMITTEE MINUTES – PART I		39
3.1.1	AC Minutes Part I - 7 October 2025		39
	AB25/11/186		
3.1.2	CoH Minutes Part I - 16 September 2025		47
	AB25/11/187		
3.1.3	MBS CB Minutes Part I - 9 September 2025		52
	AB25/11/188		
3.1.4	URC Minutes Part I - 25 September 2025		60
	AB25/11/189		
4.	SUPPORTING DOCUMENTS		69
4.1	Glossary of Terms		69
5.	PUBLIC EXCLUSION RESOLUTION		71
5.1	Public Exclusion	Chair	71
	AB25/11/190		



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

**HELD VIA VIDEOCONFERENCE
ON
WEDNESDAY 22 OCTOBER 2025 AT 1.30PM**

PART I

Present:

Professor Fiona Te Momo (Chair), Provost Professor Giselle Byrnes (acting Vice-Chancellor), DVC Māori Paora Ammunson, Professor Darryl Cochrane, Professor Bill Fish, Dr Simon Hills, Professor Huia Jahnke, College of Creative Arts (CoCA) Professor Margaret Maile, DVC Students and Global Engagement (SaGE) Professor Tere McGonagle-Daly, PVC College of Health (CoH) Professor Jill McCutcheon, Professor Hatice Ozer Balli, Rongomaiaia Te Whaiti, Professor Kaye Thorn, Matt Tini, Professor Diane Pearson, Te Tira Ahu Pae Pasifika Co-President Caroline Ryan, Dr Marta Rychert, Professor Rochelle Stewart-Withers, and PVC College of Humanities and Social Sciences (CoHSS) Professor Cynthia White.

In Attendance: Professor Jo Bensemman, Professor Simon Hall, Council Member Sir Jerry Mateparae, Communications Manager Jenna Nicols (Part I only), Governance Advisor Chanell Meehan and approximately 3 members of the public.

Apologies: Vice-Chancellor Professor Jan Thomas, Dr Maria Borovnik, Professor Naomi Cogger, PVC Massey Business School (MBS) Professor Jonathan Elms, PVC College of Sciences (CoS) Professor Raymond Geor, Dean Pacific Tasa Havea, Te Tira Ahu Pae Pasifika Co-President Mary Ieremia-Allan, Te Tira Ahu Pae General/Distance President Chiavanni Le'Mon, Tara McLaughlin, Te Tira Ahu Pae Manawhakahaere Ripeka Paapu, Professor Julieanna Preston, Professor Matt Roskrige and Professor Nicolette Sheridan.

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 24 September 2025 – Part I (AB25/10/160)

The Provost noted amendments required for page three of the Part I minutes.

AB25-49 RESOLVED:

(Agreed)

“THAT the Academic Board adopts the minutes of Part I of the meeting held on 24 September 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 (AB25/10/161)

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:

- Acknowledged academic staff and students for their hard work this year with final lectures last week and now heading into the exam period.
- The University Advisory Group report is currently still being responded to by universities. She acknowledged that our core priorities are teaching, education and encouraging academic freedom.
- She recognised the Massey University Rainbow Postgraduate Scholarship in partnership with the Rainbow New Zealand Charitable Trust to provide support for students in post-graduate studies with a particular focus on rainbow related research.
- She acknowledged student achievement at the Massey Agriculture, Horticulture and Environmental Science Awards.
- She also noted the Master of Sustainable Development Goals was recently ranked in the top 20% of the 2025 QS Reimagine Education Awards for its real-world impact in turning sustainability theory into action.

The board noted the Chair's report.

2.2 Vice-Chancellor's Report (AB25/10/162)

The acting Vice-Chancellor formally acknowledged the announcement made by Council yesterday of Professor Pierre Venter as the incoming Vice-Chancellor. Professor Byrnes acknowledged the tremendous leadership of our current Vice-Chancellor Professor Jan Thomas.

Professor Byrnes also noted we are sharing internal communications shortly regarding the current severe weather events in Wellington.

The board noted the acting Vice-Chancellor report.

2.3 Provost Report (Verbal)

The Provost noted the below in her verbal report:

- Work in implementing the Curriculum Framework continues, the trans- disciplinary qualification (Bachelor of Impact and Innovation, and the Masters/Postgraduate Diploma of Impact and Innovation) will come to Academic Board in early November.
- Professor Byrnes highlighted some of the big changes recently announced in the public research funding sector in Aotearoa New Zealand:
 - Research Funding New Zealand (RFNZ) will be the single, independent decision maker designed to centralise and streamline public research funds, noting this comes out of the Science Sector Advisory Group (SSAG) report. RFNZ will focus on the four pillars of: economy, advanced technology, environment, and health and society. RFNZ will assume responsibility for the Marsden Fund, Ministry of

Business Innovation and Employment (MBIE) competitive research funding and will later bring in the Health Research Council. Minister Reti has noted this is to focus on outcomes that benefit New Zealanders. The Provost noted there are very few opportunities for blue sky research within the RFNZ scope.

- The Marsden Fund will shift to having criteria that expect the generation of economic benefit, noting this will be immediately challenging for the Humanities and Social Sciences and Arts disciplines.
- There are also indications that there will be tight timeframes for future responses to funding opportunities. Massey will need to have agile teams ready in order to respond to these opportunities.

The board noted the Provost report.

2.4 Student Report (Verbal)

The Te Tira Ahu Pae Pasifika Co-President noted the below in the student report:

- Te Tira Ahu Pae held a special general meeting last week to vote on their preferred model for representation, in recent months they have undergone a process to choose a new model and are now moving onto the next stage of the process recruiting staff to implement these changes.
- Students are currently in the exam period. She thanked the academic and teaching staff for another great year, particularly for their support in highlighting the benefits and help available to students during a stressful time.
- Te Tira Ahu Pae are implementing changes to policies particularly regarding politics to protect students around political activity and their clubs.
- The Pasifika Co-President had the opportunity to meet with the DVC SaGE in Samoa and was appreciative of the university presence in the Pacific.

The board noted the student report.

2.5 Students and Global Engagement Presentation (AB25/10/163)

The DVC SaGE spoke to the presentation and noted the SaGE team connects with students and alumni across the world, he spoke to their values as a team, and their close link to Te Tiriti o Waitangi. He noted the makeup of his team is: student experience, Te Tumu Whakatipu, Massey University College, TNE Global partnerships Office, Global Engagement, Student Registry, Marketing and Domestic Recruitment, Future Students, Alumni Relations, Digital Communications and Events, Business Services, and Academic Business Development.

The Board noted the presentation and thanked the DVC SaGE for providing an overview of the complexity of his team. The Chair commended the Children's University programme for strengthening our connection with local communities. In response to a question regarding the international offering particularly for Māori students living in Australia and engagement with local tribal leaders, the DVC SaGE noted the academy is inherently international. The DVC Māori noted he will present on Massey's relationship with local iwi and DVC Māori collaboration with SaGE to find scholarship opportunities, work on standards, guidelines and rules. The Chair also noted that the Māori PhD is managed through the DVC Māori office.

A Board member asked how targets are set to evaluate performance for each team in the DVC SaGE group, the DVC SaGE noted they have a SaGE strategy and also each team have their own

set of KPIs that are assessed on a granular level. He also noted the EFTS forecast for the university sits with the DVC SaGE team.

The Provost noted that her team works closely with the SaGE team and collectively their teams' work cascades up to address the goals of the university such as Pūrehuroatanga. She asked the DVC SaGE what he sees as the current challenges globally within the student space, the DVC SaGE noted students now want to study for a career and this is where we offer services such as CV reviews and graduate programmes. He noted that a key challenge is that we are losing a large portion of students after they complete one year of study, particularly part-time students, and we are reflecting on our data and how we operate to improve retention.

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 – 2 September 2025 (AB25/10/164)
- 3.1.2 CoH Board Minutes Part I – 19 August 2025 (AB25/10/165)
- 3.1.3 CoS Board Minutes Part I – 19 June 2025 (AB25/10/166)
- 3.1.4 CoS Board Minutes Part I – 17 July 2025 (AB25/10/167)
- 3.1.5 CoS Board Minutes Part I – 21 August 2025 (AB25/10/168)
- 3.1.6 MBS Board Minutes Part I – 12 August 2025 (AB25/10/169)
- 3.1.7 URC Board Minutes Part I – 28 August 2025 (AB25/10/170)

4. DECISIONS RELEASED FROM PART II

- 4.1 Conferment of Degrees and Awarding of Diplomas and Certificates (AB25/10/175)

AB25-52 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 (AB25/10/171)

AB25-50 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
AB25/10/172	Confirmation of Minutes Academic Board Meeting 24 September 2025 - Part II	For the reasons set out in the Part I minutes of 24 September 2025 held with public present	
AB25/10/173	Massey University Integrity Report	Improper gain or advantage	s7(2)(j)
AB25/10/174	Consultation on the Draft Revised Code of Responsible Research Conduct and the draft new Procedures for Managing Responsible Research Conduct	Improper gain or advantage	s7(2)(j)
AB25/10/175	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)

Noting Papers

AC Minutes Part II – 2 September 2025 (AB25/10/175)

CoS CB Minutes Part II – 19 June 2025 (AB25/10/176)

CoS CB Minutes Part II – 17 July 2025 (AB25/10/177)

CoS CB Minutes Part II – 21 August 2025 (AB25/10/179)

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 2.40pm

Signature: _____

Date: _____

Academic Board 2025-2026 Workplan

	19 NOVEMBER 2025	25 FEBRUARY 2026	25 MARCH 2026	22 APRIL 2026	MAY 2026
Location	In Person (Manawatu)	Zoom	In Person	Zoom	Zoom
Strategic Discussion	<ul style="list-style-type: none"> DVC Māori Presentation 	<ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> Strategy Session: <ol style="list-style-type: none"> Artificial Intelligence Mātauranga Māori 	<ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> TBC
Strategic Items	<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"> GenAI Use Guidelines Subcommittee Annual Reports★ 		<ul style="list-style-type: none"> AB Approved Policies Update (6-monthly)
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 AB Self-Review (Deferred from Oct 2024) Update on Elections 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 AB Self-Improvement Actions 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 	<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:	19 November 2025
AUTHOR:	Vice-Chancellor Professor Jan Thomas
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: October – early November

Contents

Te Pou Rangahau – Research	1
Te Pou Ako – Teaching and Learning	3
Te Pou Tangata – People	7
Te Pou Hono – Connection.....	8

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 Kūhanga ki Pūrehuroa Massey University whānau, both individually and in partnership across the university, and externally with our many communities, at home and across the globe. Many of these stories can be found in [Massey News](#) on our website and other internal communication channels detailed in this report.

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

Te Pou Rangahau – Research

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

- *SCOPR Report - Survey of Commercialisation Outcomes from Public Research*
In August, the Tertiary Education Commission indicated that Minister Shane Reti would be keen for all New Zealand universities to participate in SCOPR this year, which is run by Knowledge Commercialisation Australasia (KCA): <https://www.techtransfer.org.au/scopr/>. We understand that five universities participated last time with others involved in previous surveys.

Massey University participates annually in SCOPR (Massey University and Massey Ventures data are combined). In the recently released report SCOPR 2024, Massey retained its position in the top 10

Part I: Paper for Information

institutions across Australasia by number of spinouts (top two in New Zealand alongside University of Auckland).

Massey was also profiled in two of the case studies as last year's winner for both Best Licensing Deal (Keloid treatment) and Best Spinout (Novolabs) at the Australasian Research Commercialisation Awards.

At the recent KCA Annual Conference, one of the awards organisers mentioned (in jest) that it was nice of Massey to let some of the Australian organisations win some of the awards for a change.

Note also that Mark Cleaver, CEO Massey Ventures and Massey Commercial Operations, was presented with KCAs [Research Commercialisation Professional of the Year](#) award.

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

- *Massey University Strategic Investment Fund – Research: ‘Solving Contemporary Societal Challenges’*

Accelerate Fund 2025 – Strategic Investment Outcomes

The 2025 round of Massey University's Strategic Investment Fund – Accelerate, supported research aligned with the theme 'Solving Contemporary Societal Challenges'. Applications opened in August and closed mid-September, with 25 proposals submitted across Colleges. Eleven initiatives were funded, totalling \$107,555, including five cross-College collaborations.

Funded projects addressed key strategic criteria: alignment with university priorities, potential to enhance international rankings, acceleration of high-value research, transdisciplinary approaches, and engagement with Māori and Pacific communities.

Research themes included:

- Cancer treatment resistance and kidney disease diagnostics
- Environmental hazard mapping and agricultural emissions reduction
- Nutrition science and sleep research communication
- Circular economy frameworks and AI in creative industries
- Māori-led innovation in health devices, cultural archiving, and sustainable textiles

These initiatives reflect Massey's commitment to impactful, collaborative, and globally relevant research.

- *Royal Society of New Zealand Te Apārangi Funds: Changes announced in Alert, 4 September 2025: Marsden Fund 2026 selection round*

Following the recent reprioritising of government funding, the Marsden Fund Council has made the following decisions for the 2026 selection round:

- Current Marsden Fund contract holders will have their agreements honoured.
- The 2026 Marsden Fund selection round will allocate approximately \$55.8 million for new grants (aligning with the ongoing baseline investment signalled in the post-Budget 2025 reduction announcements). For comparison, in 2025 it was circa. \$80m funding; in 2024 it was \$78.8m. It is expected to have baseline funding of \$71m from 2028/29.
- The Marsden Fund Council will therefore be allocating fewer grants in 2026 (with the anticipation of a lower success rate),
- No Marsden Fund Council Awards will be offered in 2026,
- Registration for Expressions of Interest will be required two weeks before the close of the first round (to enable appropriate time to assess panel interest and plan accordingly).

Part I: Paper for Information

The Alert states these are the major changes envisaged for 2026 and are subject to any further government direction. More information will be published in the 2026 *Expression of Interest* guidelines, expected in early December 2025.

Impacts to Massey are minimal: Principal Investigators that have previously submitted or have advised they were considering a Marsden Fund Council Award, have been advised that this is no longer being offered. The other notable change was the Registration of Interest. In the past few years, the practice at Massey has been to close registrations four weeks prior to submission, so this again should have little impact, but will be made clear in the internal promotional material when it is released and clearly signposted on the OneMassey Marsden Fund page.

- *CAUL negotiations - Council of Australasian University Librarians*
Universities across Australia and New Zealand, through the Council of Australasian University Librarians (CAUL), are engaged in a coordinated negotiation with the four largest academic publishers - Elsevier, Springer Nature, Wiley and Taylor & Francis – for their ejournal packages. This initiative, supported by Universities New Zealand (UNZ) and Universities Australia, aims to secure more sustainable, transparent, and equitable open access publishing agreements from 2026 onwards.

A senior academic oversight group, chaired by Professor Iain Martin (Vice-Chancellor, Deakin University), is guiding the process. New Zealand is represented by Dr Bronwen Kelly (UNZ) and Professor Chad Hewitt (Lincoln University). Negotiations commenced in July 2025 and are expected to conclude by mid-November, with new agreements effective from January 2026. While the sector is optimistic, CAUL are developing contingency plans in case of temporary disruptions to content access.

Te Pou Ako –Learning and Teaching

Examples of the delivery of an excellent learning environment include:

- *Massey retains top two ranking at Red Dot Design Awards*
For the third consecutive year, Massey University has been ranked second among universities in Asia-Pacific at the prestigious Red Dot Design awards in Singapore.

Since 2008, Massey staff and students have received 99 Red Dot Awards including 11 Best of the Best Awards. This year, a total of 40 students from Toi Rauwharangi College of Creative Arts won Red Dot awards across visual communication design, industrial design, textile design and fashion design. The number of Massey winners is much higher than in previous years because it includes an entire year group of 25 industrial design students which was named 'Best of the Best' in the lighting design category. [Read more.](#)

The Red Dot Design Ranking for design concept tracks and measures the success of an organisation in producing exciting new design concepts over a period of time. It is a reflection of real sustainable design innovation capability of an organisation.

2025 universities (Asia Pacific)

- 1: National Taiwan University of Science and Technology, Taiwan
- 2: Massey University, New Zealand
- 3: Zhejiang University of Technology, China
- 4: Hongik University, South Korea
- 5: Zhejiang University, China

For comparison to the northern hemisphere region, Umeå Sweden, is ranked second.

Part I: Paper for Information

- Massey creativity shines at Best Design Awards**
 Capturing the sound of soil, a sanitary management solution for public toilets and a device to monitor blood oxygen in animals undergoing surgery are just some of Massey's eight gold-winning entries in the 2025 Best Design Awards. [Read more.](#)
- Times Higher Education World University Rankings**
 Massey has retained its position from last year, at 501-600. We are now ranked 5th equal in New Zealand, up from 6th equal.

Massey has improved this year by moving up in the rankings for three out of the five pillars which make up this ranking. This year's results are based on 2023's institutional data, publication data is from 2020-2024 and citation data is from 2020-2025. The table below shows Massey's performance in the last five years.

Year	2026*	2025*	2024*	2023	2022
Global Ranking	501-600	501-600	501-600	601-800	601-800
NZ Rank	5=	6=	7=	7=	8

Many of our patents are in the areas of food, medicine, agriculture and engineering. This is an area Massey is doing well in, and further targeted support and/or initiatives will see us improve more.

- Celebrating rising stars at the 2025 Agriculture, Horticulture and Environmental Science Awards**
 Gumboots and textbooks were traded for heels and ties as agriculture, agribusiness, earth and environmental science, and horticulture students gathered to celebrate the end of the academic year. Joined by industry leaders, educators and a record 30 sponsors, reaching the venue's maximum capacity of 240 guests, 27 awards were presented to the top-achieving students across the sector. [Read more.](#)

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

- Curriculum Transformation project**

Academic planning process

The Senior Leadership Team (SLT) has approved the implementation of a scheduled process for the development of new programmes. Starting in 2026, this process will ensure that new product development aligns with market demand and strategic drivers and complements our current offer, ensuring we maintain a balanced and market-aligned academic portfolio.

Qualification Lifecycle Process

Academic Board has approved the Qualification Lifecycle Process Policy and Procedures, so we are now moving into implementation. Work is commencing to create workflows, including with automation, to support this work. Course health check and qualification health check dashboards have been developed, and a pilot process will be put in place.

Programme Committees

SLT has approved funding for five academic quality administrators to support the Qualification Lifecycle Process and ongoing academic quality work. These roles will be College-based but will work closely with the Office of Academic Quality, Reporting and Assurance.

Teaching Foundations Framework

Part I: Paper for Information

Consultation has closed on the first draft of this framework. Feedback has been relatively positive and largely constructive. A final version of this is likely to be presented to Academic Committee and the Learning and Teaching Committee in November.

Unified workload model

Work is under way to align College academic workload models as the first step towards full adoption of the Workload Allocation Tool. This is an essential step in being able to determine actual costs of our courses and programmes.

Pūrehuroatanga

Work is underway to revise the Terms of Reference, align the focus of this group with the goals of Curriculum Transformation, and determine an evaluation framework for the next phase of the work.

Phase 2 planning

A small steering group has been established to determine the approach to the next steps of Curriculum Transformation, which will focus on the embedding of a transition pedagogies approach across the curriculum, and consider ways to differentiate the 'Massey experience'.

- *New Academic Programme developments*

New Human Nutrition major opens doors for aspiring health professionals

A new Bachelor of Health Science Human Nutrition major launching in 2026 is set to change the game for students keen to pursue nutrition but who may not have the usual chemistry or biology prerequisites. Driven by increasing rates of obesity, diabetes and cardiovascular disease across New Zealand and globally, the need for qualified nutrition professionals is on the rise. [Read more.](#)

Committee on University Academic Programmes (CUAP) proposals approved

Massey's CUAP Round Three proposals (below) have been approved.

Qualification / Specialisation	Change
Financial Technology (Master of Finance)	New specialisation
Master of Design	Qualification amendment
Factual Production Immersive Media (Bachelor of Screen Arts with Honours) (Bachelor of Screen Arts)	Specialisation amendments
Master of Specialist Teaching	Qualification amendment
Sustainable Climate Systems (Bachelor of Science)	New specialisation
Ecology and Conservation (Master of Science) (Postgraduate Diploma in Science and Technology)	New specialisation
Design Management (Bachelor of Construction)	New specialisation

- *Educator Support and Resources*

Part I: Paper for Information

Two new articles are about to be published in the Educator Resource Hub: *Integrating Work Integrated Learning (WIL) into your programme* and *Designing flexible assessments*.

The Teaching Academy has launched three new generative AI (genAI) modules within the Kia tū ngaio: Aro Takitahi self-directed professional development series for teaching staff. These modules are designed to support staff at different stages of their AI integration journey:

- Getting Started with GenAI – building foundational knowledge and confidence.
- GenAI, Assessment, and Academic Integrity – exploring the challenges and opportunities generative AI presents for academic integrity and assessment design in higher education.
- Enhancing Learning and Teaching with GenAI – practical, low-barrier approaches to enhance teaching and learning.

Each module is flexible, self-paced, and contributes to a teaching portfolio with the opportunity to earn digital badges.

- *TEC reviewing the EPICs - Educational Performance Indicators*

The Tertiary Education Commission (TEC) is currently seeking advice from the university sector on the current EPICs and UNZ has established a short-term working group to develop 'Lead Learner Success Indicators', effectively overhauling the current list. Massey has a representative on this working group.

By way of background, the EPICs are:

- (a) First-Year Retention Rate – how many students return after their first year of study
- (b) Cohort-Based Qualification Completion Rate – the proportion of students who complete their qualifications within a set timeframe
- (c) Course Completion Rate – the percentage of courses successfully completed by students
- (d) Progression Rate – how many students progress to higher levels of study.

The TEC is also considering introducing a 'value added' or 'provider premium' metric. This new indicator, which Massey has been proposing for some years (instead of the EPICs, not in addition to them), would evaluate the impact a provider has on student success, controlling for factors such as socioeconomic status, prior academic achievement, and other demographic variables. It would also help to distinguish between providers that are simply enrolling high-performing students and those that are genuinely enhancing student outcomes.

- *Massey feedback on the draft Tertiary Education Strategy*

In late September, Massey lodged a submission in response to the draft Tertiary Education Strategy (TES) – full submission attached for your information.

CoPilot Executive Summary:

General Position

Massey University supports the intent of the TES, but raises significant concerns about its framing, implementation feasibility, and alignment with current funding and policy settings. The response advocates for a more inclusive, equity-focused, and future-oriented strategy that reflects the diverse needs of learners and the broader societal role of tertiary education.

Key Themes and Recommendations

1. Objective and Drivers for Change

- The draft objective is seen as too economically focused and insufficiently equity-oriented.
- Calls for stronger emphasis on lifelong learning, critical thinking, civic engagement, and sustainability.

Part I: Paper for Information

- Highlights the need for targeted funding for research, especially Mātauranga Māori and interdisciplinary innovation.

2. System Responsiveness

- Current funding models are misaligned with the needs of diverse learners and lifelong learning.
- Performance indicators (e.g., EPIs) do not reflect student intent or non-qualification outcomes.
- Advocates for flexible learning pathways and recognition of micro-credentials.

3. Strategic Priorities

- Supports existing priorities but recommends:
 - Greater emphasis on social, cultural, and environmental outcomes.
 - Explicit inclusion of student voice and academic freedom.
 - Recognition of foundational research and creativity as drivers of innovation.

4. Priority Areas

- **Achievement:** Must be measured more inclusively, considering diverse learner goals.
- **Economic Impact & Innovation:** Warns against over-commercialisation; calls for balanced investment across disciplines.
- **Access & Participation:** Urges broader definitions beyond “young people”; highlights digital inequity and diverse learning needs.
- **Integration & Collaboration:** Supports collaboration but warns against homogenisation; calls for clearer definitions and quality-focused metrics.
- **International Education:** Cautions against over-reliance on international student revenue; recommends alignment of immigration, support, and branding strategies.

5. System Delivery and Monitoring

- Notes contradictions between institutional autonomy and TES alignment expectations.
- Recommends simplified, qualitative-focused monitoring frameworks.
- Strong support for “distance travelled” metrics over traditional EPIs.
- Calls for better use of government data and development of nuanced indicators.

6. Final Comments

- Urges a visionary, long-term approach akin to Australia's Universities Accord.
- Critiques deficit framing of Māori, Pacific, and disabled peoples.
- Emphasises the need for inclusive, culturally responsive systems.
- Warns of risks in international education expansion without adequate safeguards.

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.



Part I: Paper for Information

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.

- *Professor Pierre Venter – Vice-Chancellor Designate*

As you will be aware, in April I announced my resignation and have stayed on to ensure a smooth transition. I will step down at the end of January 2026.

On 21 October the appointment of Professor Pierre Venter as new Vice-Chancellor, effective from 2 February 2026, was announced.

A prominent figure in the New Zealand dairy industry, Professor Venter joins Massey University from Fonterra, where he has most recently been the Director of Research and Development, leading a large strategic portfolio. His team has won multiple global product innovation awards and in 2024, he was awarded the Significant Contribution to Food Safety Award at the New Zealand Institute of Food Science and Technology Awards. He currently sits on the International Food Industry Advisory Council and is an Executive Board Member of FoodHQ, and is a member of the New Zealand Institute of Directors.

Born and bred in South Africa, Professor Venter moved to Palmerston North in 2011 where he is currently based. Prior to joining Fonterra, he was a Professor, research leader and doctoral supervisor at South Africa's Central University of Technology, Free State. He holds a PhD in Microbiology, a Bachelor of Science (Honours) in Microbiology, and a Bachelor of Science in Biology, all from the University of the Free State, South Africa. [Read more.](#)

- *Andy Allison, Executive Director – Estates*

In mid-October, we were pleased to welcome Andy Allison as the new Executive Director – Estates.

Trained as a surveyor, Mr Allison has a strong background in estates and facilities, including over 30 years' experience in the tertiary education sector. He has worked in a variety of senior roles at Durham, Teesside and Leeds Beckett universities. He moved to New Zealand in September from England, although he is no stranger to Aotearoa as he got married in Northland. His wife and daughter will join him in Palmerston North in December.

Celebrating our People

- *Globally renowned professors honoured with Emeritus title*

Congratulations to Professors Stephen Morris and Glyn Harper who have been awarded the title of Professor Emeritus in recognition of their service to the university and global contributions in their areas of expertise. Professor Morris is a global expert in pastoral cattle and sheep production and Professor Harper is recognised as one of New Zealand's foremost military historians. [Read more.](#)

- *Decorated surf lifesaver takes out Supreme Award at 2025 Blues*

The virtual Blues event took place in October, with 176 Blues Awards presented to 160 student athletes across 40 sports. Fergus Eadie was named the Supreme Award winner at the 2025 Massey Blues, as well as Campus Sportsman of the Year for the third consecutive year. [Read more.](#)

Te Pou Hono – Connection

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

Part I: Paper for Information

- *New partnership to boost Northland's food and fibre future*

Following the domestic roadshows held across the North Island earlier this year, where local voices, industry leaders, and Massey University staff came together to explore opportunities for regional growth, a new partnership is now taking shape in Northland.

At the beginning of November, the university and Northland Inc formalised a Waka Hourua (Heads of Agreement), marking a significant step forward in strengthening education, research, and innovation across the region's vital food and fibre sector. The partnership reflects a natural alignment between Massey's expertise and Northland's ambitions.

The university's roots are in agriculture, horticulture and applied food technology, and we are deeply committed to supporting regional Aotearoa New Zealand. Working with Northland Inc, iwi, schools and industry partners, provides an opportunity to co-design education and research that reflects the unique strengths and aspirations of Te Tai Tokerau. [Read more.](#)

- *Taste the future of food: Massey to host inaugural Food Innovation Youth Summit 2026*

Year 12 and 13 students from across Aotearoa New Zealand have been invited to the inaugural Food Innovation Youth Summit, powered by Food HQ, in January. They will be hosted for three days on our Manawātū campus by a team of food scientists, developers and passionate food advocates showing the students what food technology is all about. [Read more.](#)

- *Aotearoa SDG Summit*

The [Aotearoa SDG Summit](#) took place on the Manawatu campus in early September, and was organised by Professors Regina Scheyvens and Glenn Banks in the School of People, Environment and Planning. The theme was SDG12 Responsible Consumption and Production. The Summit opened with a karakia and welcome by Rangitāne, then an address by Deputy Vice-Chancellor Māori Paora Ammunson and Provost Professor Giselle Byrnes. Amongst the attendees were Chancellor Alistair Davis and Mayor of Palmerston North Grant Smith. Upon Massey's invitation, Julie McMahon (Vice President APAC) and Isaac Brosnan (Strategic Solutions Manager) from Times Higher Education attended this Summit. Julie McMahon addressed delegates on 'What next for the SDGs post-2030?'. The Summit showcased Massey's contributions to the United Nations' SDGs, and was a resounding success.

- *Industry Futures Form: Food safety risks in a changing world – Wellington*

New Zealand Food Safety Science and Research Centre is hosting a workshop on global changes that pose new risks and challenges for the food industry and the country at large. The afternoon will home in on what they mean for us in New Zealand and ways we can manage them. [Read more](#) on the event.

- *Philanthropist and Professor focused on growing our horticultural future*

New Zealand's growing horticultural sector is set to reap the rewards from the appointment of the inaugural MSA Chair in Horticultural Production and Postharvest Management, Professor Andrew East. Over the past 15 years, Dr East has supervised or co-supervised more than 20 doctoral researchers in postharvest horticulture. The new Chair position will enable him to focus on intensifying his own kiwifruit research efforts, as well as research for other fresh produce sectors including avocado, blueberry, feijoa and vegetable. [Read more.](#)

- *[Cream and the crops: Dairy innovation and kiwi classic win big at the New Zealand Food Awards](#)*

Fonterra's 'Easy Bakery Cream' took top honours at the 2025 New Zealand Food Awards, winning Te Kūnenga ki Pūrehuroa Massey University's Supreme Award. The gala event, held in Palmerston North in October, celebrated the innovation and excellence shaping Aotearoa New Zealand's food and beverage sector, with winners showcasing world-class creativity and scientific expertise. [Read more.](#)



Part I: Paper for Information

- Feast researcher to chair jury for international gelato award*

Dr Amanda Dupas, expert in sensory consumer science from Feast, has been invited to serve as Chair of the Technical Jury for the prestigious Procopio Cutò Award at the [Sherbeth Festival](#) in Palermo, Italy this November. The award celebrates excellence in artisanal gelato, recognising quality, creativity and innovation from master ice cream makers worldwide. As Jury Chair, Dr Dupas will help evaluate new flavours based on recipe balance, freezing technique and flavour clarity.
- Academic appointed to global financial planning standards committee*

Dr Jasmine Fang from Massey Business School has been appointed to the Financial Planning Standards Board (FPSB) Professional Standards Committee. FPSB governs the professional and ethical standards for more than 230,000 Certified Financial PlannerCM professionals across 28 territories, making Dr Fang's appointment a significant opportunity for Aotearoa New Zealand to shape the future of the global profession. [Read more.](#)
- Māori language specialist appointed to te reo revitalisation body*

Senior lecturer at Te Pūtahi-a-Toi School of Māori Knowledge Dr Te Rina Warren, Ngāti Whitikaupeka, Rangitāne, Ngāti Matakore, has been appointed to the board of Te Mātāwai for a three-year term. Te Mātāwai leads Māori language revitalisation, empowering iwi Māori to restore te reo as a nurturing first language in homes and communities. [Read more.](#)
- Journalism and screen arts students collaborate to create live current affairs show*

Journalism and Screen Arts students have worked collaboratively to create *Kōrero Corner*, a live, multi-camera news magazine and current events television show, which [aired recently on YouTube](#). Under the tuition of lecturers Carla Gray, Charlotte Shipman and Gwen Isaac, the show was entirely written, produced, edited, presented, directed and run by students. In its second year, this programme is growing the Wellington campus' strong culture of live production. [Read more.](#)
[Watch Kōrero Corner on YouTube](#)
- The Conversation – October highlights*

Seven Massey authors published five articles on *The Conversation* last month, which attracted national and international media coverage. The pieces reached audiences across the motu and further afield, including Australia, the United States, United Kingdom, Canada and Singapore, and amassed more than 120,000 reads globally. Explore last month's articles on Staffroom [here](#).

Part I: Paper for Decision



MEETING DATE:	19 November 2025
AUTHOR:	Professor Giselle Gyrrnes, Provost
SUBJECT:	TEACHING FOUNDATIONS FRAMEWORK

Contents

Recommendations	1
Executive Summary	1
Background.....	1
Acknowledgements	2
Teaching Foundations Framework	3

Recommendations

- That the Academic Board approve the Teaching Foundations Framework

Executive Summary

The Te Kūhanga ki Pūrehuroa Massey University Teaching Foundations Framework comprises three interdependent Foundations: institutional enables, teaching practice statements and learning design standards. Together the Foundations are designed to ensure an holistic and consistent approach to teaching practice and learning design across the institution. They seek to provide staff with clear guidance, support critical reflection and anchor teaching practice in evidence-based principles that are consistent with the University's context, strategic priorities and Tw Tiriti o Waitangi commitments.

Background

The Curriculum Framework identified a number of key priorities, including the revision of the Course Design Standards, and development of a set of Teaching Expectations.

These priorities are integral to improving the quality of the curriculum offer via the programme lifecycle review process. The Curriculum Framework requires that:

“All courses are designed and managed to minimise unnecessary administration and maintenance, and in accordance with the Revised University Learning Quality Guidelines.”
(Massey University, 2024, p. 12)¹

“Facilitation is aligned to a University Teaching Expectations model (which outlines teaching responsibilities and articulates with Performance and Development review Planning (PDP) and current academic promotions processes) and supported by a comprehensive suite of teaching development opportunities, coordinated through the University's Teaching Academy and

¹ Te Kūhanga ki Pūrehuroa Massey University. (2024). *Curriculum Framework*. Massey University.

Part I: Paper for Decision



supplemented by local, discipline-based communities of practice.” (Massey University, 2024, p. 12)

Course Design Standards and Teaching Expectations working groups comprising academic and professional staff were established under the oversight of the University Learning and Teaching Committee to progress this work. Each working group was supported by a reference group made up of a wide range of interested stakeholders. The working groups workshoped the development of the initial frameworks, engaging with their respective reference group to ensure broad input and disciplinary relevance. As the work progressed, it became clear that the interconnected nature of teaching practice and learning design meant a single, combined framework would better address the need for a coherent, institution-wide approach to curriculum quality. This combined framework is the Teaching Foundations Framework.

The draft Teaching Foundations Framework was circulated in August to the wider University community for consultation and feedback and the document presented here for approval includes revisions made as a result of feedback. Overall, the framework was viewed positively as a quality-assurance tool provided it is implemented in a staged approach, practical steps with exemplars are developed, there is clear accountability, and appropriate resourcing.

Acknowledgements

Members of the Course Design Standards Working Group were Jean Jacoby (co-chair), Associate Professor Wyatt Page (co-chair), Associate Professor Elizabeth Gray, Dr Angela Feekery, Dr Tanya Jurado, Dr Cat Stevens, Jane Key, and Fleur Connor-Douglas. Members of the Teaching Expectations Working Group were Associate Professor Maggie Hartnett (co-chair), Associate Professor Chrissy Severinson (co-chair), Associate Professor Liz Norman, Associate Professor Andy Towers, Associate Professor Faith Kane, Jean Jacoby, Leanne Romana, Adam Soteria, and John Murrie.

Members of the Learning Design Standards Reference Group were Associate Professor Tara McLaughlin, Dr Greg Gilbert, Dr Christine Roseveare, Dr Clare Mouat, Dr David Gough, Paul Fenton, Reupena Tawhai, Penny Hay, Natasja Chapman, Andrew Rowatt, and Janine Dean. Members of the Teaching Expectations Reference Group were Professor Huia Jahnke, Associate Professor Pania Te Maro, Professor Roseanna Bourke, Associate Professor Peter Rawlins, Associate Professor Rachel Page, Dr Ravindu Kahandawa, Dr Tony Fisher, Dr Brian Tweed, Paul Fenton, Ronica Sami, Sunlou Liuvaie, and Amy Valentine.

Te Kunenga ki Pūrehuroa Massey University Teaching Foundations Framework

Introduction

The Te Kunenga ki Pūrehuroa Massey University Teaching Foundations present a shared understanding of teaching practice at the University. They recognise that our practice shapes, and is shaped by, the learning environments and structures in which it occurs, and provide a guide for the enactment of the Anga Paerangi, the values framework that underpins Paerangi, the Learning and Teaching Plan. They also recognise that teaching practice is developmental and ongoing, and thus are positioned as part of the University's development framework, which also includes fellowships and excellence awards.

Purpose of the Teaching Foundations

The Teaching Foundations are designed to promote an holistic and consistent approach to teaching practice and learning design across the institution. They provide staff with clear, integrated guidance, support critical reflection, and anchor teaching practice in evidence-based principles that are consistent with the University's context, strategic priorities and Te Tiriti o Waitangi commitments.

For teachers

The Foundations describe the core practices that all teaching staff are expected to uphold to ensure a consistent and supportive experience for students. They provide a shared reference point for evidencing teaching practice across the University and support professional growth by articulating a clear set of expectations for teaching practice that can guide the development of expertise and provide pathways for critical reflection and continuous development.

For students

The Foundations ensure that all students are supported to attain the attributes outlined in the Massey University Graduate Profile and their qualification, and have a reliable experience of engaging, inclusive and accessible learning. This is essential, given the diverse backgrounds and experiences of our students and the range of disciplines and delivery modes they may encounter

For effective practice

The Foundations support the work of the Programme Committees in implementing the Curriculum Framework and the annual Course Health Checks required by the Qualification Lifecycle Process Policy. They provide teaching staff with a way to evidence that their practice aligns with the University's overall educational goals, policies, and strategic objectives. The foundations also recognise that our teaching practices are framed by institutional systems, resources and leadership, and thus guide investment decisions to support effective teaching practice.

Te Tiriti o Waitangi

The [Kaupapa Here Tiriti o Waitangi - Tiriti o Waitangi Policy](#) guides our teaching practice at Te Kunenga ki Pūrehuroa, requiring that all teaching and course design follow the principles of good governance, fiduciary duty and partnership in teaching and learning decisions (Article 1), Māori autonomy, authority and self-determination in the learning environment (Article 2), access, participation, equity, and equal outcomes (Article 3), and respect for Māori cultural principles, practices and values within learning environments (Article 4).

Part I: Paper for Decision

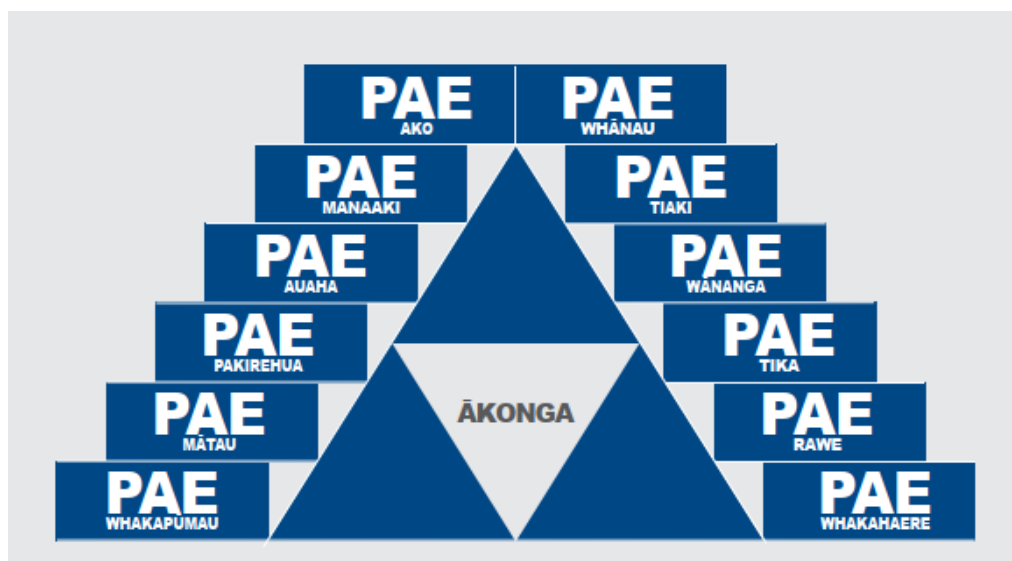


Reflecting Te Tiriti o Waitangi in our teaching practice recognises that staff bring diverse cultural backgrounds and perspectives – Tāngata Whenua and Tāngata Tiriti (Pākehā, Tāngata Moana, and Tāuiwi) – and that all have interconnected responsibilities under Te Tiriti o Waitangi. Our practices draw on Māori, Pacific, and Western knowledge systems and academic traditions. All staff are expected to support the protection and inclusion of Māori knowledge as led by Māori, and recognise their own cultural perspective. The Foundations emphasises that when Māori ways of knowing and being are included in curriculum and pedagogy, this must be led by or developed in partnership with Māori, guided by those with appropriate whakapapa, expertise, and relationships. The institution's role is to protect, support, and appropriately resource Māori leadership in teaching and learning.

Paerangi, the Learning and Teaching Plan

This document is anchored in Anga Paerangi, the values that underpin teaching and learning at Te Kūnenga ki Pūrehuroa Massey University.

Figure 1 Anga Paerangi, the Values Framework



The development of this document furthers the goals outlined in Paerangi, namely:

- To meet our learning and teaching Te Tiriti o Waitangi commitments
- To deliver excellent learning experiences
- To work with our students as partners
- To invest in staff development and capability.

The Foundations of Learning and Teaching

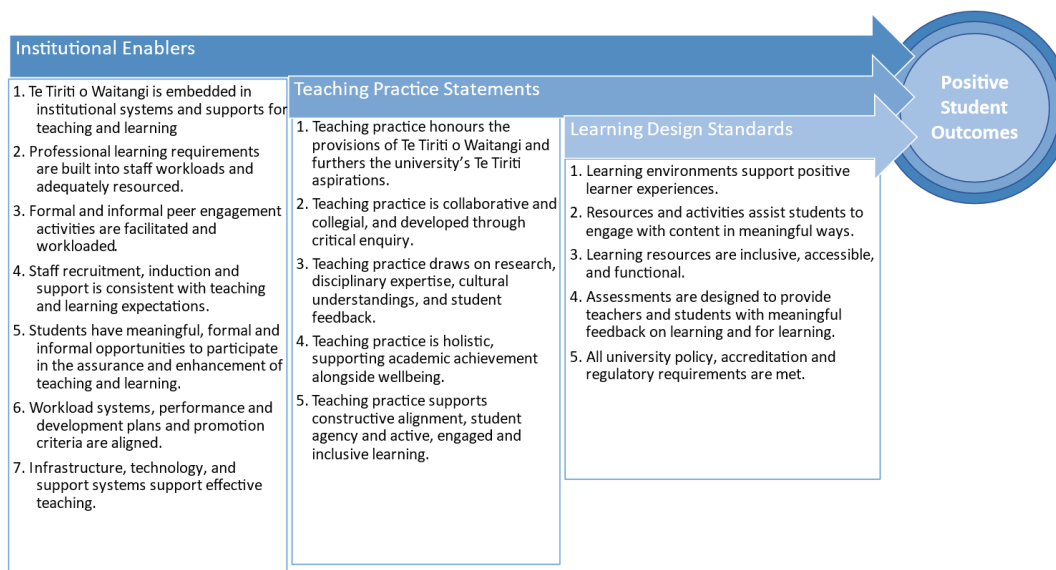
The University identifies three key and interrelated Foundations. The Foundations act as a framework to guide how learning is designed, delivered and experienced. These Foundations comprise of:

1. Institutional enablers
2. Teaching practice statements
3. Learning design standards.

Part I: Paper for Decision

Each Foundation has a series of underpinning criteria, shown in Figure 2.

Figure 2. The Foundations



Together, the Foundations emphasise the reciprocal nature of teaching and learning, and position teaching as a collaborative, deliberative process that supports academic achievement and personal growth. They reflect a commitment to sustainability, inclusivity, and the responsible stewardship of knowledge while also recognising the value of expertise, cultural integrity, and ethical practice.

The Foundations describe a set of expectations that guide teaching practice and course quality enhancement. Matching these expectations helps the University to meet and exceed benchmarks for teaching, learning and staff and student support and to explicitly uphold the University's Te Tiriti commitments. They are prompts to help staff make judgements about their teaching practice, course design, and delivery. The expectations reflect an embedded approach to supporting the success of priority students, including our Māori and Pacific students, and those with accessibility needs. Recognition of the importance of culturally safe classrooms and Universal Design for Learning principles is embedded throughout the expectations, emphasising relationality, collective learning, cultural integrity and holistic wellbeing, as well as an expectation of multiple ways of engagement, representation and expression.

How the Foundations can be used

The Foundations are articulated in the tables below, with their underpinning criteria and statements to help describe the expectations of each. These criteria and expectations may be used:

- by individual staff selecting a specific Foundation or Statement to use as part of a practice self-review
- by individuals and groups such as discipline groups and programme committees, selecting specific Foundations as a focus for professional development
- as a design for learning guide for Course Coordinators
- as part of the Course Health Check and Periodic Course Review processes outlined in the Qualification Lifecycle Process

Part I: Paper for Decision



- by individuals and their managers, as part of collaborative PDP conversations²
- to guide the decision-making and prioritisation work of University committees such as Learning and Teaching Committee and Academic Committee (Institutional Enablers).

Foundation 1: Institutional Enablers

These describe the conditions that support meaningful, inclusive, and culturally grounded teaching. They express the values of Paerangi by ensuring that staff are well-prepared, resourced, and supported to uphold ethical, student-centred practices, and that institutional systems reflect commitments to Te Tiriti o Waitangi, equity, sustainability, and the protection of diverse knowledge systems.

1. Te Tiriti o Waitangi is embedded in institutional systems and supports for teaching and learning	
1.1	The University's Te Tiriti commitments and the Kaupapa Here Tiriti o Waitangi - Tiriti o Waitangi Policy are embedded in teaching and learning policies and processes, and guide practice.
1.2	Resourcing and processes ensure that Māori knowledge, language, and pedagogies are protected and supported by those with appropriate expertise.
1.3	All staff participate in professional development to support culturally sustaining, Te Tiriti-honouring practice.
1.4	The University Graduate Profile connects the University's commitment to Te Tiriti o Waitangi to our curricula and teaching practice.
2. Professional learning requirements are built into staff workloads and adequately resourced	
2.1	Expectations for professional learning are clear, reasonable, and aligned with role.
2.2	Time for professional learning is explicitly included in workload models and planning.
2.3	Institutional professional learning offerings are flexible and accessible across locations and modes.
2.4	Professional learning is linked to PDPs.
2.5	Leadership supports sustained development pathways.
3. Peer engagement activities are facilitated	
3.1	Opportunities to engage with peers are seen as a core part of teaching practice.
3.2	Systems are in place for non-evaluative peer interactions, observation of teaching, and mentoring.

² Where Foundations are used as part of PDP and promotions processes, they need to be considered in the context of one of the four academic promotion tracks available at Massey, i.e.:

1 Balanced track

2 Teaching scholar track

3 Research and Enterprise track

4 Clinical and Professional Practice track

Part I: Paper for Decision



3.3	Staff have time and space to connect informally about teaching (e.g., communities of practice).
3.4	Cross-disciplinary conversations are encouraged.
3.5	Māori and Pasifika staff are able to engage in culturally grounded peer spaces.
3.6	Insights gained from peer activities are shared through teaching portfolios, workshops, or staff events.
4. Staff recruitment, induction and support is consistent with teaching and learning expectations	
4.1	Job descriptions clearly align with Teaching Foundations Framework.
4.2	Selection criteria include relevant teaching capabilities and experience.
4.3	Induction processes include teaching expectations and support.
4.4	Teaching-related goals are included in professional development plans.
5. Students have meaningful, formal and informal opportunities to participate in the assurance and enhancement of teaching and learning.	
5.1	Students participate in conversations about new initiatives, quality assurance and improvement via evaluations, surveys, class and committee representation, focus groups, and participation on review panels.
5.2	Results of student participation are reported to students with appropriate commentary and actions.
5.3	Resources are provided to describe processes and pathways for student participation in decision-making and quality assurance.
6. Workload systems, performance and development plans and promotion criteria are aligned.	
6.1	Teaching-related responsibilities and activities (e.g., mentoring, curriculum design, supervision, moderation and peer review) are accounted for in workload allocations.
6.2	Teaching is included in annual review and development conversations (i.e., PDPs).
6.3	Teaching achievements are assessed using appropriate evidence (e.g., impact, scholarliness, leadership).
7. Infrastructure, technology and support systems support effective teaching.	
7.1	Physical and digital teaching spaces are well-supported and maintained and support is easily accessible to staff.
7.2	Teaching support teams (e.g., learning designers, academic developers, learning technologists, librarians, timetabling, assessment services) are available and well-integrated.
7.3	Student support services (e.g., advising and coaching, physical or digital 'help desks', skills training, and self-service resources) are proactive and integrated into learning experiences.
7.4	Investment in technology and infrastructure is informed by teaching needs and staff/student feedback.
7.5	Systems are regularly maintained and upgraded in a planned, transparent way.

Part I: Paper for Decision



Part I: Paper for Decision

**Foundation 2: Teaching Practice Statements**

These describe the behaviours and approaches that educators are expected to embody. They express the values of Paerangi by promoting respectful relationships, collaborative learning, and the integration of disciplinary expertise with cultural and pedagogical understanding. Teaching is positioned as a holistic and reciprocal endeavour that nurtures both academic achievement and personal development.

1. Teaching practice honours the provisions and principles of Te Tiriti o Waitangi and furthers the University's Te Tiriti aspirations.
1.1 Māori content is led or developed in partnership with Māori where appropriate.
1.2 Te reo Māori and Māori cultural principles, practices and values are consistently and appropriately embedded in course design and delivery.
1.3 Course design and content reflects the Aotearoa New Zealand context and support Māori knowledge, worldviews, values, and aspirations.
1.4 Strengths-based, respectful, and appropriate language is used to describe Māori systems of understanding.
2. Teaching practice is collaborative and collegial
2.1 Programmes and courses are planned and co-designed with colleagues, students, communities, and industry stakeholders where appropriate.
2.2 Practice includes sharing of resources and practices with colleagues across and within disciplines and programmes.
2.3 Practice demonstrates willingness to support and mentor colleagues in their teaching.
2.4 Practice includes engagement in communities of practice and peer review of teaching.
3. Teaching practice draws on research, disciplinary expertise, cultural understandings, and student feedback.
3.1 Critical reflection, peer review, self-assessment and formal teaching evaluations are part of teaching practice.
3.2 Course content and teaching approaches reflect up to date and in-depth disciplinary thinking and pedagogical research.
3.3 Learning outcomes align with relevant accreditation/professional/ disciplinary standards and frameworks.
3.4 Critical engagement with evidence of student learning informs teaching decisions.
3.5 Culturally inclusive teaching practices are evident
3.6 Student voice is solicited, and where appropriate, there is evidence of changes made to teaching based on student feedback.
4. Teaching practice is holistic, supporting student wellbeing alongside academic achievement.
4.1 Class culture is inclusive, respectful, and culturally safe.
4.2 Communication is empathetic and responsive to student needs and circumstances.

Part I: Paper for Decision



4.3	Teaching demonstrates consideration of students' diverse strengths, lived realities and systemic challenges and is flexible and accommodating where possible.
5. Teaching practice supports constructive alignment, student agency and active, engaged, and inclusive learning.	
5.1	Teaching practices ensure clear alignment between learning outcomes, teaching activities, and assessment tasks.
5.2	Students are supported to understand how the course content, learning activities and assessment are connected and relate to the learning outcomes.
5.3	Content, learning activities and assessments are scaffolded.
5.4	Teaching includes activities that promote discussion, collaboration and critical thinking.
5.5	Teaching supports students to develop capability in managing their own learning progress.
5.6	Feedback, formative tasks, and modelling (e.g., problem-solving, discipline specific writing) are used to help students build confidence and understanding.
5.7	Student participation and learning progress is monitored, and teaching adapted accordingly.
5.8	Assessments enable students to develop and demonstrate their capabilities and provide feedback to students that is helpful, timely and constructive.

Foundation 3: Learning Design Standards

These focus on the structure and delivery of learning experiences at the course and programme level. They express the values of Paerangi by ensuring that learning environments are inclusive, accessible, engaging, and responsive to student needs, and that content and assessment are coherently aligned to support inquiry, creativity, and excellence in learning.

1. Learning environments support a positive learner experience	
1.1	Course content and structure visibly reflect Māori cultural principles, practices and values.
1.2	Courses provide students with authentic opportunities to recognise their own cultural perspectives.
1.3	Courses provide opportunities for students to bring and build on their personal and professional experiences.
1.4	Learning environments support student agency and (where appropriate) choice of learning activities.
1.5	Students have planned opportunities for formal or informal collaborative and social learning (synchronous or asynchronous).
1.6	Course layout and sequencing follow a consistent structure that supports student navigation.
1.7	Learning (sessions, weeks, units, modules) are logically sequenced and organised in ways that are informative to students and consistent across the programme.
1.8	The overall course workload is calculated using the workload calculator (where applicable) and aligns with the course credit value.

Part I: Paper for Decision



1.9	The weekly student workload does not exceed the weekly workload allocation ³ .
1.10	Students are welcomed into the course by the course coordinator.
1.11	Relevant teacher-student communication takes place regularly and at least weekly.
1.12	Course information clearly states expected response times to student queries, which should be no longer than 2 working days.
1.13	Support services and how to access them are introduced to students within study-relevant (task-relevant) context.
2. Resources and activities assist students to engage with content in meaningful ways.	
2.1	Students are supported, within the weekly course workload, to develop the institutional, academic, information and digital literacies and transferable 'soft' skills necessary to achieve the learning outcomes.
2.2	Students have opportunities to practise reflection /metacognition through evaluation of their own and/or peers' performance.
2.3	Students have regular opportunities to receive formative feedback, including an early activity to provide them with feedback on their readiness for the course.
2.4	Course content is organised into manageable segments or modules that are helpfully labelled. ⁴
2.5	Each module has learning objectives that are aligned to the course learning outcomes and explained in plain language that clarifies any necessary discipline or University jargon.
2.6	Content is presented in a contextualised way that makes its relevance/usefulness/application clear and tied into the rest of the course/programme/discipline/profession.
2.7	The sequence of learning is logical and clearly structured guidance helps students move from what they can do with assistance to what they can do independently.
2.8	Resources are current and presented in ways that explain to students what they will be learning, what they need to do, what order they should do it in, and what resources they need to use.
2.9	Course resources are designed to engage learners effectively, drawing on affordances of the delivery mode and available tools.
2.10	A variety of resource formats and learning activities cater to students with a range of backgrounds, learning preferences and strengths.
2.11	Students are provided with guidance about how to select formats and activities that are best for them so they don't receive the impression that all formats and activities are compulsory.

³ For example, in a 15-credit, single semester course delivered over 12 weeks, students' weekly workload should not exceed 12.5 hours. This means that (for example) lecture schedules may need to vary in assessment weeks in order to ensure student workload does not exceed the 12.5 hours.

⁴ For example, module labels include the module content (so, "Module 1: The background to the Napoleonic Wars", instead of just "Module 1").

Part I: Paper for Decision



2.12	There is information on Stream about how long a learning or assessment activity should take..
2.13	Progress tracking tools are enabled in Stream.
2.14	Learning analytics provide students with insights into their learning.
2.15	Supplementary readings and activities are clearly labelled, and students are given guidance about why they might want to engage with these activities.
2.16	Students are actively connected to information and opportunities to get help and access support services.
3. Learning resources are inclusive, accessible, and functional.	
3.1	Language used is consistently appropriate and inclusive.
3.2	Resources and activities reflect diverse perspectives.
3.3	Course materials are designed and presented to reduce cognitive load (e.g., use consistent fonts and colours, have good contrast, and employ navigation and layout styles that support readability).
3.4	All core /compulsory video material is accompanied by closed captions ⁵ .
3.5	Audio and supplementary video material is accompanied by a transcript.
3.6	Audio is clear and delivered at an appropriate pace and volume.
3.7	All reading material is accessible to a screen reader.
4. Assessments are designed to provide teachers and students with meaningful feedback on learning and for learning.	
4.1	Assessments are peer-reviewed or moderated to ensure that assessment types are appropriate to the learning activity and student level and aligned to the learning outcomes; support/scaffold learning; and progress logically in difficulty and complexity across the semester.
4.2	Students are enabled to submit assessments and sit exams in Te Reo Māori or New Zealand Sign Language.
4.3	Assessment instructions are written (i.e., not only available in video format) and in plain language, with a clear separation between guidance, tips, etc., and the topic instructions.
4.4	Each assessment includes an estimated time commitment aligned with course workload planning.
4.5	For undergraduate courses, the total assessment workload makes up approximately one third of the total course workload.
4.6	Assessments are scheduled so that students have sufficient time to learn from and apply feedback from early assessments to subsequent assessments ('feed forward').

⁵ Closed captions are preferable to transcripts, especially in videos where activities and demonstrations are taking place, as a transcript requires the student to split attention between two resources.

Part I: Paper for Decision



4.7	Exemplars and support resources are provided to guide students unfamiliar with task requirements.
4.8	Assessments are designed in consideration of the affordances and risks of GenAI and the AI Use Framework.
4.9	The University's academic integrity and GenAI policies are explained within the context of the discipline and the specific assessment task.
4.10	Consideration is given to the relationship between the relative weighting of each assessment and the relative contribution of the outcomes it assesses to the overall course learning outcomes.
4.11	Assessment expectations and penalties are clearly stated and consistently applied within the course, and are in line with programme expectations.
4.12	Rubrics are aligned to the learning outcomes and demonstrate how quality of work is determined.
4.13	Consistency of marking is supported through use of marker training, marking schemes, moderation and grade review.
4.14	Students are supported to understand how and when to act on feedback.
5. All University policy, accreditation and regulatory requirements are met⁶	
5.1	Practice follows university regulations, policies and procedures relating to teaching (e.g., Assessment and examination regulations, Academic Integrity Policy, Academic Integrity Procedures for Managing Student Breaches, Specific Circumstances, Appeals procedures)
5.2	College and university processes for peer review and approval of programme and course structure and content are followed
5.3	Administrative deadlines are met to ensure that appropriate quality procedures can be undertaken (e.g., readings, contact course dates, timetable requirements, examination information, Course Health Check and Periodic Course Review processes)
5.4	All taught courses have an associated Stream site.
5.5	Students are provided with an overview of the learning experience two weeks before the start of semester. This includes <ul style="list-style-type: none"> • An introduction to the teaching team • Key information about the course that is current and corresponds to the website information (where relevant) • The course aims and learning outcomes • A schedule of learning (Indicative dates/timelines for course topics/modules and assessments, contact workshops) • Any specific skills/technical knowledge or equipment requirements • Participation expectations • Assessment information, including type, weighting, alignment with course outcomes, task descriptions, submission dates, and marking criteria/rubrics (for all assessments except exams).

⁶ Use of Stream addresses most of the criteria under Standard 5.

Part I: Paper for Decision



	<ul style="list-style-type: none"> • Strategies to help students to succeed in the course. • Expectations for teacher-student, student-teacher, and student-student communication. • Information about appropriate communication ('Netiquette'). • Information about academic integrity and AI use that is contextualised to the course and assessments.
5.6	Dates and locations for contact workshops and block courses are available and correspond to what is advertised on the course web page.
5.7	<p>All course learning materials are delivered via the approved Stream toolkit⁷. (This ensures that the online environment:</p> <ul style="list-style-type: none"> • is responsive across devices and platforms. • is optimised for differing data speeds • meets current Web Content Accessibility Guidelines. • provides analytics to ensure prompt communication with students who have not engaged at key points, have performed badly on assessments, or have indicated a need for support • protects student data and privacy and informs students about this • complies with University policies and processes.
5.8	The Stream site is designed according to the agreed College template.
5.9	All online learning resources are appropriately formatted and attributed, and copyright compliant.
5.10	All video materials are shared using the University's supported video platform.
5.11	All scans and pdfs of chapters, articles or other copyrighted materials (excluding lecturer's PowerPoints) are shared using eReserve.
5.12	All summative assessments are set up in the Stream gradebook in the correct categories, which are mapped to SMS.
5.13	In recognition that distance learners work according to varying schedules, Stream sites for distance offerings are opened fully at the start of semester unless there is a sound pedagogical reason for controlled release of resources.
5.14	All students have opportunities to provide feedback on their experience in the course and are provided with a response to that feedback.
5.15	Following the completion of the course, the course Stream site is 'frozen' and the course remains available to enrolled students for 3 years ⁸ .
5.16	All college-owned courses are available to all teaching staff within the College (in view-only mode) via the Stream search function to facilitate consistent programme design and effective practice sharing.

⁷ See [current supported tools](#)

⁸ This will be an automated/centrally managed process.

Part I: Paper for Decision



Success measures

The Foundations are intended to work together to improve student learning, experiences, and outcomes. Systematically applied, the framework criteria and standards will contribute to measured improvements in:

- Reputation (including among local communities, iwi and hapū)
 - Successful course and qualification completion rates
 - Retention and progression (including to further study)
 - Reduction of risk indicators (e.g., absent fails, special consideration, late withdrawals etc.)
 - Course Evaluation Survey (MOST) and Student Experience Survey results
 - Student enrolment
 - Staff satisfaction
 - Reputation (including among local communities, iwi and hapū) and rankings.
-

MEETING DATE:	19 November 2025
AUTHOR:	Academic Board Chair, Professor Fiona Te Momo
SUBJECT:	Schedule of Academic Board Approved Policies

Key Strategic Points

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

Recommendations

That the Academic Board:

- Notes the schedule of policies that will come to Academic Board for approval.
- Notes the current status of those policies, including those prioritised for review.
- Notes that Academic Board will receive a further update on progress to review these policies in May 2026.

Discussion

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

Work is in progress across a number of the documents listed in this table, primarily through the Office of Academic Quality Reporting and Assurance - and for some of these the associated work and consultation requirements are significant.

An update on progress to review each of the policies noted that are overdue for review will be provided to the Board at 6-monthly intervals. This has been included in the workplan for 2026.

Name	Update
Assessment Strategy Principles and Guidelines	The new Assessment Policy has been approved. This Policy will replace these Guidelines. A proposal to disestablish these Guidelines will be prepared for Academic Board June meeting.
Subcontracting of Teaching Activity Policy	Linked to Approval Pathways and Quality Assurance Guidelines for Domestic and International Subcontracting of Teaching Activity. Review progressing.
Code of Responsible Research Conduct	Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations. Consultation period scheduled for May/June 2025.

Name	Update
Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants	Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations. Consultation period scheduled for May/June 2025.
CoCA Retrieval Policy	Due for review in Q1 2025. This review was delayed due to the curriculum transformation undertaken in CoCA in 2024.
Policy on Paper Information and Study Resources	Review on hold pending further implementation of the Curriculum Framework to see how that will affect this Policy.

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

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

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

Name	Delegated Approval Body	Review Date	Current status
CoCA Retrieval Policy	Academic Board	February 2013	Due for review in Q1 2025. This review was delayed due to the curriculum transformation undertaken in CoCA in 2024.
Subcontracting of Teaching Activity Policy	Academic Board	July 2014	Linked to Approval Pathways Guidelines. Review started. Teams channel created and review team assigned.
Approval Pathways and Quality Assurance Guidelines for Domestic and International Subcontracting of Teaching Activity	Academic Board	August 2014	Linked to Sub-contracting of Teaching Policy. Review commenced. Teams channel created and review team assigned.
Assessment Strategy Principles and Guidelines	Academic Board	Archived 17/07/2025	The new Assessment Policy has been approved. This Policy will replace these Guidelines. A proposal to disestablish these Guidelines will be prepared for Academic Board June meeting.
Policy on Paper Information and Study Resources	Academic Board	October 2015	Review on hold pending further implementation of the Curriculum Framework to see how that will affect this Policy.
Graduating Year Review Procedures	Academic Board	February 2016	Once the new Qualification Lifecycle Policy has been approved, these Procedures will be reviewed as they are linked and the GYR process will follow the QR process.
Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants	Academic Board	2017	Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations. Consultation period scheduled for May/June 2025.
Qualification Lifecycle Review Process Policy	Academic Board	August 2028	The draft Qualification Lifecycle Policy has been to Academic Committee and will be sent out for wider consultation in June.
Recording of Scholarly Work and Student Work Policy	Academic Board	February 2018	Policy ready for initial consultation.
Code of Responsible Research Conduct	Academic Board	May 2018	Review started, following the substantive reviews of the Academic Integrity Policy, Procedures for Managing Student Breaches of Academic Integrity, and Student Disciplinary Regulations. Consultation period scheduled for May/June 2025.
Transition Procedures	Academic Board	December 2018	Initial review started.

Part I: Paper for Information



Policy on Student Engagement in the Assurance and Enhancement of Teaching and Learning	Academic Board	February 2021	Review not formerly started. Initial discussions have begun.
Class-Qualification Representative Guidelines	Academic Board	February 2021	Overdue
Equivalence Policy	Academic Board	June 2025	Overdue
Doctoral Supervision Policy	Academic Board	October 2025	Overdue
Use of Artificial Intelligence in Assessment Policy	Academic Board	February 2026	Review conducted in February 2025. Revised Policy to go to AB June meeting for consideration and approval.
Use of copyright material for educational purposes policy	Academic Board	January 2027	Not yet due for review
Thesis Embargo Policy	Academic Board	February 2027	Not yet due for review
Micro-Credentials and Short Courses Policy	Academic Board	March 2027	Not yet due for review
Academic Progression Policy	Academic Board	June 2027	Not yet due for review
Equity of Access to Educational Opportunities Policy	Academic Board	October 2027	Not yet due for review
Code of Ethical Conduct for the Use of Animals for Research, Testing and Teaching	Academic Board	December 2028	Not yet due for review



ACADEMIC COMMITTEE MEETING

Tuesday 7 October 2025 at 1.30 pm

By Zoom

MINUTES - PART I

Present: Giselle Byrnes (Chair), Jonathan Elms, Ray Geor, Maggie Hartnett, Alhanis Jacobsen, Jean Jacoby, Faith Kane, Diana Kessler, Claire Matthews, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, John Oldroyd, Linda Palmer, Jenny Poskitt, Peter Rawlins

In attendee: Leanne Robinson (Secretary), Joy Hotter (for item 8.1), Tracy Riley (for item 3.2), Andrew Rowatt (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: Fiona Coote, Tasa Havea, Hēmi Whaanga, Ina Te Wiata

1.3 Confirmation of Agenda

1.4 Confirmation of Minutes – 2 September 2025

AC25/09/337

RESOLVED:

(Agreed)

THAT the minutes of the Academic Committee meeting held on 2 September 2025 [Part I Public] be confirmed as a true and correct record.

Carried

1.5 Matters Arising

None.

1.6 Action List

AC25/10/362

Discussed and updated.

2. CHAIR'S REPORT

The Chair reported that a paper is currently before the Senior Leadership Team (SLT), which has been discussed with the Pro Vice-Chancellors, on how we can improve the coordination of our

AC25/11/380

academic planning processes. Noting that current delegation and decision-making arrangements will not change, this proposal seeks to align academic approval processes with the work of the Academic Business Development and the Strategy and Planning teams. This is particularly important in the context of implementing the Curriculum Framework and will build a level of confidence in our future proposals introducing new products.

Professor Jo Cullinane has advised the Chair that she will no longer be chairing the Academic Progression Committee which operates under the auspices of the Academic Committee. On behalf of the Chair, the Secretary will send out an email shortly to formally invite members to express their interest in chairing the Academic Progression Committee. The Chair thanked Professor Cullinane for all the mahi undertaken in chairing this Committee on our behalf.

3. ACADEMIC DISCUSSION/DECISION

3.1 Reintroduction of Secured Assessment

AC25/10/363Rev1

Jean Jacoby took the memo as read and noted the focus is on the urgent need to decide on an approach for secure assessments (including exams) for the 2026 academic year, recognising the challenges posed by Generative AI and addressing the different views among the colleges regarding their preferred option for assessment modes/platforms.

The main points noted from the discussion were, in summary:

- That there is an urgent need to provide the academic community and students with certainty for 2026 regarding assessment procedures.
- That there is a significant risk to the university if any students graduate without having had their work checked or overseen. This is a concern for the probity, validity, and quality of qualifications, and the issue of public trust is significant. The Chair noted the recent report on grade inflation as examples of there being renewed interest in 'assessment' generally.
- That the primary issue is the assurance that the work being assessed is the student's own work. If the work is not the student's, the assessment is valueless.
- That the feedback clearly indicated different options be adopted by the colleges.
- That the university cannot implement both an interim 'pen-and-paper' solution and a digital solution pilot *simultaneously* due to lack of capacity among staff responsible for implementation. A digital solution is constrained by procurement processes and will likely not be in place by the end of Semester One, 2026. Returning to pen and paper is problematic because it is not an 'accepted part of Massey's processes in 2025', and students may be unwilling or unable to transition back.
- It was noted, as part of a more general discussion on assessment, that traditional exams favour lower-level skills like recall, and that this is incompatible with our graduate profile that emphasises higher level skills, e.g. evaluation, critical thinking and problem-solving. The view was presented that assessment should use authentic and complex problems and reference local contexts to counter the use of Gen AI. It was also noted that staff need guidance and support for assessment design as they currently feel unsupported. Another member noted the main priority must be on assuring who completed the work being assessed. It was also noted, in response to the comments above, that well-constructed exams can assess higher-order learning and scenario-based problems.

The Chair synthesised the advice as follows:

AC25/11/380

- That we need to separate out the discussion on the types of assessment from the mode/platform that may support these assessment types, noting the former engages with much broader considerations, and our immediate concerns are for 2026.
- That we need a differentiated solution for 2026 and a 'one size fits all' approach will not be acceptable in our context.
- That a customised approach will be necessary given the different needs of the colleges. Specific programmes, such as those that are on-campus only (e.g., VET and Aviation), could potentially implement in-person exams, though pen and paper remain problematic. A short-term limited alternative of allowing pen and paper would support the College of Sciences, while other colleges continue with the status quo, and the digital platform procurement continues.
- That a small team is stood up (similar to a CMT) to move swiftly and at pace to make the necessary operational decisions.

There is an urgent need for a communications plan to provide assurance to staff and students about the plan moving forward.

The Chair will take the main points discussed to the SLT meeting tomorrow in seeking their guidance/decision.

3.2 Proposed Amendments to Assessment and Examination Regulations: AC25/10/377 Master's Theses

Tracy Riley spoke to the paper and sought approval for the proposed changes. The amendments are to align the Assessment and Examination Regulations with the Thesis Examination Policy approved in 2024.

The first proposed change relates to the *Roles and Responsibilities* and is to replace reference to the 'Head of Academic Unit' and 'Chief Examiner' as having duties and responsibilities which are not outlined in the policy, with the term 'Thesis Course Coordinator' which aligns with the policy and covers some of that academic leadership.

Under the *Examination Processes and Outcomes* heading there are two proposed changes. The regulation refers to an 'oral examination' that is not mentioned in the policy or included in any advice or documentation provided to examiners and it was proposed that regulation 83(d) be removed. Concern was raised regarding removing the oral exam provision, especially given the current issues with Generative Artificial Intelligence and suggested retaining this regulation in the interim so it is available for future needs. Tracy agreed to retain regulation 83(d) referring to an oral examination.

There is currently a statement that a failed thesis is an acceptable outcome and within the regulations there is an opportunity to revise and resubmit the thesis for another examination. For the purposes of clarification, it is proposed that the decision-making process around this is between the Thesis Course Coordinator and the Dean Research.

The Chair thanked Tracy and Jo Whittle, the proposers of this paper, for their work in addressing the issues and noted the changes are also in response to the Cycle 6 Audit concerning building trust and consistency in the University systems.

RESOLVED:

(Agreed)

AC25/11/380

THAT the Academic Committee approve document AC25/10/377 with the agreed amendment.

Carried

3.3 Amelioration Procedures

AC25/10/364

The Chair spoke to the memo from Jodie Banner, Director of Governance and Assurance, regarding the OSE Technical Review Report undertaken after the OSE outages in June 2024 and to ensure that we have the right mitigations in place. Discussions currently underway with ITS on how we can specifically mitigate some of these risks. The SLT has also progressed some work on the development of the macro-level emergency management procedures, which have been development by a team in the DVCUS portfolio, and they are aware of the need to address these mitigations. The Chair noted that under their portfolio we do have the connection through to the business continuity plan.

Jean noted that PWC's findings notwithstanding, the issue is not the amelioration procedures *per se*, rather, it was the lack of triggering of those by the incident manager, an error of application rather than a problem with the procedures. This highlighted that we do not have well-practiced emergency management procedures for incidences that are not typical campus-based emergencies, e.g. fire or earthquake but to teaching and learning emergencies. Maggie Hartnett, Chair of the Learning and Teaching Committee, commented that the Committee will be advising on how these procedures will move forward and be addressed in the future.

On behalf of the Committee, the Chair to respond to the proposer with the discussion points raised.

Action: The Chair to respond to Jodie's memo.

3.4 General Regulations Undergraduate Qualifications

AC25/10/375

3.5 General Regulations Postgraduate Qualifications

AC25/10/376

Diana Kessler spoke to the abovenamed general regulations documents. The Committee's approval was sought on the revisions (AC25/10/375 and AC25/10/376) which were previously agreed to at an earlier meeting. The decision for both those regulations is time-sensitive to meet the Calendar 2026 deadline and therefore there is no further opportunity to reconsider the Committee's agreed amendments. In response to the suggestion to add the word 'normally' to clause 19. (a) to read Students will have *normally* completed the 700-level requirements ..., it was highlighted that this had been discussed previously, and the decision was to not include it because it could potentially 'cloud' the regulation and we are striving to remove any 'grey' areas from our regulations.

There was consensus that documents AC25/10/375 and AC25/10/376 be approved.

RESOLVED:

(Agreed)

THAT the Academic Committee approve documents AC25/10/375 and AC25/10/376.

3.6 RPL Regulation Clarification - Revised

AC25/08/330Rev2

Diana noted that the revised paper seeks to address the questions raised at a previous meeting. The Committee's approval was sought on the preferred option as detailed in the

AC25/11/380

paper. The intention is to ensure our RPL regulation around crediting at 300-level in bachelor's degrees is clear.

While there was preference expressed for option 1, it was argued this option was too restrictive because it was limited to students staircasing within the same suite of qualifications, whereas they may want to take their subject courses in a qualification that is in the same subject area but not necessarily in the same suite of qualifications. It was noted that a student should be able to use all their credits if they are within the same bachelor they are going into. Diana noted that although the options may not be clear, rewording option 1 would address this issue.

The Committee supported option 1 with proposed rewording.

RESOLVED:

(Agreed)

THAT the Academic Committee approve document AC25/08/330Rev2 with amendment.

Carried

4. STANDING ITEMS

4.1 Learning and Teaching Committee (LTC)

Maggie Hartnett advised that consultation on the Teaching Foundations Framework closed in mid-September. The Committee received feedback from 15 sources. This feedback has been collated and analysed. The working group is meeting this week to review the analysis and to update the document. This Framework now spans the Learning Design Standards and the Teaching Foundations. The updated Framework is expected to be available for both the Learning and Teaching Committee and Academic Committee meetings in November.

The University Student Survey Steering Group (USSSG) has the remit to review the key university-wide surveys. The USSSG recently developed a series of recommendations regarding the formalisation of course coordinator responses to student feedback from MOST (Massey Online Student Survey Tool) to address the lack of a closed feedback loop with students. This paper with those recommendations is scheduled to be on the LTC's October agenda.

4.2 Curriculum Transformation Update

Jean noted that with the recent approval of the Qualification Lifecycle Review Process Policy and Procedures by the Academic Board, the Office of Academic Quality, Reporting and Assurance staff are working with Nodero to establish the necessary systems and processes to ensure clear and systematic information flows to programme committees. There are plans to launch a pilot programme for Summer School 2025/2026.

A significant ongoing area of work is the initiation stage of looking at how Pūrehuroatanga and the Curriculum Transformation work together and can harmonise or align. This work will particularly focus on improving student retention and student success.

★ **4.3 Year-to-date Academic Committee Business**

AC25/10/365

AC25/11/380

5. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CoHSS)**5.1 Non-CUAP Qualification Amendment:**

Postgraduate Diploma in Communication

AC25/10/366

The CoHSS representative, Peter Rawlins, advised that the proposal is seeking approval to formally reopen the abovenamed qualification to new enrolments.

RESOLVED:**(Agreed)****THAT the Academic Committee approve document AC25/10/366.****Carried****5.2 Early Notice:**

Postgraduate Certificate in Countering Terrorism and Violent Extremism

AC25/10/367

Peter Rawlins spoke to the early notice and advised that the College intends to introduce the Postgraduate Certificate in Countering Terrorism and Violent Extremism. The initiation of this qualification is in response to the New Zealand Police who specifically requested a named qualification in this area due to the current events happening both internationally and within New Zealand. The proposed qualification will comprise of existing courses.

★ 5.3 New Micro-credential:

Te Hā o te Reo: The Essence of the Māori Language

AC25/10/368

★ 5.4 Summary of Minor Regulatory Changes – September 2025

AC25/10/369

Documents AC25/10/367 to AC25/10/369 were noted.

6. COLLEGE OF SCIENCES**★ 6.1 Summary of Minor Regulatory Changes – September 2025**

AC25/10/372

Document AC25/10/372 was noted.

7. MASSEY BUSINESS SCHOOL / COLLEGE OF BUSINESS**★ 7.1 Summary of Minor Regulatory Changes – September 2025**

AC25/10/370

Document AC25/10/370 was noted.

8. MASSEY UNIVERSITY COLLEGE**8.1 Pre-Master Preparation Proposal Response**

AC25/10/373

The proposer, Joy Hotter, spoke to the response document by briefly reiterating each point (as detailed in the document) that addressed the concerns raised at the Committee's September meeting.

The main points noted from the discussion were:

AC25/11/380

- In response to the query regarding whether the English Language of 5.5 for the micro-credentials is adequate, Diana advised that it would be acceptable and a student studying in an English language environment will gain 0.5 and entering into an English for Academic Purposes they will meet the 6.0 required and from further micro-credential study they will earn the standard requirement of 6.5. Further to this point, the question was asked as to how this would raise the English language capability, or demonstrate that it had increased, unless the listening, reading and writing skills are assessed in a 'controlled' environment that eliminates the use of translation tools otherwise we are not doing the equivalent of IELTS; Joy advised that in their assessments, particularly in English language testing, they have reverted back to pen and paper to validate those assessments.
- There is concern that the students may not have the necessary 300-level discipline-specific knowledge for the specific masters mentioned in the response document. Joy responded to this concern by explaining that entry to this suite of micro-credentials that students have completed three years of tertiary studies in that specific area and then MUC will work with Diana's team to ensure that the discipline knowledge is still sufficient before they enter the master.
- In response to the comment suggesting introducing the PMP will simply undercut the pathways we already have in place, for example, the Graduate Diploma in Construction and Facilities Management is a pathway into the Master of Construction; effectively we are just competing for EFTS, Joy noted that currently the graduate diploma qualifications within the university require the completion of bachelor studies and therefore this group of PMP students, without a bridging programme, do not meet the current graduate diploma regulation without the New Zealand equivalent of a bachelor degree. The College of Sciences' representative advised that recently they made a change to the Graduate Diploma in Construction and Facilities Management to broaden the entry requirements to accommodate a wider range of applicants including those with associate diplomas.
- The question was asked "what happens when the student does not meet the GPA required through the micro-credentials?" Joy advised that if a student does not meet the GPA of B- they will have the option to repeat the micro-credential(s) until they meet the requirement, or the student will be encouraged to enrol in another qualification that is going to help them meet the master's entry.
- Joy advised that in terms of the English language abilities, students will enter at level 6.0. Most courses will be 'language heavy' to help the students improve their language skills before they move on to the next programme.

Joy commented that if the Committee agree to endorse the proposal then the next step is to work with Diana's team and list all the masters that this suite of micro-credentials will pathway students into. Any master's that already has a designated pathway will not be included on the list initially.

The Chair noted the proposed options for the nomenclature in terms of an alternative names for this 'pathway'.

RESOLVED:**(Agreed)****THAT the Academic Committee endorse document AC25/10/373.****Carried****Alhanis Jacobsen Abstention****9. DOCUMENT FOR NOTING**

AC25/11/380

★ 9.1 Academic Committee Meeting Schedule 2026

AC25/10/371

Document AC25/10/371 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
<u>Item 1</u> - Minutes (Part II) of 2 September 2025	These matters were considered in Part II of the meeting held on 2 September 2025 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 2</u> - Matters Arising	These matters were considered in Part II of the meeting held on 2 September 2025 those reasons identified by the Academic Committee before the public was excluded.



TE KUNENGA
KI PŪREHUROA
MASSEY
UNIVERSITY
UNIVERSITY OF NEW ZEALAND

TE KURA
HAUORA
TANGATA
COLLEGE OF HEALTH

COH CB25/09/129
MINUTES
September 2025

COLLEGE BOARD MEETING

Tuesday 16 September 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 Andy Foskett, A/Prof Shirley Julich, Prof Marlena Kruger, Prof Kieran O'Donoghue, A/Prof Rachel Page, A/Prof Wyatt Page, Prof Leigh Signal, Prof Chris Wilkins In attendance: A/Prof Nicola Brown and Dr Allanah Ryan (for item4), Jill Coatsworth, Deanna Abbott (Secretary), Elizabeth Sturrock Apologies: Dr Kerri-ann Hughes, A/Prof Bevan Erueti, Prof Nicolette Sheridan, A/Prof Kath Hay, Louise Berry (Student Rep)		
2.	MINUTES FOR APPROVAL – PART I		
2.1.	Minutes of the meeting held 19 August 2025	MOVED that the Minutes of the meeting held on 19 August 2025 be confirmed as a true and correct record. CHAIR <u>Carried</u>	COH CB 25/08/121
3.	MATTERS ARISING FROM THE PREVIOUS MINUTES		
	None		
4.	TRANSDISCIPLINARY QUALIFICATION		
	The Chair welcomed Associate Professor Nicola Brown and Dr Allanah Ryan, Co-Chairs of the Transdisciplinary Qualification Working Group, who were in attendance to discuss the draft proposal for a Bachelors and Masters in Impact and Innovation. A/Prof Brown spoke about the key change to this version and a discussion was held with feedback on some of the issues raised by the Transdisciplinary Qualification Working Group: <ul style="list-style-type: none"> Is a major important or should students pick what they like? <i>What are the thoughts of the customers, what do the students want and what do employers want?</i> Feedback from potential students at high schools has shown several areas of focus, students can already pick something for their career path. <i>Question around the number of students interested, understand the areas around social justice and climate change are important, but do we anticipate this is a whole new cohort coming in to do a degree, or would a major in this area under current qualifications be better?</i>		COH CB 25/09/123

No.	Item / Details	Decisions / Actions	Doc No.
	<p>Initial thoughts around skills and knowledge, based on larger reports and surveys with employers. This could build on other programmes we have, all the breadth courses are existing courses. Different markets for bachelors and masters.</p> <p>Keen to work with the health sector, particular public health and research, there might be some scope around the ideas of planetary health, looking for new synergies and connections that might exist.</p> <p><i>Looking at the BHLthSc and BSc, the backbone is the core knowledge they need to have, the spine of health courses required and then leading into a major in an area students want to specialise in. It is not so easy to take a major out of health science and science and put it in a qualification where they don't have the core fundamental knowledge. It would make more sense to have a major students can apply their understanding in that space.</i></p> <ul style="list-style-type: none"> • Project core – students working together, who designs the problems? <p>Next stage of the design is focussing on the core courses and framework of the projects, with teaching teams from all colleges. Going through the CUAP proposal we will need to get the detailed design done.</p> <p><i>How much of the mix of students will determine who the teaching team is? The masters level has suggested various areas, but there are only two 30 credit courses, so these courses will be very broad.</i></p> <p><i>Question about the definition of transdisciplinary and the breadth of courses, that will give context to the new programme. Doing this as an undergraduate qualification and understanding the context, it is difficult to see where graduates will go. Can see this working better at a postgraduate level. Question around transdisciplinary – currently doesn't show in the undergraduate programme.</i></p> <p>Putting pieces of the puzzle together and once we develop the courses, we hope this will become clearer once we go through the next design stage and show the breadth courses.</p> <p><i>Courses would align with the project, will the project be using and developing transdisciplinary skills?</i></p> <p><i>The ability for students to curate their own pathway is good in theory. Students struggle to try and structure their courses especially with prerequisites and the right semester. Often the prescribed pathway and offering a choice of electives is more achievable.</i></p> <p><i>Have you spoken to KiwiNet – from the emerging entrepreneur programme?</i></p> <p><i>Will you be looking at internal students for the bachelors degree?</i></p> <p>Obviously students may need to take some of the courses online, but the project core will be based on campus so students get experience with a cohort and potentially could can expand into the city.</p> <p><i>Masters would be more flexible?</i></p> <p>There would be an opportunity to have block courses to bring cohorts together.</p> <p><i>What campus is this planned for? All three, so are we replicating courses</i></p> <p>Probably not we haven't planned that sort of detail yet. Distance will be quite challenging for collaboration</p> <p><i>Concern we are moving ahead at a rapid pace, but still a lot of questions.</i></p> <p>This is why we are having conversations with all stakeholders. Understand more once we talk to more people with different views from different colleges and</p>		

No.	Item / Details	Decisions / Actions	Doc No.
	<p>different stakeholders. The proposal will still need to be tested at academic committee and SLT.</p> <p><i>We have experience with a cohort of distance students with compulsory contact workshops based where people are located. Wouldn't need to define what the campus is.</i></p> <p><i>Would you be looking at offering the project course if you only have three students in Wellington?</i></p> <p><i>Have you spoken with TEC about funding additional programmes?</i></p> <p>No we haven't been involved with TEC, but they are aware of it.</p> <p><i>Query around the breadth of courses. The BHLthSc has 12 core courses, the breadth is all in health but still very broad areas. There should be key things in the expectation, like a core communication course, could choose health version or science, need a theme that threads through and slightly discipline specific learning. What about work integrated learning – what is the vision. WIL has challenges, by virtue of accreditation components, managing the placements can be a challenge.</i></p> <p>WIL we anticipate within the project courses. Breadth they have to do a number of courses across disciplines, the project courses will help them work across different disciplines with the different types of students in the project.</p> <p><i>Thinking about what's included and how its designed, have you considered how it will be built in the system? We will have two cohorts of students in the same major who will have a different pathway, will there be flexibility in the prerequisites, and location of courses depending on where they are.</i></p> <p><i>Conceptually the idea of taking another major will be great, but most of our majors are built off courses in our core with an assumed knowledge. Maybe challenges especially if the course doesn't have specific prerequisites, because students would have taken the core courses.</i></p> <p>The Chair thanked both Nicola and Allanah for attending and for staff to provide further feedback to Deanna or directly to Nicola and Allanah.</p>		
5.	ACADEMIC DECISIONS		
	None		
6.	ACADEMIC DOCUMENTS FOR DISCUSSION		
6.1.	<p>Draft Teaching Foundations Framework</p> <p>Associate Professor Wyatt Page spoke to this paper and provided context as co-chair of the Course Design Standards working group. A discussion was held with the following feedback and comments:</p> <ul style="list-style-type: none"> • Questions raised around is this helpful, how do we see it being used, and what's involved in the implementation. • Feeling that it wasn't very aspirational, it seemed to be a compliance list to see if staff were doing their jobs, and what would happen if they weren't. There wasn't anything about the help in regard to professional development for staff. • Would be great as a checklist for new staff, but for current staff especially those who have been teaching for some time it feels more like a disciplinary thing. • Previously there were two separate documents but now they have been merged together in a rather rushed manner with a lack of communication. 		COH CB 25/09/124

COH CB25/09/129
MINUTES
September 2025

No.	Item / Details	Decisions / Actions	Doc No.
	<p>There should be two separate documents, one for the implementation and operational side and the other aspirational and teaching expectations foundation.</p> <ul style="list-style-type: none"> A university is about advancing knowledge, but the teaching framework doesn't have anything about the teacher's knowledge in it at all. How is the nexus between research-informed and research-led teaching coming through. Appreciate the methodology, but the key thing is advancing knowledge and engaging in the creation of knowledge with others. It takes time to understand a particular field but more time to have real in-depth knowledge in that field. There is real value in that perspective and building it into our teaching framework. Teaching and supervision go together, but there is nothing about the support in place for supervising postgraduate students. It all seemed to be about undergraduate level and taught courses only. Advancing knowledge has been missed in this document. Consensus that there is a limitation on resources. <p>The Chair acknowledged all the work that has gone into the various parts of this.</p> <p>ACTION: Feedback to be sent to Fiona Coote, OAQRA, by Friday 19 September 2025</p>		
7.	ACADEMIC DOCUMENTS FOR NOTING		
	None		
8.	REPORTS		
8.1.	<p>Chair's Report Professor Jill McCutcheon</p> <ul style="list-style-type: none"> Year has gone by fast and a lot is going on in the academic programme space. Useful to have the update from Nicola and Allanah, many things to think about and important to provide feedback as it is developed. Thank you to all those who have committed time into this, in particular thanks to Dr Rachel Batty. Thanks to A/Prof Wyatt Page and A/Prof Chrissy Severinsen for their input into the teaching foundation design. Challenges with managing assessments. Issues that have arisen with computer-based testing are extremely disconcerting for students and staff. Recommendations from the UAG have been released, alongside some comments from the minister. Changes to PBRF system will become clearer early next year. 		Verbal
8.2.	<p>Director – International Professor Ajmol Ali</p> <ul style="list-style-type: none"> Acknowledgement to A/Prof Polly Yeung and A/Prof Matt Barnes for helping with visit from Hong Kong College of Technology Institute of Higher Education. Business as usual. 	RECEIVED	COH CB 25/09/125
8.3.	<p>Associate Dean – Higher Degree Research Professor Marlena Kruger</p> <p>Report taken as read.</p>	RECEIVED	COH CB 25/09/126

COH CB25/09/129
MINUTES
September 2025

No.	Item / Details	Decisions / Actions	Doc No.
	<ul style="list-style-type: none"> Finalised a survey last week to go to staff who sign off 6-monthly reports. Number of scholarships has increased from last year. The College had 12 applications and 9 were allocated. Massey supported 62 in total. 		
8.4.	Associate Dean – Academic / Learning & Teaching Professor Kieran O'Donoghue Report taken as read. <ul style="list-style-type: none"> Interest for Cadmus – reminder for Heads of Schools to send back any interest from staff by 22 September. 	RECEIVED	COH CB 25/09/127
8.5.	Associate Dean – Māori Associate Professor Bevan Erueti	RECEIVED	COH CB 25/09/128
8.6.	Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay	No updates to report	
8.7.	Associate Dean – Research Professor Leigh Signal <ul style="list-style-type: none"> Accelerate applications have now closed. SREF is open and closes end of October. Focus on return of investment with at least three times of what they are asking for. Pivot – this will be replacing research professional. MURF – notification will be sent out shortly, and updated information will be available on the Paerongo site 		Verbal
9.	OTHER BUSINESS		
	None		
The Chair thanked everyone for their input on the discussion this morning which was appreciated. Meeting closed at 11:23am			
Next meeting: Tuesday 21 October 2025 @ 10am			

MBS 2025/189

Minutes Part 1



**MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD**

Meeting held on 9 September 2025**By Video Conference at 10 am**Zoom – <https://massey.zoom.us/j/86566192026>

Password – 671348

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	<p>PRESENT</p> <p>Professor Jonathan Elms (Chairperson, PVC)</p> <p>Professor Jo Bensemann (HoS, SMM), Associate Professor David Brougham (ADR), Mary Dawkins (Staff rep), Professor Hung Do (Professorial Rep), Kevin Francis (Student Rep), Associate Professor Elizabeth Gray (ADTL), Xin Guo (Student Rep), Steven Hurley (Student Rep), Jean Jacoby (CET Rep), Jianuo Li (Student Rep), Associate Professor Claire Matthews (HoS, SAEF), Associate Professor Radiah Othman (Staff rep), Dr Jeffrey Stangl (ADI, ADEE & Director MED), Mui Kuen Yuen (Associate Director – Pacific)</p> <p>IN ATTENDANCE</p> <p>Associate Professor Sandy Bulmer (Director, MMgt), Fiona Diesch (Subject Librarian), Aliya Kenesheva (CBB Secretary), Diana Kessler (Head of Student Registry), Julie Williams (College Academic Manager)</p> <p>APOLOGIES</p> <p>Dr Hedy Huang (Staff rep), JS Imbeau (Acting ADAQ), Rebecca Izzard (College Executive Manager), John Murrie (Staff rep), Ashok Poduval (HoS, SoAv), Professor Matt Roskrige (ADM)</p> <p>GUESTS</p> <p>Associate Professor Nicola Brown and Dr Allanah Ryan (Transdisciplinary Qualifications Working Group)</p>			
2	INTEREST: DECLARATION AND DISQUALIFICATION		None	
3	<p>MINUTES FOR APPROVAL from CBB Part 1 – 12 August 2025 meeting</p> <p><u>Correction – Item 5.3: 115117 Business in the Digital Age</u>, currently under development, will be offered to MIAN students in 2026, with broader uptake planned for 2027.</p>		RESOLVED THAT this document be approved as a true and accurate record.	MBS 2025/164

MBS 2025/189

Minutes Part 1

4	MATTERS ARISING - PART 1		
4.1	<p>Action Sheet from the last meeting on 12 August 2025 meeting</p> <p>Action Item 1- Follow-up on AI Use Declaration for Semester 1 The ADTL provided an update on students who had not completed the AI Use Declaration. Seven students had their exam results withheld despite multiple reminders. Three of these students were already failing their courses. One student's grade remained a pass regardless of the withheld result, and one student passed despite the result being withheld. The remaining two students failed because they did not complete the declaration. While the number was small, it was noted that the aim remains for all students to complete the declaration to ensure results are awarded as earned.</p> <p>Action Item 2 - Follow-up on Student Feedback and Improvements for Campus Food Services The matter will be discussed by the SLT, and further updates will be provided at the next meeting. The item remains ongoing.</p>	NOTED	MBS 2025/178
4.2	<p>MBS Aviation Programmes Advisory Subcommittee – Terms of Reference (V 1.0, 16 July 2025) A minor text correction on the final page updated “programme” to “programmes”</p>	APPROVED	MBS 2025/179
5	REPORTS		
5.1	<p>Chairperson The Chairperson provided an update on key matters across the University and the Business School. The findings of the UAG were released last week. Key implications include a move toward a more streamlined and collaborative approach across New Zealand's eight universities. A new metrics-based research funding system will replace PBRF from 2028–2029, focusing on institutional performance rather than individual researcher portfolios. Greater emphasis will be placed on end-user funding, such as consultancy with business and industry, with potential significant increases in funding for practical, user-focused research. ADR added that there is a strong correlation between the impact factor and citations of individual staff and their PBRF ranking, suggesting that the new approach is sensible and would reduce administrative burden. The Chairperson noted that the College will need to improve citation rates and adjust practices to align with the new funding system, as these will directly influence future funding.</p> <p>Recruitment for the new Vice-Chancellor is ongoing, with no updates since the last meeting. The College is also expanding transnational education pathways in China through the MIAN project. This includes opportunities to increase student numbers in existing programmes and to deliver master's programmes onshore in China. Students in China are performing very well, with staff reporting high-quality work and strong engagement.</p> <p>Work is underway to review the senior management structure of the Business School, with the aim of streamlining activities and aligning responsibilities with the 2024–2029 strategic priorities. An update will be circulated to staff shortly. Chairperson also highlighted new academic appointments in sustainability, international business, and</p>		

MBS 2025/189

Minutes Part 1

	<p>marketing, with further recruitment planned, including a focus on increasing Māori representation and filling recently vacated positions. Programme updates include a review of the Bachelor of Business and the redevelopment of the Master of Management into a 12-month programme for students commencing in Sem 1. The Chairperson thanked the Director of MMgt and ADTL for their work on this development.</p> <p>Finally, the Chairperson referred to the recent staff engagement survey, noting that results were not strong but the initiatives are being put in place to improve staff engagement and experience, which will also positively impact students.</p>		
5.2	<p>Associate Dean, Academic Quality</p> <p>The report was read on behalf of the Acting ADAQ by the ADTL. It covered the following points:</p> <p>Work has been undertaken with Admissions, Progressions, and CoHSS to establish a standard process for a small number of PGDip Journalism students to enter the closed Master of Management (Journalism) programme next year. While the concept was straightforward, a number of workarounds were needed to operationalize it.</p> <p>The Acting ADAQ has also been working on CUAP Round 3 proposal reviews, with thanks extended to all reviewers, and responding to questions regarding the MFin (FinTech) programme, which prompted a few small but meaningful adjustments.</p> <p>A productive OTM session was held at the SOMM conference to modernize the specialisation in terms of name, approach, and content, with more changes expected over the coming months.</p> <p>Finally, it was noted that this would be the last report in the Acting ADAQ role, as the term concludes at the end of the month. Responsibilities currently undertaken on behalf of the Business School will be redistributed in the coming weeks. The Acting ADAQ expressed thanks for the opportunity.</p> <p>The Chairperson thanked the Acting ADAQ for the contribution to the College, noting his valuable role in ensuring seamless management of academic quality activities and responsibilities.</p>		
5.3	<p>Associate Dean, Teaching and Learning</p> <p>The ADTL provided an update on current activities</p> <p>The ADTL is leading a working group of academic and professional staff, including the student reps, to develop an MBS-focused assessment guide and associated processes, following the university's new assessment policy. The handbook is progressing well and will be distributed in due course.</p> <p>Early-stage work is underway to reconceptualise the BBus core. This involves reviewing the course structure, analysing competitors, and identifying emerging themes. Consultation will soon be held with staff, current students, graduates, advisory board members, employers, and other stakeholders to gather feedback on ideas for a refreshed and competitive BBus core.</p> <p>Draft moderation guidelines have been prepared and included on the agenda (item 11.1), with feedback welcomed.</p>		

MBS 2025/189

Minutes Part 1

	Lastly, the ADTL will shortly participate in a working group to revise and update staff use of generative AI guidelines, which will be shared once finalised.		
5.4	<p>Associate Dean, Research</p> <p>The ADR noted that an overview of science sector reforms had been covered during the Chairperson's report and provided further updates. College Research Awards are approaching, and several funding opportunities are currently available, including Accelerate 2025, SREF 2026, and Health Research Council grants. Details have been shared with staff.</p> <p>Regarding Professional Development Sessions, a session on being Te Tiriti-led and applying for research ethics, led by Dr Mal Green, will take place on 15 September, with invitations sent to staff. A Research Expectations Framework Q&A and feedback session is scheduled for 15 October in response to questions raised by staff over recent weeks.</p> <p>A startup sprint session has recently been run to support research development. Further guidance will be provided on the appropriate utilisation of REaDI and MURF funds.</p>		
5.5	<p>Associate Dean, Māori</p> <p>None</p>		
5.6	<p>Associate Dean, International</p> <p>The ADI reported that international activity has been slow, as universities in China, Southeast Asia, and South Asia have just returned from their summer break. In recent weeks, 16 new agreements for partnerships and articulations have been finalised. The current focus has shifted from creating new agreements to activating the large number of existing agreements. A busy period of delegate visits is expected over the next two months.</p> <p>A brief update was also provided on MED for the MBA and EMBA programmes. AMBA accreditation visits are scheduled for 30 September to 1 October. The team is currently collecting extensive data in preparation, and staff may be contacted for assistance over the next three weeks. It was noted that the accreditation process requires a collaborative effort, and thanks were extended to all staff involved.</p>		
5.7	<p>Student Representatives</p> <p>The student representative raised questions on behalf of Master of Management (Marketing) students about changes to the final semester course before graduation, particularly the new format and the integration of marketing students into a combined class.</p> <p>Assoc Prof Sandy Bulmer (Director, MMgt) noted that, as had been shared in a recent meeting with students the programme is transitioning to a new Master of Management structure, designed to provide more industry connections and broader management experiences. Marketing students will take part in professional practice projects with students from other specializations, supported by several teachers. The current course will conclude at the end of next year and will be replaced by a refreshed programme designed to enhance the student experience and employability.</p> <p>Students with further questions are welcome to contact Director of MMgt through the Master of Management programme stream site.</p>		

MBS 2025/189

Minutes Part 1

6	MATTERS REFERRED FROM ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA)		
6.1	<p>Discussion Paper: An initial plan for the reintroduction of secured assessments</p> <p>The Board discussed a paper proposing a phased approach to reintroducing secured assessments. This includes identifying which assessments should be secured, how many should be required in each programme, and possible in-person or online secured assessment methods. The aim is to assure the quality and credibility of Massey qualifications while supporting a positive student experience.</p> <p>Members had different views on how often assessments should be secured. Some members suggested at least one secured assessment per course with substantial weight, while others proposed a baseline of 120 credits (about one-third of a bachelor's degree). Opinions also varied by discipline, with some placing more emphasis on securing assessments than others. Members noted the importance of designing assessments to reduce the impact of AI, with careful question design, moderation, and possible sub-minima for verification.</p> <p>Secured assessments were also seen as a way to strengthen student engagement and campus life. At the same time, students expressed concerns that traditional exams could feel stressful, irrelevant, or disconnected from real-world practice. Consideration for distance and international students was noted, with regional centres and online invigilation suggested as possible solutions.</p> <p>Feedback from this discussion, together with input from the T&L Committee and CBAPC, will be collated and reported to AC. Members were invited to provide any further comments to ADTL within the coming week.</p>	<p>ACTION: ADTL to collate and submit consolidated College feedback to the AC</p> <p>DISCUSSED AND NOTED</p>	MBS 2025/180
6.2	<p>Draft Teaching Foundations Framework</p> <p>The Board considered the Draft Teaching Foundations Framework, which is structured around three areas: institutional enablers, teaching practice standards, and learning design standards. The framework aims to provide guidance for consistent, high-quality teaching across the University.</p> <p>Members noted that while the framework is conceptually strong, it may be challenging to apply in practice due to its complexity and the number of standards. Suggestions included condensing the framework and allowing teaching teams to focus on specific areas rather than applying all standards at once. The importance of institutional support, including resourcing and upskilling, was emphasised to help teachers meet the framework's expectations. Members agreed that the framework's logic is strong, but practical application would require careful consideration of scope, cost, and support. Members were invited to provide further written feedback.</p>	<p>ACTION ADTL to collate College feedback for submission to the AC</p> <p>DISCUSSED AND NOTED</p>	MBS 2025/181
7	MATTERS REFERRED FROM ACADEMIC BOARD (AB) /LEARNING AND TEACHING COMMITTEE (LTC) / OFFICE OF THE PROVOST		
7.1	<p>Academic Board</p> <p>None</p>		
7.2	<p>Learning and Teaching Committee</p> <p>Minutes (Part I) from LTC Meeting on 15 July 2025 Meeting</p>	NOTED	MBS 2025/182
7.3	<p>Office of the Provost</p> <p><u>Proposal for New Transdisciplinary Qualifications</u></p>	DISCUSSED AND NOTED	
7.3.1	<p><i>Appendix One: Feedback from August Staff and Student Engagement</i></p>		MBS 2025/183

MBS 2025/189

Minutes Part 1

7.3.2	Appendix 2 Proposed Transdisciplinary Qualifications September 2025		MBS 2025/184	
7.3.3	Appendix Three: Draft Graduate Profiles for BII and MII		MBS 2025/185	
7.3.4	Proposed Bachelors and Masters in Impact and Innovation		MBS 2025/186	
	<p>The proposal has been reviewed by Academic Committee, with minor adjustments needed to align with the new curriculum framework. The College of Science will host the qualifications, with NEFs yet to be determined.</p> <p>Members discussed differing views on the inclusion of majors. Some felt a major provided necessary structure, while others saw value in allowing students greater flexibility without one. The Bachelor was considered distinct from current business offerings and could provide pathways into business electives, though some overlap was noted between the proposed Master's and the existing Master of Sustainable Development Goals. The naming of the qualifications was also discussed, with "Innovation" seen as stronger and more marketable than "Impact." Student representatives supported the proposal, provided that students receive clear communication about the changes.</p> <p>Questions were raised about progression from the Bachelor to the Master. It was noted that the Master is designed as a separate qualification, though some progression may be possible. Career pathways will depend on the combination of majors and breadth courses chosen, with further engagement with employers planned to test assumptions. Other considerations included developing leadership and innovation skills and providing exit options, such as certificates or diplomas, for students who do not complete the full degree.</p> <p>Next steps include external engagement with employers, industry organisations, high school principals, and students to gather further feedback. The Board thanked the presenters for their work and acknowledged the innovative nature of the qualifications, offering support for the next stages of development.</p>			
8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)			
8.1	Draft Minutes (Part 1) received from CBAPC August 2025 meeting	NOTED	MBS 2025/176	
	COURSE AMENDMENT 2025			
8.2	SCHOOL OF MANAGEMENT AND MARKETING	115115 Management in Context Proposed: change the type and/or weighting for each of the assignments <ul style="list-style-type: none">Assignment 1 changes from a 10% test to a series of ten quizzes worth 1% eachAssignment 2 changes from a written assessment to a portfolio, and the weighting changes from 25% to 30%Assignment 3 changes from an essay to a written group report, and the weighting changes from 35% to 30%Assignment 4 changes from a written assignment to an oral presentation	RESOLVED THAT this document be approved and details provided to Academic Committee for noting	MBS 2025/166
8.3	SCHOOL OF ACCOUNTANCY,	178230 The Economics of Human Behaviour Proposed: <ul style="list-style-type: none">Change Assessments 1 and 2 as follows:	RESOLVED THAT this document be approved and	MBS 2025/173

MBS 2025/189

Minutes Part 1

	ECONOMICS AND FINANCE	Assessment 1: Essay to Tests/Online Quizzes Assessment 2: Essay to Test/Online Quiz	details provided to Academic Committee for noting	
COURSE AMENDMENT 2026				
8.4	SCHOOL OF AVIATION	190121 Aviation Meteorology 2 Proposed: <ul style="list-style-type: none">Removal of practicum/placement assessmentAdjustment to weighting of remaining assessmentMinor changes to LO linked to each assessment item.	RESOLVED THAT this document be approved and details provided to Academic Committee for noting	MBS 2025/168
8.5	SCHOOL OF MANAGEMENT AND MARKETING	156761 Customer Insights Proposed: <ul style="list-style-type: none">Change assessment type and corresponding learning outcomes for assessment 3, and re-weighting all assessments	RESOLVED THAT this document be approved and details provided to Academic Committee for noting	MBS 2025/169
8.6		152366 Operational Management of International Business Proposed: <ul style="list-style-type: none">Change assessment 3 from a centrally scheduled invigilated exam to a take-home exam which is not centrally scheduled. <u>Amendment</u> The completion requirement was revised to state that students must submit the Take Home exam in order to <i>be eligible</i> to pass the course.	RESOLVED THAT this document be approved and details provided to Academic Committee for noting	MBS 2025/170
8.7		152252 Project Management Proposed: <ul style="list-style-type: none">Change assessment 2 from a group project/assignment to an individual report and amend learning outcome 4.	RESOLVED THAT this document be approved and details provided to Academic Committee for noting	MBS 2025/171
9	OTHER DOCUMENTS			
9.1	None			
SUBSIDIARY COMMITTEES				
10	MASSEY BUSINESS SCHOOL RESEARCH COMMITTEE (MBS RC)		NOTED	MBS 2025/187
10.1	Draft Minutes from the July 2025 MBS RC Meeting			
11	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (MBS T&L)		DISCUSSED	MBS 2025/188
11.1	Moderation processes for Massey Business School 2025 The Board discussed proposed moderation processes to ensure consistency and fairness across courses in MBS. While good practices exist in some areas, moderation is not applied consistently across all programmes. The framework outlines three key			

MBS 2025/189

Minutes Part 1

	<p>stages: an annual expectation-setting conversation within teaching teams, check-marking or mark moderation for major assessments, and final checks at grade finalisation. These steps aim to provide systematic oversight and support fair assessment practices.</p> <p>Members supported the guidance and suggested minor adjustments. Suggestions included removing timing references for expectation-setting and adding check-marking to the grade finalisation checklist. The challenge of ensuring equivalence for non-identical assessments was noted and will be addressed in the guidelines. The Board agreed that the document provides a strong foundation for systematic moderation, with minor adjustments to be incorporated.</p>		
12	MASSEY BUSINESS SCHOOL QUALITY ASSURANCE COMMITTEE (MBS QAC)		
12.1	None		
13	SUPPLEMENTARY ITEMS - PART 1		
	None		
14	MINUTES FOR APPROVAL FROM AGENDA PART 2		
	None		



University Research Committee

Minutes of the University Research Committee meeting held on Thursday 25 September 2025
at 2:30 p.m. via TEAMS

MINUTES – Part I [Public]

URC Members PRESENT: Tracy Riley (Acting Chair), Viv Smith, Oli Wilson, David Brougham, Leigh Signal, John Munday, Christine Kenney, Tasa Havea, Linda Palmer, Michelle Marraffini, Eranjana Kathriarachchi, Abdollah Baghaei, and Courtney Hayward.

In attendance: Anita Muthukaruppan and Helen Sargent.

Guest: Catherine Whitby

1. APOLOGIES

Giselle Byrnes, Bill Fish, Fawad Ahmad and Marise Murrie.

WELCOMED

Associate Professor Catherine Whitby (Associate Dean, Postgraduate in CoS)

2. CONFIRMATION OF PART I MINUTES OF MEETING HELD 28 AUGUST 2025 (URC 25-099)

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

3. ACTION ITEMS AND MATTERS ARISING

- No Part II to this meeting.
- Members will receive shortly the TEAMS invitations for the 2026 URC Meetings, as per the dates set out on URC 25-112.
- As per the Action item noted below, updates via the Implementation Framework for Te Pou Rangahau are due with Helen by 30 September. These updates will inform the URC's 6 monthly Te Pou Rangahau update for approval at the next (October) URC meeting before going to the Academic Board November meeting.

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
4.2 Te Pou Rangahau	Helen	Helen to seek further input offline from URC Members about Te Pou Rangahau goals and objectives	Helen	By 30 September

4. STRATEGIC DISCUSSIONS

4.1 Draft revised Human Ethics Code – URC Consultation (presented by Tracy Riley) URC 25-100

Purpose: The paper sought approval from the URC to release the draft for wider consultation with a range of groups across the university. **[Approved]**

Highlights:

- Several Massey University policies are currently up for renewal, including the two being presented to the URC today for consideration. For instance, the last revision of the Human Ethics Code took place in 2017, and as a consequence is now outdated both in terms of its format and alignment with current legal and institutional frameworks, including the Te Tiriti o Waitangi policy.
- The revisions here aim to reaffirm principles of deep consideration and high trust, clarify the purpose of the code, and update it to incorporate the latest National Ethics Advisory Committee (NEAC) guidelines.
- The presentation of the current code makes it difficult to engage, and while the wording of the code must remain consistent once approved, there are plans to improve how it is communicated, such as developing more accessible formats for researchers and students.
- Positive feedback was shared on the standing of Massey University's ethics framework. One participant highlighted that the Massey Human Ethics Code has been highly regarded beyond the institution itself, with other universities and research organizations such as Victoria University, GNS Science, and EQC referring to it as a model. This recognition reinforces the value of ensuring the code remains current and widely applicable.
- There was overall approval of the revised focus on the relationship between researchers and research participants. It was noted that in the past, ethical reviews sometimes strayed too far into research design issues unrelated to ethics. The updated code seeks to narrow the focus to ethical considerations, a move seen as both overdue and constructive.
- The members also discussed the improvements to processes associated with applying the code. The new approach to low-risk ethics applications has been praised for being more precise and efficient, with clearer recognition of when activities fall outside the scope of the code. This sharper focus ensures that only genuinely relevant research, teaching or evaluations requiring ethical oversight is processed, reducing unnecessary burdens.
- Members were invited to provide written feedback by 8 October to allow sufficient time for any further concerns to be addressed before launching the wider consultation. The consultation will extend across multiple university groups, including the Māori Professoriate, the DVC Māori, and the Dean Pacific Office.

4.2 Draft Code of Responsible Research Conduct - URC Consultation (Tracy Riley) URC 25-101

Purpose: The paper sought approval from the URC to release the draft for wider consultation with a range of groups across the university. **[Approved]**

Highlights:

- The Code of Responsible Research Conduct was last reviewed in 2015. Since then, significant developments have taken place in research practice, requiring a substantial revision. The earlier version of the code was seen as a confusing blend of policies, procedures, and principles. The revision seeks to separate these clearly, establishing a streamlined code with distinct supporting procedures.
- The new approach also divides procedures into two sets: one for students, aligned with academic integrity policies, and another for staff, addressing workplace research responsibilities. This dual structure is intended to provide greater clarity and efficiency in resolving issues.

URC 25-114

- The code continues to be grounded in the principles of honesty, trustworthiness, accountability, clarity, and transparency, with the updated version offering clearer definitions and examples to make these principles more accessible.
- A key focus is clarifying categories of breaches. The draft distinguishes between poor research conduct, minor breaches, and major breaches, while also accounting for context such as researcher experience and the severity of the issue. This categorisation is paired with clearer processes for responding to breaches, including a new appeals process and stronger record-keeping systems. The revisions aim to address gaps in the previous version, which lacked robust tracking and consistency in handling cases.
- The revisions to this document have been extensive, and as a consequence the URC was presented with a clean new draft rather than a tracked-changes version, which was thought to be unwieldy and overwhelming. To address this, the cover paper outlines the proposed changes, with the revised code and separate procedures for staff and students provided for review.
- Like the Human Ethics Code, this document sought feedback from the URC members - before being sent out for wider consultation after 8 October. Feedback today heard:
- COS raised concern with vague wording regarding unacknowledged figure adaptations and confusing punishments in Appendix 2, where minor transgressions appeared to carry disproportionate penalties. It was suggested that these needed to be clarified, particularly where staff and student consequences were presented in the same format. Aside from these items, COS noted this draft was comprehensive.
- Research Operations requested to see the tracked-changes version, noting that it would assist with understanding the scope of revisions. Tracy noted she would ask Neil Ulrich to circulate the tracked version. The DVC Māori representative also requested a copy of the track changes, whilst also raising concerns about wording, pointing out overlaps and inconsistencies between descriptions of “minor breaches” and “poor research practice.” It was suggested tightening the language to ensure clear distinctions between these categories.
- MBS praised Appendix 1, which provided examples of breaches and misconduct. The examples were noted as particularly useful for clarifying gray areas that often arise in ethics applications. It was highlighted that in some situations, such as literature reviews and secondary data use, it is sometimes not always clear whether ethics approval is required. MBS suggested that similar guidance be developed for ethics processes, to better assist researchers navigating these uncertainties.
- The importance of guidance for borderline cases was noted and this suggestion would be considered. This discussion helped to underscore the need for practical tools alongside policies, to support researchers in making informed ethical decisions.
- A question was raised around the handling of repeated breaches, particularly in cases where a student or staff member committed multiple minor breaches over time, and the suggestion that improved record-keeping would make it easier to identify patterns of repeated issues. While responses would still depend on the seriousness of the breach, the enhanced system would allow for more consistent management of repeat cases.
- Tracy confirmed that clarification of ambiguous language, and revision to confusing sections of the appendices would be amended. Members were encouraged to submit further suggestions during the consultation period, either directly to Neil Ulrich or to Tracy Riley. In the meantime, the code will be prepared to proceed toward broader consultation, incorporating URC feedback.

4.3 Te Pou Rangahau Update (Part 3)

(Ref: URC 25-045 including the Implementation framework)

This was the third 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. Today's the URC focused on two key Te Pou Rangahau goals with assistance from Associate Professor Catherine Whitby, who presented current progress, challenges, and initiatives by the Graduate Research School (GRS) and Doctoral Research Committee (DRC), whilst inviting input from across the university.

- **Goal 5:** ensuring equitable access to postgraduate research pathways and
- **Goal 6:** supporting timely completion of postgraduate research (Goal 6).

Goal 5: Equitable Access to Postgraduate Research Pathways

- Goal 5 aims to ensure equitable access to postgraduate research, particularly for Māori and Pacific students, that includes scholarships, training and development, and admissions. These efforts are designed to improve opportunities and reduce barriers for underrepresented groups in postgraduate study.
- **Scholarships:** data showed that in both 2022 and 2023, Māori students received 17% of all university scholarships centrally managed by the GRS and Pacific students received 14%. This included undergraduate and postgraduate awards. For Massey doctoral scholarships specifically, application and recipient data over the past five years reflected encouraging trends in participation and success. However, demand remains high, with the available 70 doctoral scholarships heavily oversubscribed each year. The appointment of a new staff member, Dr Neha Jha, was also noted as a positive step in scholarship management. Her role involves monitoring and evaluating the impact of scholarships on postgraduate students and reporting findings, which is expected to improve accountability, inform future changes, identify improvements and enhance outcomes.
- **Training and development:** initiatives such as the Massey Peer Scholars programme were praised, with these top scholarship students proactively supporting others by providing advice on applications. Broader development programmes for all postgraduate students also contribute to building skills and knowledge, ensuring that equity is addressed not just through financial support but also through learning opportunities.
- **Admissions:** the Graduate Research School (GRS) is working with colleges to manage applications from candidates who do not directly meet the academic entry requirements but have extensive professional experience. The aim is to fairly evaluate these backgrounds against academic entry requirements. While doctoral admissions are under the control of the GRS, master's admissions remain managed by colleges and the student registry, leading to inconsistencies. Recent academic audits have highlighted the need for greater oversight in master's programmes, but the GRS currently lacks resources and mandate to address this.
- Lastly, the importance of supervisor training was highlighted in terms of helping to promote equitable access. The GRS supervisor accreditation process has been highlighted in audits as highly effective. An internal review of doctoral supervision policy in 2026 will provide an opportunity to assess its impact. While focused on doctoral supervision, many supervisors of master's students benefit from this development too, ensuring alignment across postgraduate pathways.

Goal 6: Timely Completion of Postgraduate Research

- This goal helps Massey University to align with the Tertiary Education Commission's (TEC) funding requirements. Managing doctoral student progression and responsibly handling TEC funding allocations is therefore key to this goal, given they help to improve completion rates and maintain compliance with external funding bodies.
- **Progression:** The Student Admission and Progression Subcommittee of the Doctoral Research Committee has been active for two years. It reviews cases where students exceed timelines or request extensions beyond regulations. The committee supports students, supervisors, and academic units by identifying extra assistance and sharing lessons learned to strengthen

university-wide practices. This has already started influencing policy and process improvements. Two working groups have also been established to address systemic issues. One is reviewing doctoral regulations to assess whether they remain fit for purpose. The other is examining monitoring tools, such as six-monthly progress reports, to evaluate their effectiveness in supporting students. These initiatives reflect a broader effort to standardize and strengthen progress tracking across the university.

- **Financial management:** The GRS is improving systems for coding and tracking enrolments, particularly when students extend beyond the four EFTS (equivalent full-time student years) covered by TEC funding. This enables targeted support for students at risk of overrun. Such measures also provide better oversight to colleges and supervisors for timely intervention.
- Special attention is being paid to offshore study. TEC rules permit students to spend up to 12 months abroad while still covered by funding. New coding systems will flag students who exceed this limit, allowing the university to respond appropriately. This ensures compliance with funding rules while also supporting international research opportunities responsibly.
- Although GRS work is primarily doctoral-focused, Catherine also addressed master's students. Recent changes include a new master's thesis examination policy, which improves transparency. However, there remains inconsistency in thesis submission deadlines across programmes. Many master's students exceed expected timeframes, prompting a call for university-wide discussions to explore causes and solutions. This is seen as a necessary step to improve completion rates and support student progression into careers.
- Insights, particularly from those working with Māori, Pacific, early-career researchers, and postgraduates is sought by the GRS&E and DRC. Contributions from different portfolios will help strengthen efforts toward both goals, ensuring they are met in ways that reflect the diversity of the student body and the university's broader equity commitments.

URC Feedback:

- Questions were raised regarding the degree of progress toward the stated goals and the likely impact of the initiatives underway. This was due to the absence of clear metrics showing how close or far Massey is from achieving these goals. Research Operations would like to encourage the collation of more precise data in order to understand the scale of change expected and the timeframe in which improvements might occur.
- Whilst timely theses completions remain a challenge, new monitoring processes and interventions by the Doctoral Research Committee and other initiatives are expected to assist by providing clearer oversight and earlier intervention with students. Responsible funding practices are also seen as closer to being achieved due to both internal efforts and external regulatory pressures.
- Anecdotal progress was acknowledged, however members sought quantitative data for areas like scholarships, doctoral completions, and Masters progress. New staff appointments are helping to strengthen reporting and analysis, with expectations that some regular reporting will become available within the next six months. There was agreement that financial implications should also be modelled to drive institutional decision-making.
- Concerns were raised that current student tracking often operates as a reactive "ambulance at the bottom of the cliff." Examples from other universities illustrated more proactive engagement, such as structured check-ins at three months, one year, and pre-submission milestones. These measures aim to ensure that problems are identified early rather than at the stage where delays or failures have already occurred. The feedback strongly supported moving in this direction.
- Some early intervention processes at Massey include supervisors reporting concerns and wellbeing support plans. However, the feedback made clear that a more systematic, embedded approach would provide greater consistency and effectiveness, along with more formalised touchpoints across a student's journey, ensuring alignment of visas, submissions, and research progress well before deadlines.
- Another important point raised was the need to distinguish between different types of programmes when analysing completions and challenges. For example, the Doctor of Clinical

URC 25-114

Psychology (DClinPsych) programme has unique difficulties that may distort broader doctoral statistics. Separating these datasets would give a more accurate picture of where interventions are most needed and which programmes pose distinct challenges.

- The role of equity, particularly the representation of Māori students in scholarships, raised concerns around the interpretation of the number of Māori applicants increasing, whilst the proportion receiving scholarships was not keeping pace. This creates a perception of declining success rates despite growing demand. It was suggested that closer collaboration with Te Rau Matatau and DVC Māori office was needed to address these gaps and build trust in the process.
- Historic challenges were noted in terms of securing Māori representatives on scholarships committees, however recent steps to improve representation and consultation have been made. The importance of ongoing, relational engagement was stressed. Sustained collaboration could help resolve misalignments between applications, awards, and overall student growth trends.
- The discussion also clarified that the statistics presented only reflected the centrally managed scholarships, not the full spectrum of scholarships supported by the DVC-Māori through the Māori Education Trust nor external funding or discipline-specific awards. This narrow view was seen as potentially misleading and a barrier to understanding true patterns of equity. There was a call for broader data collection and transparent reporting that captures the full range of financial support available to students.
- Student representatives on the URC were also invited to share their perspectives. One noted that the presentation of statistics provided valuable new insights that could inform peer discussions. Another emphasised that students appreciate seeing this data and that wider sharing across the PhD community could build awareness. They also raised concerns that perceptions of reduced scholarship accessibility might affect recruitment, particularly for Māori students weighing financial viability. This feedback reinforced the importance of communication. Students stressed the need for clear, timely, and well-targeted information about scholarships and progress expectations. At the same time, they acknowledged the risk of communication overload. The challenge for the institution is therefore to find effective channels and formats that provide transparency without overwhelming students.
- Feedback from the Pacific Student Success team was particularly positive. They noted the success of campaigns encouraging more Pacific students to apply and the high relative success rates once applications were submitted. Scholarship access has been transformative for these students, providing opportunities that would otherwise have been unavailable. The gratitude expressed underscored the tangible impact of targeted support initiatives.
- The discussion expanded beyond the remit of the research plan at this point, to suggest that reporting should not only show absolute numbers but also saturation rates. For example, what proportion of Māori first-year students receive scholarships? How does support coverage compare across disciplines? This type of reporting could reveal where investments are under- or over-weighted and guide strategic allocation of resources.
- Leadership agreed that improvements in data reporting are needed, though they noted that some scholarship allocation decisions are outside the university's control. The priority is to build robust internal capability to generate reliable, actionable information. This would allow both internal planning and external advocacy for additional support in areas where gaps are evident, such as nursing and other high-demand disciplines.
- It was acknowledged that much important work is happening within colleges and other parts of the university that is not captured in central reporting. Initiatives within DVC Māori and other groups also contribute to the overall goals. Better integration and visibility of these efforts would provide a fuller picture of progress and ensure alignment across the institution.

5. RESEARCH OPERATIONS MONTHLY REPORT (August 2025)

(URC 25-102)

Highlights included:

- **PivotRP**, an upgraded version of Research Professional, is available to staff now and provides international research funding information and personalised alerts. This tool is expected to be valuable as the university looks to diversify its research income sources amidst ongoing funding constraints and

cuts. While the tool offers opportunities, the shift to new funding jurisdictions also brings legal and operational complexities that Research Ops will need to manage as processes evolve.

- Changes within the **legal services team** have them moving away from a reactive, queue-based model, instead to a dual approach - continuing to respond to requests but also managing portfolios. These portfolios will align with contract volumes and strategic importance, allowing legal staff to proactively oversee relationships with major agencies and public research organisations. This shift aims to create a more anticipatory, engaged form of legal support.
- The **University Advisory Group (UAG)** final report and the associated cabinet papers were discussed. Viv noted the significant divergence between UAG recommendations and cabinet decisions with about 21% of recommendations fully accepted, with a large portion either partially agreed to, deferred for further consideration, or rejected outright. This degree of dissonance between recommendations and government decisions was described as unusual and indicative of a highly political process.
- Nevertheless, it was emphasised that the cabinet paper should be seen as work in progress with many areas remaining under review; meaning universities should expect further policy changes over the coming years. Several recommendations affecting university governance were effectively shelved, with government choosing not to pursue large-scale reforms at this time, likely due to political caution.
- A **University Strategy Group**, tasked with issues such as AI use in universities, will be established. In addition, the **Performance-Based Research Fund (PBRF)** will be replaced by a new model, the **Tertiary Research Evaluation Framework (TREF)**. While the three broad criteria for PBRF will be retained, TREF introduces changes, particularly in how quality and external research income (ERI) are assessed.
- The ERI component will be reframed to distinguish between researcher-initiated and user-led research. Preliminary thinking suggests user-led research may receive significantly higher weightings, potentially four to ten times greater than researcher-initiated work. This change, planned for 2027, raises immediate questions about how “user-led” will be defined and how institutions should adapt. It was agreed this was a critical but complex issue requiring clarification, as most research arises through iterative collaboration rather than strictly user-initiated processes.
- The quality evaluation element will also shift, with bibliometric measures such as field-weighted citations forming a key part of assessments. This represents a move away from individual portfolios and peer-review panels toward organisational-level metrics. Massey, however, does not currently perform strongly in field-weighted citations, making this an area requiring urgent strategic focus. Therefore, there is a need for stronger publication strategies and incentives to raise citation impact.
- Another concern was the faster evaluation cycle under TREF. Unlike PBRF’s six-yearly assessments, TREF may involve annual or biennial reviews, leading to more rapid shifts in funding allocations. This volatility, coupled with time lags in citation impact, creates uncertainty and may drive competitive behaviours across universities. At the same time, Centres of Research Excellence (CoREs) will move to shorter one-plus-six-year cycles, meaning Massey must proactively identify and develop proposals for future CoRE opportunities rather than relying solely on individual researchers to put up their ideas.
- It was suggested initiating early, facilitated discussions with university thought leaders to shape strong proposals. Viv also highlighted broader shifts in the funding landscape, including direct commissioning, reduced contestability, and further changes to funders’ governance. Together, these trends point to a research environment marked by both disruption and opportunity, demanding agility and foresight from the institution.
- Feedback from URC members noted wider funding and sector developments remain deeply concerning. Clarity was sought on the term user-led with industry endorsement and pathways to delivery provided as some ways to reflect this definition.

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

(URC 25-103)

Highlights included:

- New Massey school leaver scholarships were highlighted with the figures representing the number of scholarships offered, rather than those ultimately taken up. Since not all recipients enrol at Massey, the university deliberately over-offers where possible. The scholarships are funded through various sources: the Graduate Research School’s central budget, the Pacific budget (co-managed with TASA), and the accommodations office. Colleges also fund their own

URC 25-114

awards, sometimes with external partners such as Fonterra. Competition is strong across all New Zealand universities, as school leaver scholarship deadlines fall on the same date in September.

- Subject-specific scholarships were discussed, with nursing raised as an area of need. Despite the shortage of nurses, the lack of a funder has meant no Massey nursing scholarships currently exist. In contrast, the College of Sciences was recognised for its strong ability to secure both internal and external funds for scholarships. This highlighted disparities across disciplines in sourcing financial support for students.
- Massey currently hosts around 940 doctoral candidates across all stages of study. The statistics show notable patterns: 63% of the cohort are female, and there is a significant proportion of students aged over 50. Distribution data is tied to supervisor location rather than student mode of study, which complicates distance-learning representation. About 15–20% of doctoral students are part-time, reflecting Massey's flexibility compared with more traditional, campus-focused universities. Leaders acknowledged the need for more sophisticated reporting to better capture these dynamics.
- The proportion of doctoral students aged 50 and above prompted questions about motivations, enrolment status (full-time vs. part-time), and comparisons with other universities. It was suggested that many in this group may be domestic distance students, noting the need for deeper investigation. The discussion also acknowledged gender and age-related dynamics, such as how family responsibilities intersect with study, especially for women in the 25–34 age group. These insights pointed to the importance of tailored student support systems.
- The report also covered research ethics and compliance, including animal welfare, where Juliet was commended for her work coordinating with vets, researchers, and animal care staff. Rankings were also noted, with Anita contributing a separate detailed report. These provide an evidence base for tracking Massey's comparative position in global and domestic research standings, though participants acknowledged more could be done to strengthen metrics like citations.
- The Applied Doctorate Scheme's first call for projects is open, with no triaging or vetting currently in place at Massey, unlike some universities. The decision was made to keep the process open and experimental for this first round with researchers submitting projects in stage one, followed by student applications in stage two. Discussion around the variability of approaches at other universities was raised with some institutions, including non-partner universities, adopting triage systems due to high numbers of applications. While this reflects growing interest, Massey will observe and evaluate outcomes from this first round before making adjustments. There was particular encouragement for projects related to energy research with strong industry partners.

7. ITEMS FOR DISCUSSION AND APPROVAL

- | | |
|--|----------|
| 7.1 Across College Items
(No issues were raised at today's URC Meeting) | (Verbal) |
| 7.2 CoCA Research Committee Update
(No issues were raised at today's URC Meeting) | (Verbal) |
| 7.3 CoHSS Research Committee Update
(No issues were raised at today's URC Meeting) | (Verbal) |

8. ITEMS FOR NOTING

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

- | | |
|---|--------|
| 1) *CoH RC Minutes; July & August 2025; (Confirmed) | 25-104 |
| 2) *MBS RC Minutes; August 2025; (Confirmed) | 25-105 |
| 3) *CoS RC Minutes; August 2025; (Confirmed) | 25-106 |
| 4) *Academic Committee Minutes; August 2025 (Confirmed) | 25-107 |

URC 25-114

- | | |
|---|--------|
| 5) * Doctoral Research Committee Minutes; July 2025 (Confirmed) | 25-108 |
| 6) *International Research Rankings – September 2025 | 25-109 |
| 7) *The Conversation research engagement report - August 2025 | 25-110 |

Items 8 and 9 were discussed briefly with comments and feedback provided for each – see below:

8) *The Conversation – 2018-2025 Review and Recommendations 25-111

Feedback included:

- Colleges, along with communication staff, were encouraged to communicate the value of publishing in The Conversation. This needs to be supported with guidance around the benefits, visibility, broader impact, and potential links to metrics (e.g., Altmetrics, TREF). The submission process, word limits, deadlines, and contacts need to be highlighted to staff. Comms to act as ghostwriters or provide tailored assistance. Increase training opportunities by offering workshops or support sessions (possibly via the Science Media Centre or experts like Finlay McDonald).
- Motivate participation – Consider incentives (e.g., competitions, recognition, or links to research evaluation) to encourage contributions and explore leveraging doctoral student engagement. Ensure colleges – particularly College of Science – looks to re-engage actively in producing articles, supported by their comms staff.
- Highlight the library's page on sharing and promoting research and update it with "how-to" practical guidance.

9) *URC Meeting Schedule for 2026 25-112

- There was a largely positive and supportive response to Helen's question about whether an in-person URC Planning Day was of interest to members, with several expressing a preference for meeting face-to-face, highlighting it fosters richer and more engaging conversations.
- Timing was also discussed, with March being explained as the earliest feasible month to hold this planning day given others were often on leave up to late January/early February.
- Some members indicated flexibility around location (e.g., Palmerston North and Wellington), showing genuine willingness to travel if it enabled a stronger meeting experience.
- The group noted that with upcoming leadership changes, next year's planning day carries added significance, making an in-person format even more valuable.
- Timing and costs were noted as needing to be considered.

9. GENERAL BUSINESS

No general business matters were raised.

No new action items from 25 September 2025 URC Meeting:

MEETING CLOSED AT 4.25pm

THE NEXT ORDINARY MEETING WILL BE HELD AT 2.30 PM ON THURSDAY 23 OCTOBER 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:	19 November 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
AB25/11/191	Confirmation of Minutes Academic Board Meeting 22 October 2025 - Part II	For the reasons set out in the Part I minutes of 22 October 2025 held with public present	
AB25/11/192	Te Ara Paerangi and Te Pou Rangahau Update (6-monthly)	Improper gain or advantage	s7(2)(j)
Verbal	2026 Agenda and Strategic Topic Discussion	Personal privacy	s7(2)(a)
AB25/11/193	Academic Board Elections 2026	Improper gain or advantage	s7(2)(j)
AB25/11/194	Conferment of Degrees and Awarding of Diplomas and Certificates	Personal privacy	s7(2)(a)
AB25/11/195	Memo Online MBA	Improper gain or advantage	s7(2)(j)

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.