

# Academic Board Agenda Part I

Wednesday 16<sup>th</sup> February 2022, 1.30pm – 3.30pm  
Via Zoom

Item	Subject/Topic	Timing	Action	Presenter	Paper	Page
PROCEDURAL MATTERS						
1.1	Introduction	1.30pm	-	Chair	Verbal	1-2
1.2	Karakia Timatanga/Mihi Whakatau/Welcome		-	Fiona	Verbal	
1.3	Apologies		(Info)	Secretary	Verbal	
1.4	Declaration of Interests/Register of Interest		(Info)	Chair	Verbal	
1.5	Confirmation of Minutes Academic Board Meeting 17 November 2021 – Part I		(Decision)	Chair	AB22/02/02	3-9
1.6	Matters Arising		(Info)	Chair	Verbal	
1.7	Action Schedule - Part I		(Info)	Chair	AB22/02/03	10
1.8	Academic Board Work Plan 2021 - Part I		(Info)	Chair	AB22/02/04	11
STRATEGIC UPDATES						
2.1	Chair's Report – Part I	1.40-1.45	(Info)	Chair	Verbal	
2.2	Vice-Chancellor's Report – Part I	1.45-1.55	(Info)	Vice-Chancellor	AB22/02/05	12-18
2.3	Provost Report	1.55-2.00		Provost	Verbal	
2.4	Student Report	2.00-2.05			Verbal	
2.5	Māori Research Priorities Paper	2.05-2.20	(Info)	Jason Mika and Huia Jahnke	AB22/02/06	19-24
PAPERS FOR NOTING ★						
3.1 ★	College of Business College Board Annual Report 2021		(Info)		AB22/02/07	25-31

3.2 ★	College of Business College Board Minutes 21 September 2021 Part I		(Info)		AB22/02/08	32-42
3.3 ★	College of Business College Board Minutes 16 November 2021 Part I		(Info)		AB22/02/09	43-60
3.4 ★	College of Health College Board Minutes 21 September 2021 Part I		(Info)		AB22/02/10	61-67
3.5 ★	Teaching and Learning Committee Minutes 19 October 2021 Part I		(Info)		AB22/02/11	68-73
3.6 ★	College of Humanities and Social Sciences College Board Minutes 16 July 2021 Part I		(Info)		AB22/02/12	74-79
3.7 ★	College of Humanities and Social Sciences College Board Minutes 20 August 2021 Part I		(Info)		AB22/02/13	80-86
3.8 ★	College of Humanities and Social Sciences College Board Minutes 15 October 2021 Part I		(Info)		AB22/02/14	87-94
3.9 ★	University Research Committee Minutes 28 October 2021 Part I		(Info)		AB22/02/15	95-100
EXCLUSION OF PUBLIC						
4.1	Public Exclusion Resolution	2.20	(Decision)	Chair	Verbal	----



MASSEY UNIVERSITY COUNCIL

MINUTES OF THE ACADEMIC BOARD

HELD VIA VIDEOCONFERENCE  
on

WEDNESDAY 17<sup>th</sup> November 2021 AT 1.30 PM

PART I

PRESENT: Associate Professor Claire Matthews (Chair), Vice-Chancellor Professor Jan Thomas, Provost Professor Giselle Byrnes, Professor Barry Borman, Dr Maria Borovnik, Professor Dianne Brunton, Jacalyn Clare, Associate Professor Jenny Coleman, Professor Stephen Croucher, Associate Professor Jo Cullinane, Professor Meihana Durie, Professor Lisa Emerson, Professor Ray Geor, Professor Simon Hall, Professor Tasa Havea, Professor Stephen Kelly, Damian Lodge, Professor Jill McCutcheon, Tere McGonagle-Daly, Professor Jane Parker, Professor Julieanna Preston, Distinguished Professor Peter Schwerdtfeger, Professor Nicolette Sheridan, Professor Rebecca Sinclair, Associate Professor Fiona Te Momo, Jax Watt, Professor Carol Wham, Professor Cynthia White, Associate Professor Oli Wilson and Professor Georg Zellmer.

IN ATTENDANCE:

Mr. Alistair Davis, Council Member  
Jacqui Hofmann, Associate Director Application Services  
Diana Kessler, Associate Director Student Registry  
Fiona Lu, MAWSA Member  
Christabelle Marshall, Academic Board Secretary  
Mr. Ben Vanderkolk, Pro-Chancellor

## 1. PROCEDURAL MATTERS

### 1.1 Introduction

The Chair noted that the meeting was quorate.

### 1.2 Karakia Timatanga/ Mihi Whakatau/ Welcome

Professor Croucher began the meeting by reciting a karakia timatanga.

### 1.3 Apologies

Apologies were noted and accepted by the Board as follows:

For Absence: Ben Austin, Professor Chris Cunningham, Tessa Guest, Fatima Imran, Professor Huia Jahnke, and Professor Claire Robinson

For Early Departure: Associate Professor Fiona Te Momo

### 1.4 Declaration of Interests/ Register of Interest

No conflicts of interest were declared for the meeting.

### 1.5 Confirmation of Minutes - Part I – 13 October 2021

AB21/11/217

#### RESOLVED:

(Cullinane/Zellmer)

THAT the Part I Minutes of the meeting held on 13<sup>th</sup> October 2021 be confirmed as a true and correct record.

CARRIED

### 1.6 Matters Arising

There were no matters arising from the minutes and no items were unstarred.

### 1.7 Action Schedule- Part I

AB21/11/218

The Board noted the Action Schedule

### 1.8 Academic Board Work Plan 2021- Part I

AB21/11/219

The Board noted the Academic Board Work Plan

## 2. STRATEGIC UPDATES

### 2.1 CHAIRPERSON'S REPORT

The Chair noted that the Semester 2 examination period had ended, and that grade processing was currently underway. It was also noted the Summer School had commenced on Monday 15<sup>th</sup> November.

The Chair reminded members that feedback on the Massey University proposed vaccination mandate was due by Tuesday 30<sup>th</sup> November.

### 2.2 VICE-CHANCELLOR'S REPORT

\*Late Document- Distributed separately

The Vice-Chancellor expressed thanks to members of Academic Board for the work they have done throughout the year. It was noted that it had been a transformational year for the Board as it continued to move towards reaching its potential as an academic governance body. Thanks were expressed for the feedback that had been received regarding the University's new strategy. It was noted that the final document would be presented to Council for potential approval in December 2021.

The Vice-Chancellor spoke to the proposed vaccination requirement and encouraged members to provide their feedback by Tuesday 30<sup>th</sup> November 2021. The Vice-Chancellor acknowledged that it was a complex decision within the current environment and thanked all those who had provided feedback to date, as this feedback would inform decisions made by the university.

### 2.3 PROVOST REPORT

AB21/11/220

The Provost spoke to her report and noted current actions and work in progress of Academic Committee.

### 2.4 STUDENT ITEM

No student report was provided within Part I

### 2.5 ACADEMIC PROGRESS PROPOSAL

AB21/11/221

*Jacqui Hoffman, and Diana Kessler entered the meeting at 1.57pm.*

The Provost spoke to the Academic Progress Proposal document. It was noted that the Academic Progress Working Group was established under the leadership of Associate Professor Jo Cullinane and thanks were expressed to all those who collaborated on this project.

The Provost noted the recommendations for approval as follows:

1. That the proposed Academic Progress Regulations, Policy and Procedure documents *be approved and adopted*, and that these replace the University's existing Academic Progression and Academic Standing Regulations and Procedures.
2. That the definition of the "WD" course outcome i.e., currently "withdrawal with no academic penalty" be redefined to "Withdrawal" to remove the implication that there is no academic penalty associated with such a course result.
3. That consultation be initiated with the Programme Teams that have specific performance and competence requirements within their Programme Regulations.
4. That Academic Committee be asked to schedule a review 12-18 months after implementation of these Regulations, Policy and Procedures to consider if any refinements or modification are required.

RESOLVED:

(White/Croucher)

THAT the recommendations as listed in document AB21/11/221 be approved by the Board.

CARRIED

*Jacqui Hoffman and Diana Kessler left the meeting at 2.12pm.*

## 2.6 DRAFT TERMS OF REFERENCE

AB21/11/222

## College Boards' collated Terms of Reference

Professor Stephen Kelly spoke to the revised College Boards' collated Terms of Reference.

Comments from the Board were as follows:

- A Board member requested that College of Sciences membership be updated to 'Manager of the Office of Academic Quality Reporting and Assurance or their appointee' to reflect the name change this Office has had since the document was submitted.
- Noted that section 3, clauses g) and h) are more detailed than needed. It was suggested that these two points be simplified and combined into one clause.
- Concern was expressed over lack of cross-disciplinary membership
- A Board member noted that College Boards can use the power of co-option to include cross-disciplinary members.
- Concern was expressed over membership not including appropriate staff from within the Office of Academic Quality Reporting and Assurance
- A Board member noted that their College Board has an Academic Programmes Subcommittee which precedes the College Board and focuses attention on individual course and programme proposals and includes an OAQRA representative in membership.
- Another Board member confirmed the importance of strong relationships and collaboration with OAQRA, and suggested requisite membership be made for each College Board's Academic Programmes subcommittee once College Board Terms of Reference have been approved.
- Concern was raised over cross-disciplinary membership, as some items on the agenda may be inappropriate or irrelevant to other Colleges. It was suggested that College Boards effectively utilise the ability to invite non-members for timed agenda items.
- A Board member noted that CoHSS membership only had listed three student representatives compared to five student representatives on other College Boards.
- Several Board members expressed challenges with filling student representative roles on their Boards.
- Noted there is little consistency in job role titles between Boards.
- Noted importance of providing information to students about what a particular Board does, which will inform them on the expectations and responsibilities of that Board. Consider advertising more widely, getting information to the people that would be interested.

*Action: College of Sciences membership be updated to reflect the Office of Academic Assurance's new title- Office of Academic Quality Reporting and Assurance.*

*Action: Section 3, Clauses g and h be simplified and consolidated into one clause.*

*Action: College of Humanities and Social Sciences membership be revised to specify up to five student representatives to be consistent with other College Boards.*

*Action: College Boards will revise their Academic Programmes subcommittee membership to ensure their OAQRA representative is a member of this subcommittee.*

RESOLVED

(McCutcheon/Borman)

THAT the College Boards' revised Terms of Reference, AB21/11/222, be approved by the Board, noting the amendments as actioned and listed previously.

CARRIED

## Academic Committee and Teaching and Learning Committee

The Provost spoke to the proposed changes to the Terms of Reference of Academic Committee. These included changes to membership, refinement of their listed responsibilities, and a proposed name change to 'Academic Programmes Committee'.

Mr Lodge talked to the proposed changes to the Terms of Reference of the Teaching and Learning Committee. Proposed changes included clarification on the differentiation between Teaching and Learning Committee and Academic Committee, alterations to membership and a proposed name change to 'Learning and Teaching Committee'.

The Board made the following comments relating to the proposed changes to Academic Committee and Teaching and Learning Committee:

- Concern was raised over the proposed reduction in College representation.
- Several Board members disagreed with the name changes for Academic Committee Teaching and Learning Committee. It was commented that regulations, policies and procedure should be the responsibility of Academic Committee, not Teaching and Learning Committee, as shared responsibility would confuse the role of each separate committee.
- Noted the Teaching and Learning Committee should include the Teaching Spaces Technology Group and its responsibilities within Terms of Reference
- A Board member noted the misleading phrasing of being a 'Tiriti-led University'. Suggested that a 'commitment to the principles of Te Tiriti o Waitangi/aspiring to be a Tiriti-led University' would be more appropriate.
- A Board member raised the suggestion that the Teaching and Learning Committee should be a subcommittee of Academic Committee
- A Council member in attendance suggested that as these Terms of Reference currently stand, they lack clarity and interconnection with the other Boards of the University, the University Council and the University Strategy. It was noted the need to strengthen cross-connectivity of Boards and subcommittees.

University Research Committee did not present their proposed Terms of Reference to the Board.

*Action: Academic Committee, Teaching and Learning Committee and University Research Committee to consider the comments of the Board, and submit a further revision of their Terms of Reference to be presented at Academic Board on 16<sup>th</sup> February 2022.*

## 3. PAPERS FOR NOTING

- |   |     |                                                                 |             |
|---|-----|-----------------------------------------------------------------|-------------|
| ★ | 3.1 | College of Sciences College Board Minutes 19 August 2021 Part I | AB21/11/223 |
| ★ | 3.2 | Academic Committee Minutes 10 August 2021 Part I                | AB21/11/224 |
| ★ | 3.3 | Academic Committee Minutes 12 October 2021 Part I               | AB21/11/225 |

## ★ 3.4 University Research Committee Minutes 22 July 2021 Part I

AB21/11/226

The Board noted the above papers.

*Fiona Lu left the meeting at 3.15pm*

## 4. MOVING INTO PART II

## EXCLUSION OF THE PUBLIC

## THE CHAIRPERSON MOVES THAT, EXCLUDING

- Mr Alistair Davis, Mr Ben Vanderkolk and Ms Christabelle Marshall

WHO HAS, IN THE OPINION OF THE ACADEMIC BOARD, 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> Confirmation of Minutes – 13 October	For those reasons identified by the Academic Board in its meetings of 13 October 2021.
<u>Item 2.</u> Matters Arising.	These matters were considered in Part II of the meeting held on 13 October for those reasons identified by the Academic Board before the public was excluded.
<u>Item 3.</u> Chair's Report	To prevent the disclosure or use of official information for improper gain or improper advantage, s7(2)(j)
<u>Item 4.</u> Academic Board Committees and Other Reports	To prevent the disclosure or use of official information for improper gain or improper advantage, s7(2)(j) To protect the privacy of natural persons, s7(2)(a)
<u>Item 5.</u> Vice-Chancellor's Report	To prevent the disclosure or use of official information for improper gain or improper advantage, s7(2)(j) To protect the privacy of natural persons, s7(2)(a)

*Part I of the meeting closed at 3.15 pm*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

DRAFT

## Action Plan for Academic Board 2022

AB22/02/03

ACTION		RESPONSIBILITY	OPEN/CLOSED
Feb	Working Group for developing AB Meeting Protocols	Claire	OPEN
2022	Develop Strategic Vision for AB		OPEN
<del>Sept</del> Feb	Paper and discussion on Māori staff representation at Council	Claire	OPEN
	Chair to establish regular meeting schedule with subcommittee Chairs and Chair of Council		OPEN
<del>Feb</del> TBC	Research Excellence Paper Revision	URC	OPEN
<del>Feb</del> March	URC revised Terms of Reference	URC	OPEN
<del>Feb</del> March	AC revised Terms of Reference	AC	OPEN
<del>Feb</del> March	TLC revised Terms of Reference	TLC	OPEN
<del>Nov</del> 2021	<del>Graduation paper</del>	<del>Tere</del>	<del>CLOSED</del>
Feb 2022	University Grievances Report 2019-2020	Provost	OPEN
Feb	Draft New Code of Practice paper	Tere	OPEN
March	Review Academic Board's Terms of Reference		OPEN
March 2022	Paper on Transnational Partnerships	Tere	OPEN
Feb 2022	Māori Research Priorities Paper	URC	OPEN
<del>Feb</del> <del>2022</del>	<del>Induction meeting for new members/ Council members</del>	<del>Claire</del>	<del>CLOSED</del>
<del>Feb</del> TBC	Micro-credentials and Short Course Policies	Academic Committee	OPEN
April 2022	University Grievances Report 2021	Provost	OPEN
August	Update on Code of Practice	Tere	OPEN

	16 February 2022	16 March 2022	27 April 2022	15 June 2022	13 July 2022	Other
Location	Zoom	Zoom	Zoom	Zoom	Zoom	
Strategic / Academic Discussion	<ul style="list-style-type: none"> <li>Māori Research Priorities Paper</li> <li>Research Excellence Paper</li> <li>Māori academic staff on Council</li> <li>Draft New Code of Practice</li> <li>University Grievances Report 2019-2020</li> <li>Meeting Protocols Working Group Established</li> </ul> <p>Deferred to March Meeting:</p> <ul style="list-style-type: none"> <li>Academic Committee Terms of Reference</li> <li>Teaching and Learning Committee Terms of Reference</li> <li>University Research Committee Terms of Reference</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Protocols</li> <li>Strategic direction of the Board</li> <li>AB Review of Terms of Reference</li> <li>Academic Committee Terms of Reference</li> <li>Teaching and Learning Committee Terms of Reference</li> <li>University Research Committee Terms of Reference</li> <li>Transnational Partnerships Paper</li> </ul>	<ul style="list-style-type: none"> <li>University Grievances Report 2021</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Feb/March Induction Meeting</li> <li>Update on Code of Practice (August 2022)</li> <li></li> </ul>
Academic Programme	<ul style="list-style-type: none"> <li>Policy Reviews</li> </ul>	<ul style="list-style-type: none"> <li>CUAP Proposals</li> <li>Policy Reviews</li> <li>Procedure Reviews</li> </ul>	<ul style="list-style-type: none"> <li>Graduating Year Reviews</li> <li>CUAP Report</li> <li>Policy Reviews</li> <li>Procedure Reviews</li> </ul>	<ul style="list-style-type: none"> <li>Qualification Review Reports</li> <li>Graduating Year Reviews</li> <li>CUAP Report</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Papers for Noting	Confirmation of Minutes	Confirmation of Minutes	Confirmation of Minutes	Confirmation of Minutes	Confirmation of Minutes	<ul style="list-style-type: none"> <li></li> </ul>

DATE:	4 February 2022
AUTHOR:	Vice-Chancellor Professor Jan Thomas
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: MID-NOVEMBER 2021 – JANUARY 2022

## Contents

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## Recommendations

- Recommendation 1: 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 Massey University whānau, both individually and in partnership across the university, and externally with our many communities, at home and across the globe. Many of these stories can be found on the [Massey News site](#) and other internal communication channels detailed in this report.

I highlight in this report just a few of the university's efforts and achievements in making Massey a place of equity and excellence, for students, staff and our community. I will seek to ensure that the content reflects, and speaks to the enactment of new Strategic Plan, pou and attributes.

## Massey University Strategic Plan 2022-2027

As you will be aware, in 2021 we worked through a process with Massey staff, students, iwi and other stakeholders to co-create the next iteration of the strategy. I am pleased to advise that, at its December 2022 meeting, the Council approved the Massey University Strategic Plan 2022-2027.

The new strategy is in the process of being translated into te reo. To ensure that there is harmony of meaning and intent across the te reo and English documents, this translation may result in some of

minor changes to the English wording. Once this has been complete, the new Strategic Plan will be released. In the meantime, work is underway on the development of an enduring key performance indicators matrix to measure annual progress towards the enactment and achievement of the strategy. This will sit within a strategic planning and reporting framework, supported by annual planning templates developed to aid the harmonisation of our mahi.

Excerpt from the Strategic Plan December 2021:

*This Strategic Plan is shaped by four strategic pou or pillars. These are:*

1. *Te Pou Rangahau - Research*
2. *Te Pou Ako - Teaching and Learning.*
3. *Te Pou Tangata - People*
4. *Te Pou Hono - Connection*

*Notwithstanding these ambitions and goals, the focus is on ensuring these are achieved while honouring and upholding our Te Tiriti o Waitangi commitments. As the founding document of Aotearoa New Zealand, Te Tiriti will also be the foundation for Te Kunenga ki Pūrehuroa Massey University's four pou and vision.*

*Te Kunenga ki Pūrehuroa Massey University values attributes, which are a long-standing feature of our distinctive heritage and influence all four pou. We view these attributes weaving through the four pou, binding our strategy together, grounded in the foundational promise of Te Tiriti o Waitangi. These attributes are:*

1. *Sustainability and Climate Action*
2. *Entrepreneurship*
3. *Civic Leadership*
4. *Global Engagement*

## Ngā Take O Te Wā / Topical issues

Communication 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 always begins with the latest updates from SLT, whether it is a message from myself or other relevant information from others in the SLT 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.

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

*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.

*Massey-all* emails sent over the reporting period are listed below, with full content available [<here>](#)

- 4 November – Next steps on vaccination work and a pulse survey

- 9 November – Consultation on Massey’s position on vaccinations
- 29 November – Two days remaining for consultation on vaccination recommendation
- 7 December – Massey University to introduce vaccination requirement on campus
- 16 January – Support for our Tongan staff, students and community
- 18 January – Omicron and preparation for the year ahead
- 23 January – New Zealand moves to red setting tonight
- 26 January – Welcome back as we embrace 2022

## Kaihautū / Leadership

Impactful research and community service, nationally and internationally, through mahi, engagement and collaboration on matters of national interest, solving the world’s big problems, promoting leadership, and working with our communities.

Collaboration and leadership examples:

- *Massey Researchers part of team that received Rutherford Medal*  
 Congratulations to Professors Chris Cunningham, Jereon Douwes, and Karen Witten, and Dr’s Mikael Boulic, Hope Tupara and Margaret Wilkie, who were part of the research team that, in late November, was awarded the prestigious 2021 Rutherford Medal for ground-breaking research on the impact of housing on people’s health and wellbeing, by The Royal Society Te Apārang. Further details are provided <[here](#)>.
- *Massey Researchers part of COVID-19 research team that received 2021 Liley Medal*  
 Congratulations to Distinguished Professor Nigel French, Associate Professor Jonathan Marshall and Dr Petra Muellner, who are part of a team of researchers that has been named the winner of the 2021 Liley Medal. The award, presented by the Health Research Council, is for a specific piece of outstanding work that is internationally recognised and is a leading contributor to health research in New Zealand. The team won the award for their study which showed the impacts of New Zealand’s non-pharmaceutical measures on COVID-19 health outcomes, health equity, and initial control of the novel pandemic virus. Further details are provided <[here](#)>.
- *Library Representatives at Ka Mua Ka Muri (Walking Backwards into the Future)*  
 Louis Changuion, University Archivist, and Pauline Knuckey, Special Collections Librarian, were invited to attend a recent information evening for local primary teachers, Ka Mua Ka Muri. This event brought together several local institutions, showcasing the resources available to teachers as they start work on developing a New Zealand history curriculum, with a particular focus on local history. About 60 teachers attended the expo-style event which provided the Library with a good opportunity to inform them of our collections, in particular our digital repository Tāmīro, which includes a Local History collection of items from Special Collections, and the University Archives. The Archives were one of three of 30 organisations in attendance to receive a special mention in a Manawatū Guardian article illustrating the diversity of organisations present at the evening.

Louis Changuion and Pauline Knuckey were also invited to the Local Historian of the Year presentation in recognition of their support for and assistance with City at the Centre, the 2020 Massey University Press publication co-edited by Professor Emeritus Margaret Tennant, and Professors Geoff Watson, and Kerry Taylor, which received a ‘highly commended’ award (it was not eligible for the Best Local History book category).

- University Provost, Professor Giselle Byrnes, has been appointed to the Equality, Diversity and Inclusion Strategic Advisory Group for Advance HE (formerly the Higher Education Academy), based in the UK. This governance group advises Advance HE in developing their strategic goals and development programme. Massey University is a longstanding member of Advance HE. Meetings are all held via Zoom.
- Professor Cynthia White, Pro Vice-Chancellor, has been re-appointed by Dr Megan Woods, Minister of Research, Science and Innovation, as a member of the Marsden Fund Council and Convenor of the Humanities Panel for a three-year term.
- The Joint Centre for Disaster Research (JCDR), School of Psychology, has developed a new partnership with the Earthquake Commission to drive collaboration, coordination and alignment in disaster research. The partnership will focus on the following: interdisciplinary research into effective disaster risk reduction; enabling effective use of products and tools for risk reduction; and strengthening the links between research and policy/practice.
- The Mātauranga Māori Disaster Risk Reduction Centre was recently launched, in part to address the shortfall of a research centre that solely focuses on Māori disaster risk reduction interest and aspirations. The collaborative project with the Earthquake Commission is led by the Centre's Director, Associate Professor Christine (Cassey) Kenney, School of Psychology.
- A memorandum of agreement was renewed with Sri Lanka's General Sir John Kotelawala Defence University. The renewal extends the areas of collaboration with the Centre for Defence and Security Studies, as well as initiating new collaborations with the Joint Centre for Disaster Research and the College of Sciences, including a 2+2 articulation pathway into the Bachelor of Engineering (Honours) programme for KDU students.

Congratulations to our staff, students and alumni whose expertise, contributions, excellence and impact have been recognised during the reporting period. Examples include:

- *New Year Honours for staff and alumni*  
Congratulations to the 29 Massey University alumni and staff have been named in the 2022 New Year Honours list, including Senior Lecturer in Statistics Dr Jonathan Godfrey (PhD (Science in 2004), Master of Information Sciences in 1999, Bachelor of Science in 1996 and Bachelor of Business Studies in 1994). Further details are provided <[here](#)>.
- *Portico Prize Winner*  
Professor Sally J Morgan won a British writing award, the Portico Prize for Literature, for her debut novel *Toto Among the Murderers*. More details were published on Stuff and The Dominion Post. Further details are provided <[here](#)>.
- Associate Professor Gina Salapata, School of Humanities, Media and Creative Communication, was appointed as Councillor (Australasian representative) of the International Council of Associação Internacional de Paremiologia / International Association of Paremiology (study of proverbs) (AIP-IAP) (2022 onwards).
- *Dame Marie Clay Award*

Associate Professor Sonja Macfarlane, Ngāti Waewae, Ngāi Tahu, Institute of Education, has won the 2021 New Zealand Psychological Society Dame Marie Clay Award in recognition of the significant contribution that she has made, and continues to make, to education – particularly in relation to success for Māori learners. Her work is used widely in educational settings, supporting kaiako to reflect on their teaching and engage responsively with tamariki and their whānau.

- *Distinguished New Zealand Geographer Medal*  
Professor Juliana Mansvelt, School of People, Environment and Planning, has been awarded the Distinguished New Zealand Geographer Medal. This is the highest award given by the New Zealand Geographical Society, for excellence in research, teaching and service.
- *KiwiNet Researcher Entrepreneur Award Winner 'Innovation pipeline' improving research and commercialisation*  
Professor Johan Potgieter won the researcher entrepreneur award at the KiwiNet Awards for “inspiring entrepreneurial insurgency by creating a technology pipeline”. The awards recognise research innovation at universities and research organisations that are having a commercial impact. Further details are provided <[here](#)>.
- *2021 Alan Mason Award for Historical Studies*  
Dr John Griffiths, School of Humanities, Media and Creative Communication, has won the 2021 Alan Mason Award for Historical Studies.
- *2021 Palmerston North Civic Award*  
Professor Emeritus Margaret Tennant, School of Humanities, Media and Creative Communication, has received a 2021 Palmerston North Civic Award for her expertise as a local historian specialising in the histories of social policy, New Zealand women, and non-profit groups.
- *Monograph Award - 2021 British Psychology Society Book Awards*  
A book co-authored by Professor Sarah Riley, School of Psychology, titled *Postfeminism and Health: cultural Psychology and Media Perspectives* (London: Routledge, 2019) won the Monograph Award at the 2021 British Psychology Society Book Awards.
- *Latest Massey University Emeritus Professors announced*  
Massey University has announced seven new Emeritus Professors conferred by the Honorary Awards Committee. Professors Andy Lock, Michael Bradbury, Anne de Bruin, Peter Kemp, Hugh Blair, Mick Roberts and Michael Roche have all been awarded emeritus/emera titles in recognition of their service to the university. The full announcement is <[here](#)>.

#### Research and Teaching Excellence, Impact and Income

- *Strategic Research Excellence Fund (SREF)*  
The SREF is one of Massey University's centrally supported funds to support and encourage high quality research aligned to the university's strategic objectives and its commitment to high-quality research. It supports a range of medium scale, yet ambitious, high-quality projects by individuals or teams of researchers.

The application round in 2021 was very competitive, with 70 applications received, which is the largest number in any round since the SREF was first offered in 2017. The applications were considered by a subcommittee of the University Research Committee, chaired by the Provost and

with representatives from all five colleges. A total of 16 applications were successful. The results are presented below, by funding category.

Funding will be available from January 2022 and projects must be completed by 31 December 2022.

- Three (of 21) Transformative Research & Creative Endeavours (up to \$40,000 per project) for large-scale or ambitious projects led by internationally recognised researchers.
- Five (of 21) Early Initiatives (up to \$30,000 per project) for projects led by Early Career Researchers (ECRs).
- Eight (of 28) Sandpit (up to \$10,000 per project) and Explorer (up to \$20,000 per project) to establish novel, high-functioning collaborations and/or develop new multidisciplinary and interdisciplinary platforms.
- *Marsden Fund*  
Of the 23 full proposals submitted in June, Massey was successful with 11 (of 120 proposals funded). Six were Fast Start grants (for new and emerging researchers) and five Standard grants. Massey researchers will be Principal Investigator on one and Associate Investigators on two other successful proposals, this year. The total funding received was \$6,386,000 (excl. GST), accounting for 8.7% of the overall funding (up from 7.6% in 2020).
- *Massey employees launch research-led innovation company in fight against COVID-19*  
A new face mask designed to be more comfortable, safe and effective for front line medical workers and the public has been launched by an entrepreneurial team of Massey staff. Further details are provided <[here](#)>.

## Kia Tuawhiti / Enabling Excellence

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

- *Appointment of Pro Vice-Chancellor Toi Rauwharangi, College of Creative Arts*  
Professor Margaret Petty has been appointed as Pro Vice-Chancellor Toi Rauwharangi College of Creative Arts. Professor Petty has held several senior roles in tertiary education, predominately in Australia. She most recently worked at the University of Technology in Sydney as the Executive Director Innovation and Entrepreneurship. Prior to this, she was the Head of the School of Design at Queensland University of Technology and Victoria University of Wellington. Further details are provided <[here](#)>.
- *Academic Audit Update*  
Massey University Te Kunenga ki Pūrehuroa is routinely audited against set guidelines by the Academic Quality Agency (AQA), the external quality assurance body for all universities in New Zealand. These academic audits support quality enhancement activities that assist universities to improve student engagement, the academic experience and learning outcomes.

Cycle 6 commenced in September 2017 and will run for Massey until the end of 2024. This cycle is broken up into three phases. The Enhancement Theme Phase, the Audit Phase, and a Review Phase.

Massey's self-review portfolio is due to the AQA by October 2022, the AQA site visit will be in March 2023 and the final report will be published in June 2023. The Office of Academic Quality,

Reporting and Assurance (OAQRA) audit team will liaise with AQA, Colleges, service lines, Student Associations within the university to facilitate this process and gather necessary information required for the Audit Phase.

- *Children's University*  
Te Kunenga ki Pūrehuroa recently welcomed students, parents and staff from Longburn School and Te Kura o Wairau in Manawatū to celebrate the first graduating class of Children's University at Massey. Further details are provided <[here](#)>.
- *Universities in 2022: a beacon of hope?*  
I was delighted to be interviewed by Martin Betts in the first HEDx podcast (associated with Campus Review) for the year. I am the first New Zealand Vice-Chancellor interviewed in this popular podcast in Australia, discussing university futures. The link is [HEDx podcast – Universities in 2022: a beacon of hope? Episode 43](#).
- *Appointment of Director of the Teaching Academy*  
Dr Maggie Hartnett, from the Institute of Education, has been appointed as the inaugural Director of the Massey University Teaching Academy in the Office of the Provost. She will be taking up her new position towards the end of April. Further details are provided <[here](#)>

Vice-Chancellor's Webinar (to all staff) – 2022 and beyond

I will be hosting my first staff webinar for 2022 on Wednesday 16 February from 10-11am. I will be giving an overview of where we're going, both in 2022 and looking to the five-year horizon. The link to register is <[here](#)>. Here's to a successful 2022.

## MĀORI RESEARCH PRIORITIES FOR THE UNIVERSITY RESEARCH COMMITTEE

Dr Jason Mika & Professor Huia T. Jahnke

### INTRODUCTION

1. This paper sets out some suggested priorities to support Māori research at Massey University within the scope of the University Research Committee's (URC) role. The paper has been prepared by Dr Jason Paul Mika, URC member for the Office of the Deputy Vice-Chancellor Māori and Professor Huia Jahnke, Chair of the Māori Professoriate and former URC member. The paper builds on research that Professor Jahnke completed on Māori research in 2018-2019, consultation with the Māori professoriate in March 2021, and subsequent discussions between the authors. The paper reflects the authors' views and is offered as a contribution for the URC's deliberations as to its strategic direction for 2021 and beyond.

### STRATEGIC CONTEXT

2. This paper accepts the following assumptions as characterising the current status of Māori research within Massey University. These points will not be discussed further, but noted as contextually relevant:
  - a. The purpose of the Education and Training Act 2020 is to establish and regulate an education system that, among other things, "honours Te Tiriti o Waitangi and supports Māori-Crown relationships" (section 4(d). This act includes a requirement that to be good employers, institutions ought to have an employment policy that recognises Māori aspirations, Māori employment requirements, and the need for greater involvement of Māori in education (section 597(2)(d).
  - b. The Tertiary Education Strategy, which comes from the Education and Training Act 2020, sets out the development aspirations of Māori. The relevant objectives are to: reduce barriers to education for all, including for Māori (barrier free access); meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning (quality teaching and leadership); and enhance the contribution of research and mātauranga Māori in addressing local and global challenges (world class inclusive public education) (Ministry of Education, 2020).
  - c. Massey University aspires to be a Te Tiriti o Waitangi-led institution, which means "te kaupapa e tū ngātahi ai tātau hei waihanga i ngā mōmō mātauranga ki te pae o angitu" (Massey University, 2018b, p. 1). In practice this means "we are committed to demonstrating authentic leadership ... as we uphold Te Tiriti o Waitangi," role modelling excellent practice, building staff competencies to honour Te Tiriti (Massey University, 2018b, p. 3).
  - d. Massey University's research strategy (2018-2022) positions the university to "lift both the quality and quantum of our research," inclusive of a commitment to "Māori and Pasifika advancement through research," to be achieved by adhering to the goals in Kia Mārama and "strengthening our Tiriti o Waitangi responsibilities and relationships" (Massey University, 2018a, p. 3). Massey University is committed to research conducted and communicated in te reo Māori.
    - a. Kia Mārama: Māori @ Massey 2020 strategy focused on Massey University's contribution to Māori development, in three areas: (1) he ara mātauranga—forging

- academic pathways; (2) he waka mātauranga—building catalysts for learning and scholarship; and (3) he puna mātauranga—generating new knowledge relevant to Māori development (Massey University, 2013).
- b. A Massey University report on Māori research capacity at the university in 2017 found that university and college-level commitments to biculturalism and Te Tiriti o Waitangi had yet to significantly affect Māori research capacity (Massey University, 2017). Data limitations meant evidence of progress was not easily obtained. Massey University has few Māori academics (5.3%) who experience high demands. Government research funding prioritises mātauranga Māori-based research, but support for researchers to respond effectively and appropriately relies on Māori researchers and limited support from research services. A growing Māori economy is fuelling demand for research partnerships with Massey University. Recommended changes included:
- Implement college-level Māori advancement plans
  - A data collection process for monitoring the effectiveness of such plans
  - Increase the number of Māori researchers and academics
  - Increase research advisor support for researchers to undertake Māori research
  - Expand Māori research partnerships provided Māori research capacity is lifted.
- c. Massey University in 2018 reported the following achievements in respect of Te Tiriti o Waitangi: 21 Māori research partnerships (based on active memorandums of understanding); 5 Vision Mātauranga Capability fund projects, and Māori postgraduate participation of 1.9%.

### **MĀORI PROFESSORIATE**

3. We discussed Māori research priorities with the Māori Professoriate, who comprise 10 professors at Massey University who identify as Māori. Each professor is a recognised leader in their respective fields within the College of Humanities & Social Sciences, College of Creative Arts, College of Health and the College of Science. Professor Huia Jahnke chairs this group. Some of the points the Māori professoriate raised during our kōrero are grouped into four main categories: (1) Māori research priorities and strategy; (2) Māori research capability, infrastructure and data; (3) Māori research partnerships and engagement; (4) Māori research outcomes.
4. Māori research priorities and strategy:
- a. Massey University needs a Māori research strategy that provides focused direction, energy and meaningful targets around research outcomes, resource allocation and performance, and support for Māori research infrastructure;
  - b. Greater priority ought to be given to applied research where the accent is on research that will make a difference in communities and that there is funding for this.
  - c. Climate change and kaitiakitanga and the capacity to fulfil these obligations are priorities for Māori communities and therefore Māori researchers
  - d. Support for, and work with, Pacific islands researchers and scholars, and making the Pacific a priority for Massey University research;
  - e. Support for Māori-led initiatives within Massey such as Te Mata o Te Tau and Te Wheke a Toi is needed to realise their potential;

- f. The status of Kia Mārama is uncertain; it has been ratified by Maori academic staff but has yet to be approved.
5. Māori research capability, infrastructure and data:
- a. The Māori professoriate could be given oversight of a Māori research strategy;
  - b. There is a need to make complex knowledge accessible and useful to Māori;
  - c. Getting more Māori students involved in research at Massey University is a priority;
  - d. Collaboration to deliver on Māori research aspirations is needed;
  - e. There is a need for a high degree of understanding of vision mātauranga and the capability to work with, understand and support Māori research;
  - f. There is an undue expectation on Māori academics to educate and support colleagues on Māori research, but this function must be appropriately resourced and delivered by people designated to this role;
  - g. Māori research infrastructure and capability is limited compared with the demand for Māori research;
  - h. Greater support needed for Māori undergraduate students and Māori postdoctoral students;
  - i. How well are we doing on attracting and retaining the best Māori research talent;
  - j. Issues of Maori & Indigenous Data Sovereignty and governance is a concern identified by the Maori Professoriate to explore with Maori & Indigenous experts.
6. Māori research partnerships and engagement:
- a. There is a need to partner with iwi but in ways that are authentic, considerate and account for the constrained financial position of most iwi;
  - b. Māori want research partnerships with Massey that offer turnkey capability and solutions from conducting research to implementing solutions, including commercialisation. This would require a ‘whole of university’ approach;
  - c. Viewing iwi as having large discretionary cash flows to invest in research is a misconception. Most iwi have limited resources stretched over many priorities;
  - d. The university’s approach to engaging with iwi needs to be clarified, as to whether we are engaging with some iwi and not others;
7. Māori research outcomes:
- a. There is a need to support research-informed teaching to gain traction with students on Māori research and development;
  - b. A register of Māori research was proposed in 2012, but its status is uncertain;
  - c. An audit process is needed for all Māori research and researchers engaged in Māori research to report what difference their research has made for Māori.

#### **WHAT THIS MEANS FOR THE URC’S RESEARCH STRATEGY**

8. The strategic context provides ample support for a concerted focus on Māori research at Massey University. This support includes education system legislation, policy, strategy that obliges Massey to recognise and honour Te Tiriti o Waitangi and its principles, effective Māori-Crown relationships, involve more Māori in the education system, and support Māori educational success, mātauranga Māori research and its application in solving local and global challenges.

9. This is consistent with the advice of the Māori Professoriate, who provide more specific meaning to these system-level goals, when they suggest greater Māori autonomy, control and influence over Māori research, its processes, resourcing, capability and outcomes within the context of the university. For its part, Massey University’s strategy, research strategy, and Māori strategy collectively suggests that, strategically, the university shares these same ambitions for Te Tiriti, Māori educational success, and Māori research. However, there appears to be some difference between intentions and performance, reflected in part in the comments of the Māori Professoriate, earlier studies of Māori research capability, the report that Professor Jahnke will furnish separately, and Massey University’s own annual reporting.

#### OPTIONS

10. Several responses to the position outlined above are possible:
- a. **Status quo (te nohonga ki te taha)**—this option assumes that current strategies, structures, systems, capabilities, and culture pertaining to research, and more importantly, the environment within research is conducted at Massey, will achieve desired results. The status quo may be characterised by an approach that accommodates and provides for Māori research within existing strategies, structures and systems and resourcing for research at Massey University. It relies on Māori-specific roles within research support services, colleges, the goodwill of Māori researchers and the university system, structure and management systems overall. Resourcing and performance for Māori research under this option is not clearly delineated, making performance and problems difficult to observe and address. This option is inconsistent with the framing of current legislative and policy settings, which envisage a treaty-based relationship between Māori and the Crown that achieves equitable outcomes for Māori in terms of education, research and development generally. It is also inconsistent with Massey’s own strategic intention to be Tiriti-led and improve outcomes for Māori, which is reinforced by the Māori professoriate commentary and advice.
  - b. **A partnership-based approach (te tangata rua)**—this option focuses on finding ways to engage with Māori as treaty partners, as tangata whenua, recognising kawanatanga (Crown and its agent’s rights and responsibilities to govern for all), rangatiratanga (Māori rights to govern their own affairs), and mana ōrite (Māori rights and obligations as citizens and the promise of equity and equality). This is consistent with Massey University’s intention to be Tiriti-led, and, therefore, to create pathways, structures and resources to support partnership-based approaches, where Massey University and Māori determine together what is best, rather than one partner doing this for Māori. There are important questions yet to be addressed as to who the partners are in this arrangement. As one iwi leader commented when asked what he thought of Massey being Te Tiriti-led “...the question is how did the institution reach its decision about being Te Tiriti-led in our absence?” (Pieri Munro, Tātou Tātou Trust Ngāti Kahungunu ki Wairoa pers com. Nov 2019).
  - c. **A mana motuhake approach (te puāwaitanga)**—this option focuses on supporting Māori to be self-determining in terms of Māori research within Massey University. This means empowering Māori with the mandate, responsibility and resources to strategise, organise and implement Māori-centred approaches to research that respond

to Māori development needs, aspirations, knowledge, and institutions. This option closely aligns with the thinking of the Māori Professoriate, and a Māori and future-oriented interpretation of the Treaty. That is, that Māori-Crown relationships do not end with settlement, they begin anew, with a Māori treaty partner who is empowered by Treaty policy that recognises and provides for mana motuhake and settlements that enable it. To do this in respect of Māori research at Massey University requires establishing, empowering and resourcing Māori to lead Māori research, both with Māori and with non-Māori in collaborative research.

## ANALYSIS

11. Our preliminary analysis suggests that the legal, policy and strategy framework would support a step-change in the way Massey University positions, supports and undertakes Māori research from the status quo to a partnership-based approach outlined in Option 2 above. However, a partnership based approach should be viewed as a steppingstone toward an approach grounded in mana motuhake and tino rangatiratanga—autonomous and self-determining approaches to Māori research within the university system. This does not mean setting up a separate Māori institution alongside Massey University. It means power-sharing and resource sharing with Māori within Massey University, consistent with the principles of Te Tiriti and our aspiration to be led by that document and model its principles and practices. What does this mean for URC in practice and in its strategic direction? For us, it means several things, which may include the following:
  - a. Meaningful sharing of power with Māori at Massey. Presently, the university structure, management and institution decides what is best for Māori research, both its limits and its potential, in consultation with Māori to some extent. This is inconsistent with what is intended by the Te Tiriti, its tradition and contemporary meaning (see for example, Webster, 2019). A discussion is necessary about what power and resource sharing looks like and is achievable with a partnership-based approach at Massey University for research.
  - b. Legitimising, validating, and resourcing Māori research and the infrastructure needed to conduct Māori research in partnership with Māori, non-Māori, locally and internationally. This means support for interdisciplinary, cross-college, Māori-led research that is applied and theoretical, and beneficial to Māori communities. Māori research priorities and methods, when defined by Māori people and institutions, must be accorded sufficient weight in decisions for Māori research.
  - c. Empowering Māori to lead the development of a Māori research strategy, and ensuring this is supported with the resources, and authority to implement the strategy. This might involve for instance, a process of deliberation led by the Māori Professoriate, Te Mata o Te Tau, the Associate Deans Māori, and other key Māori leaders in the organisation.

**RECOMMENDATION**

12. We recommend option 2 te tangata rua—a partnership-based approach to strategising, organising and resourcing Māori research, in a Māori-led process within Massey University.

Heoi anō



Dr Jason Paul Mika  
Senior Lecturer, School of Management



Professor Huia Jahnke  
Te Putahi a Toi

23 March 2021

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## ACADEMIC BOARD

### COLLEGE OF BUSINESS COLLEGE BOARD

### ANNUAL REPORT 2021

18 JANUARY 2022

Please find attached the 2021 College of Business College Board Annual Report to Academic Board.

Recommendation:

IT IS RECOMMENDED THAT COLLEGE BOARD APPROVE THE REPORT AND FORWARD IT TO ACADEMIC BOARD FOR RECEIPT.

Associate Professor JO CULLINANE  
Chair, College of Business College Board and  
Deputy Pro Vice-Chancellor

Professor STEPHEN KELLY  
Pro Vice-Chancellor, Massey Business School

## INTRODUCTION:

This report has been prepared for Academic Board as a summary of the College of Business College Board activities during 2021. The College Board met ten times with the first meeting held on 19 January and the last on 16 November 2021.

Elections were held in March-April to elect one (1) Professorial and one (1) Academic staff members as a replacement of one member retiring in December 2020 and one resigning from the Board on March 2021; and in June-July to elect three (3) Academic staff members, one (1) Professional, and 2 (two) Professorial staff members to replace those who are finishing their terms. The committee also appointed one (1) new Student Representative and re-appointed one (1) Student Representative from across the three campuses.

## SUMMARY OF 2021 ACTIVITY:

Documents approved for submission to academic committee

The College of Business College Board submitted the following documents to Academic Committee for noting, approval and discussion in 2021:

CUAP Documents (for implementation in 2021)	
Off-shore offering of existing qualification	Master of Finance (Professional Pathway)
New Qualifications	SCFDS International Certificate in Foundation Studies SCFNC International Foundation Certificate <i>Note: Proposals raised on behalf of Massey University College; pending establishment of MUC</i>
Early Notice of CUAP proposals	
	Master of Business Administration (Amend the MBS specialisation title from "International Marketing" to "Global Business") Master of Professional Accountancy Bachelor of Business (changes)
CUAP Documents (for implementation in 2022)	
New Qualifications	PMPRAC Master of Professional Accountancy UCFNA Certificate in Financial Advice
New Specialisations	UDBSS Diploma of Business Studies UDBSS1EFNAD1 Financial Advice  PMFNN Master of Finance PMFNN1SFNAN1 Financial Analytics and Research PMFNN1SRSAN1 Risk Analytics
Specialisation Amendment	PMBSM Master of Business Administration PMBSM1SINMR1 Global Business
Non-CUAP proposals (for implementation in 2021)	
Qualification closure	UBAPE Bachelor of Applied Economics
Specialisation closures	UBBSS Bachelor of Business UBMNR1NENIV1 Entrepreneurship and Innovation  Master of Management PMMNG1SBNFN1 Banking and Finance

Non-CUAP proposals (for implementation in 2022)	
Qualification amendments	PMFNN Master of Finance PMBSS Master Business Studies UBCMM Bachelor of Communication PDJRN Postgraduate Diploma in Journalism UBACC Bachelor of Accountancy UDCMM Diploma in Communication PMMNG Master of Management UBSPM Bachelor of Sport Management
Specialisation amendments	PMBSS Master of Business Studies PMBSS1SHMRM1 Human Resource Management  PMMNG Master of Management PMMNG2SORTM1 Organisational Technology Management  UBSS Bachelor of Business UBSS1JHRME1 Human Resource Management and Employment Relations UBSS1JMNGM1 Management UBSS1JORTM1 Organisational Technology Management
Non-CUAP proposals (for implementation in 2023)	
Qualification amendment	UBCMM Bachelor of Communication
Specialisation amendments	UBCMM Bachelor of Communication UBMNR1NCMMN1 Communication Management Minor UBCMM1JCMMN1 Communication Management Major UBMNR1NPBRL1 Public Relations Minor UBCMM1JPBRL1 Public Relations Major UBMNR1NJRNL1 Journalism Minor UBCMM1JJRNL1 Journalism Major
Course changes	
New courses for implementation in 2021	SCFDS International Certificate in Foundation Studies and SCFNC International Foundation Certificate: 115.016 Academic English 115.017 Information Technology for Academic Studies 115.018 Introduction to Academic Communication 115.019 Socio-cultural context of Aotearoa New Zealand 115.020 Accounting Fundamentals 115.021 Economics Fundamentals 115.022 Mathematics Fundamentals 115.023 Management Fundamentals
New courses for implementation in 2022	152.271 Sport Entertainment Management 127.702 Sustainable Property Development
New courses for implementation in 2023	219.211 Interpersonal Communication
Deleted courses 2022	156.755 Advanced Social Media and Mobile Marketing 156.200 Marketing for Non-Marketers 157.747 Advanced Study in Technology Project Management

	156.239 Sport Marketing 156.799 Research Report 219.799 Research Report 219.716 Public Relations Research Methods 219.717 Digital Innovation and PR Management 219.718 Reputational Risk and Ethics 219.719 Public Relations Analytics 219.720 Global Public Relations Management 219.820 Applied Public Relations Project 219.853 Thesis 90-Credit Part 1 219.854 Thesis 90-Credit Part 2 219.889 Journalism Project 219.890 Journalism Project (Part 1) 219.891 Journalism Project (Part 2)
Course amendments for implementation in 2021 [22]	
Course amendments for implementation in 2022 [25]	
Course amendments for implementation in 2023 [7]	
Amendments to assessments due to Covid-19 for Semester 2, 2021	

Proposals received from other Colleges	
College of Science	Specialisation for Retirement 2022 (for noting) UBMNR1NFDES1 Food Economies and Society (Minor) UBAGC1JFDES1 Food Economies and Society (Major)  Master of Construction and Postgraduate Diploma in Construction - Consultation Document on the refresh of curriculum for the qualifications (for feedback)
College of Health	New course for 2022 - 250.706 Applied Health and Analytics (for noting) Non-CUAP Specialisation amendment for 2022 - PMANL1SHLTH1 Master of Analytics specialisation in Health (for noting)

### Documents received and approved or noted

Minutes from the following sub-committees were received for noting:

- College of Business – Academic Programmes Committee (CBAPC);
- College Research Committee (CRC);
- Massey Business School Teaching and Learning Committee (T&L);
- Massey Business School Accreditation Steering Group (ASG);
- Massey Business School Assurance of Learning Committee (AOL);
- Communication Qualifications Committee (CQC);
- Primary Programmes Committee (formerly Agricultural Programmes Committee) (PPC)

### Qualification review

- Communication Qualification Review Response
- Response to the Qualification Review Report - Communication Qualification Review Report (forwarded to AC for noting)
- Qualification Review Schedule

### Graduating year reviews

- Graduating Year Review (GYR) Report  
- GYR process, 2022 schedule and summary of GYRs completed/deferred or required in the past three years

### Notification of new prizes

- MED - Prof Jens Mueller Outstanding MBA Class Engagement Student Prize [Internal Offering]
- SoEF - The Plaxo Mortgages Prize in Finance Fundamentals [115.114]
- SCJM - Simon and Kristina Cope Prize in Introduction to Marketing – Semester 2 [115.116]
- SCJM - CJM Prize in Introduction to Marketing – Semester 1 [115.116]
- SoACC - ACCA Top Performing International Student in the BAcc or BBus (Acc) [110.209, 110.229, 110.303, 110.309, and 110.329]

### Deletion of prize

- SoACC - SoACC - BDO Award Top Student in Advanced Accounting (Auckland campus)
- SoACC - ACCA Prize in Accounting

## Other approvals

- Proposed QA arrangements related to partnership between Massey Business School and Kaplan Professional (pertaining to Cert Business Studies (Financial Service))
- Bachelor of Business and Bachelor of Accountancy AoL Mapping
- Bachelor of Business – Financial Planning and Advice major AoL Mapping
- Bachelor of Business – Human Resource Management and Employment Relations major AoL Mapping
- Amended Assurance of Learning plan for MBA and EMBA programmes
- Amended Master of Management Assurance of Learning Plan

## Feedback submitted

- MBS Response to the Research Excellence Document
- CBB Feedback - Academic Year Structure Consultation Document

## Other noted documents

- University Teaching and Learning Committee minutes
- Executive Summary - Changes in assessment as a result of COVID-19 at Massey University
- Report – Changes in assessment as a result of COVID-19 at Massey University
- Qualification Amendments Consequential to Removal of Time to Completion Provisions
- Overview of the revised Academic Board Terms of Reference (AB TOR)
- MBS International Advisory Group Terms of Reference
- Academic Board Terms of Reference 2021 (Final)
- MBS Academic Staff on the Academic Board - Results of elections
- Academic Board (AB) Paper Template
- Proposal to extend the period for withdrawal without academic or financial penalty
- Memo from OAQRA – Part one and two theses
- Research Excellence Paper – Feedback from College Boards
- Revised College Board TOR (Draft)
- University Strategy 2022–2027 Consultation Document

## Verbal reports

- Student Success and Retention (March) - by Prof Giselle Byrnes (Provost) and Tere McGonagle-Daly (DVC, Students and Alumni)
- Student Success and Retention Update (September) - by Prof Giselle Byrnes (Provost) and Tere McGonagle-Daly (DVC, Students and Alumni)
- Proposed changes for Bachelor of Business (BBus) by Dr Angela Feekery (BBus Co-director) and Dr Zöe Port (BBus Co-director)

Documents received for discussion and/or consultation

## Academic Board

- Research Excellence: What it is, how do we assess it, and what can we do to utilise it further?
- Academic Year Structure Consultation Document
- University Strategy 2022–2027 Consultation Document

## Academic Committee / Office of Academic Assurance

- Cross-College Elective Course Communication

## Office of the Provost

- MBS Student Retention and Success - Based on the presentation slides provided by the Provost Prof Giselle Byrnes and Tere McGonagle-Daly
- Pūrehuroatanga Project Update

## Within MBS

- College Executive Team (CET) discussion on Bachelor of Business
- Bachelor of Business Qualification Review Self-Assessment Template
- Insights Report - Bachelor of Business (BBus) Review 2021
- Aegrotat and Impaired Performance (AEG/IP) consideration

Associate Professor JO CULLINANE  
Deputy Pro Vice Chancellor  
Chair, College of Business College Board

CBB 2021/09/282

Minutes Part 1



MASSEY UNIVERSITY  
COLLEGE OF BUSINESS BOARD

Meeting held on 21 September 2021

By Video Conference at 10 am

Zoom ID - 87986557291

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	PRESENT	<p>Assoc Professor Jo Cullinane (Chair), Dr Angela Feekery, Professor Stephen Croucher (HoS, SCJM), Dr Sandy Bulmer (CBAPC, Chair), Claudia Silva, John Murrie, Dr Sam Richardson, Professor Jens Mueller (Director - MED), Alison Pavlovich, Assoc Professor Claire Matthews (DAQ), Professor Bevan Catley, JS Imbeau, Dr Niki Murray, Assoc Professor Hatice Ozer-Balli, Professor Fawzi Laswad (HoS, SoAcc), Dr Fatima Junaid, Professor Stephen Kelly (PVC), Assoc Professor Jo Bensemann (HoS, SoM), Dr Natalia D'Souza, Hiva Rastegar, Professor Mohan Dutta, Professor Jonathan Elms (DoR), Assoc Professor Elizabeth Gray (DTL), Professor Gabriel Eweje, Dr Farah Palmer (Assoc Dean – Māori), Sandy Keomany, Professor Martin Berka (HoS, SoEF), Dr Vishnu Menon, Ashok Poduval (HoS, SoAv)</p> <p>IN ATTENDANCE Alison Gustafson (Service Leader – Student Advice and Information), Jade Zhou (Business Manager), Carnette Pulma (CBB Secretary)</p> <p>TIMED PRESENTERS Professor Giselle Byrnes (Provost), Tere McGonagle-Daly (Deputy Vice-Chancellor, Students and Global Engagement), Dr Zöe Port (Deputy Director, Bachelor of Business Programme)</p> <p>APOLOGIES Sean Cardiff, Aidan Henderson, Assoc Professor Hatice Ozer-Balli (early departure), Dr Fatima Junaid (early departure), Dr Farah Palmer (early departure)</p> <p>MIHIMIHI The Chair formally opened the Committee meeting by reciting a mihimihi.</p>		
2	MINUTES FOR APPROVAL		RESOLVED THAT the minutes be approved as a true	CBB 2021/08/252

No.	Item	Details	Decision	Paper No.
			and accurate record.  CULLINANE	
3	INTEREST: DECLARATION AND DISQUALIFICATION		NONE	
4	MATTERS ARISING - PART 1			
4.1	Action Sheet from last meeting			CBB 2021/08/253
	<ul style="list-style-type: none"> <li>#81 Appeals for Impaired Performance (IP) and/or Aegrotat consideration</li> </ul> <p>DAQ Assoc Professor Claire Matthews submitted a draft document to the MBS Teaching and Learning Committee September meeting for consideration. The document will be circled back to CBB for further discussion.</p>		CLOSED	
4.2	Memo from DAQ Assoc Professor Claire Matthews <i>re</i> cancellation of PRME membership		NOTED	CBB 2021/09/255
	<p>The College Executive Team (CET) decided to discontinue membership with the Principles of Responsible Management Education (PRME) due to increasing lack of relevance. The College has been a member to this United Nations (UN)-supported initiative for 6-7 years.</p>			
4.3.1	<ul style="list-style-type: none"> <li>Email from CBB Chair DPVC Assoc Professor Jo Cullinane <i>re</i> Chair's Action on behalf of CBB – MBS assessment changes Semester Two (S2) 2021</li> </ul>		NOTED	CBB 2021/09/256
4.3.2	<ul style="list-style-type: none"> <li>List of S2 2021 assessment changes at MBS</li> </ul> <p><i>Note: Please adjust the zoom slider in the pdf document to increase font size.</i></p> <p>These are emergency assessment arrangements enacted via Chair's action on behalf of CBB for Semester Two (S2) 2021 due to disruptions from COVID-19 in the middle of the semester. Assessments were reduced as much as is feasible within the remaining semester.</p> <p>The Committee had approved this Chair's action.</p>		NOTED APPROVED	CBB 2021/09/257
5	REPORTS			
5.1	Pro Vice-Chancellor			
	<ul style="list-style-type: none"> <li>EFMD Quality Improvement System (EQUIS) accreditation <ul style="list-style-type: none"> <li>MBS' application has been unsuccessful. A full report will be circulated to the College to show the feedback received from EQUIS such as key areas where the College did not meet the required standards or criteria. The PVC thanked staff who had worked extremely hard during the accreditation process and acknowledged the contribution of staff and other stakeholders.</li> </ul> </li> <li>Online Teaching <ul style="list-style-type: none"> <li>With the change of Alert Levels across campuses, the College is still seeking to teach online until end of the semester. The PVC thanked the staff for the efficient work in making the switch again. Further decisions will be made later of the year. Online teaching for Summer School is yet to be confirmed. The PVC will follow this through with Tere McGonagle-Daly and the Provost Professor Giselle Byrnes.</li> </ul> </li> </ul>			

No.	Item	Details	Decision	Paper No.
5.2	Chairperson	<ul style="list-style-type: none"> <li>• The Chair has been fully engaged on COVID-related matters recently - with substantial amounts of backroom discussions with different units of the university - with meetings every two days.</li>   <li>• Academic Standing Hearings Committee               <ul style="list-style-type: none"> <li>- The DPVC is currently chairing this Committee on behalf of the Provost/Academic Committee and is running a very large working group (30 members) seeking to revise the university's approach to academic progression and students' support-related to academic performance. This work is fundamentally important to the culture of the university for the future since it talks about the mutual rights and responsibilities of students.</li>   <li>- This Committee had recently made a significant progress                   <ul style="list-style-type: none"> <li>▪ being able to propose to university bodies e.g., changes to regulation policy and procedure to address student performance; and</li> <li>▪ seeking to close the gaps brought by the inability to running Academic Standing the last 18 months.</li> </ul> </li> </ul> </li> </ul>		
5.3	Director Academic Quality	<ul style="list-style-type: none"> <li>• 2022 Timetable               <ul style="list-style-type: none"> <li>- The review of the 2022 Timetable is well underway. There have been a number of changes requested and there is a limited window of opportunity for further requests before it is published to students at the end of the month. It needs to be in place before enrolments start on 1<sup>st</sup> October.</li> </ul> </li>   <li>• Enrolments for 2022               <ul style="list-style-type: none"> <li>- Enrolments will open on 1<sup>st</sup> October for 2022 study. October 1<sup>st</sup> is the date which students can enrol in individual courses for 2022. This is different to applying for admission to programmes. Students are able to apply for admission to programmes up to two years in advance.</li> </ul> </li>   <li>• Changes to Assessments (grade entry)               <ul style="list-style-type: none"> <li>- The university Stream team were able to accommodate the COVID-19 related assessment changes within Stream by enabling mapping across SMS to get the right results. The staff will need to place a standard minute for each of the students to reflect the changes made on the assessments.</li>   <li>- Manual adjustments will need to be made for students who are given an exception not to do the fewer assessments (from the emergency arrangements) but to do the original assessments (after the mapping). A minute will be required to reflect this fact.</li>   <li>- Guidelines for grade publication that cover off these changes will be circulated.</li> </ul> </li>   <li>• Committee on University Academic Programmes (CUAP) Approvals Update               <ul style="list-style-type: none"> <li>- CUAP Round 2 for 2021 started on 1<sup>st</sup> August and conversations on the proposals were initiated by 31<sup>st</sup> August. The Master of Professional Accountancy (MPAcc) and Master of Finance (MFIN) have already been signed off by all universities; the other proposals are close to approval.</li> </ul> </li> </ul>		

No.	Item	Details	Decision	Paper No.
		<ul style="list-style-type: none"> <li>- Four Massey University College (MUC) qualifications - The two foundation certificates (Foundation Certificate – International Accelerated and Foundation Certificate – International) have now been approved. Discussions on the two remaining qualifications are still ongoing – they are now simply called a “Diploma” or a “Graduate Diploma”.</li> <li>- The School of Economics and Finance got the CUAP registration of offshore arrangement for the Master of Finance (Professional Pathway) in partnership with the University of Economics Ho Chi Minh City (UEH).</li> <li>- Following the approval of the new Master of Professional Accountancy (MPAcc) of the School of Accountancy, closure of the Master of Accountancy and Finance (MPAF) is now underway. All offerings except for the last Distance intake for 2024 have been closed. Paperwork is underway to formalise the closure.</li> <li>- Master of Sustainable Development Goals with specialisation in Economics has also been approved.</li> </ul>		
5.4	Director of Teaching and Learning	<ul style="list-style-type: none"> <li>• MBS Teaching Awards               <ul style="list-style-type: none"> <li>- There are three awards this year. Deadline for applications is on 18<sup>th</sup> October. A reminder will be sent out to the College.                   <ul style="list-style-type: none"> <li>▪ The Richard Buchanan Teaching Excellence Award</li> <li>▪ The Early Career Teaching Award</li> <li>▪ The Leadership in Teaching Award</li> </ul> </li> </ul> </li> <li>• New Massey-wide university Stream template               <ul style="list-style-type: none"> <li>- A new template which is a revision of the existing Snap template has been developed. A number of MBS staff are currently giving feedback how it can be amended for uptake. The adoption process by the College has yet to be confirmed.                   <ul style="list-style-type: none"> <li>▪ The new template is not radically different. There is an emphasis for certain adjustments to make it more functional for MBS-specific purposes (e.g., adopting a course handbook in PDF as per AACSB standard).</li> </ul> </li> </ul> </li> <li>• Bachelor of Business (BBus) review               <ul style="list-style-type: none"> <li>- Brief update and discussions about the internal BBus review are scheduled in Part Two of this meeting. The external qualification review process will take place on the first week of October.</li> </ul> </li> </ul>		
5.5	Director of Research	<ul style="list-style-type: none"> <li>• The university's upgraded Research Information Management System (RIMS) is now in operation.</li> <li>• The deadline of application for group level Research Enhancement and Development Initiative (REaDI) funding is 24<sup>th</sup> September (Friday).</li> <li>• The Massey University Research Fund (MURF) 2022 application deadline is 27<sup>th</sup> October (Wednesday).</li> </ul>		
5.6	Associate Dean Māori	<ul style="list-style-type: none"> <li>• Te Wiki o Te Reo Māori (Māori Language Week)</li> </ul>		

No.	Item	Details	Decision	Paper No.
		<p>- The Associate Dean Māori thanked everyone for undertaking te reo Māori during the Te Wiki o Te Reo Māori last week. Massey also has Te Marama (month) apart from Te Wiki; and everyone was encouraged to continue the journey by incorporating te reo Māori daily.</p> <p><i>" Whaia e koe ki te iti kahurangi; ki te tuohu koe, me he maunga teitei" - translated as</i>  <i>"Seek the treasure you value most dearly; if you bow your head, let it be to a lofty mountain."</i></p> <ul style="list-style-type: none"> <li>• Awards <ul style="list-style-type: none"> <li>- Māori Student Awards – offered to students that have been doing well this year and also to encourage more Māori students to enrol next year and continue on their journey</li> <li>- Te Tiriti Award in STAR Awards – encouraged everyone to put nominations forward for this award</li> </ul> </li> <li>• Massey University Strategy <ul style="list-style-type: none"> <li>- Maori staff within the university are also having discussions around this document</li> </ul> </li> <li>• Bachelor of Business (BBus) Review <ul style="list-style-type: none"> <li>- The Associate Dean Māori anticipates the BBus review to spread Tiriti throughout other core courses. Course 115.211 (Business Law) is the only core course that currently has the Tiriti explicitly mentioned within its learning outcomes.</li> </ul> </li> </ul>		
5.7	Student Representatives None			
6	MATTERS REFERRED FROM ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA)			
6.1	None			
7	MATTERS REFERRED FROM ACADEMIC BOARD (AB) /TEACHING AND LEARNING COMMITTEE (TLC)			
7.1.1	Email from AB re request for a revised College Academic Board (College Board) Terms of Reference (TOR)		NOTED	CBB 2021/09/258
7.1.2	Revised College Board TOR (Draft)		NOTED	CBB 2021/09/259
<p><b>NOTE</b>  The College Boards agreed two years ago to have relatively similar terms of references. This is a very early sight of the document and there may be changes to this draft based on the five PVC's feedback. The next version of this document is likely to be tabled again in this Committee or it may go straight to AB depending on the timing of the drafting process and its worth for consideration.</p> <p>While this version may not be the final draft, the CBB Chair, being one of authors, had reassured the Board that the MBS' section in the TOR concurs with other Colleges' requirements as much as possible e.g., alignment of student membership with university's and student associations' agreement in 2018; use of general wording to allow continue of practice of having professional staff on board.</p> <p>The Chair invited the Committee to send in their opinions or feedback via correspondence.</p>				

No.	Item	Details	Decision	Paper No.
7.2.1	Email from AB re request for discussion of university strategy document - update: Feedback can be received until 08 <sup>th</sup> October 2021.		NOTED	CBB 2021/09/260
7.2.2	University Strategy 2022–2027 Consultation Document Draft Massey University strategic plan for 2022 – 2027		NOTED	CBB 2021/09/261
	<b>DISCUSSION</b> The revised University Strategy document was circulated on 10 <sup>th</sup> September and the deadline for feedback is on 8 <sup>th</sup> October.  Headline comments and response by CBB			
	<ul style="list-style-type: none"> <li>The narrative of the document flows better and has more explanation about Te Kunenga ki Pūrehuroa.</li> <li>Priority 8 re <i>supporting the UN sustainable development goals</i>, can be addressed via individual courses and through the College of Humanities and Social Sciences' programmes.</li> <li>There is a difference of verb usage between Learning and Teaching and Research strategic pou or pillars - e.g., providing vs enabling/ensuring/investing.</li> <li>The revised strategy is still singular in focus (aspiring to be Tiriti-led) and not globally-focused.</li> </ul>			
	The Chair invited the Committee for a correspondence feedback before CBB 19 <sup>th</sup> October meeting for a full discussion in case a request for deadline extension is granted. Otherwise, a provisional document will be written up on behalf of CBB.			
8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)			
8.1	Draft minutes (Part 1) received from CBAPC August 2021 meeting		NOTED	CBB 2021/09/262
	<b>COURSE AMENDMENT 2021</b> <i>NOTE: Year of implementation was shown differently between REVIEW function and the AKARI system. System input was "2021", but printed document shows "2020". Error reported to Akari.</i>			
8.2	School of Accountancy (SoAcc)	115.211 Business Law - To decrease the number of internal assessments to provide a better assessment regime; this is the only course with six assessments compared to other seven Bachelor of Business core courses. This change may significantly improve the student experience and completion rate.	RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.  LASWAD / CROUCHER	CBB 2021/09/263
	<b>COURSE RETIREMENT 2022</b> <i>NOTE: Year of implementation was shown differently between REVIEW function and the AKARI system. System input was "2022", but printed document shows "2021". Error reported to Akari.</i>			
8.3	School of Communication, Journalism and Marketing (SCJM)	156.799 Research Report - No new student enrolments in specific specialisations – Bachelor of Business Studies Hons (Marketing) & and Bachelor of Communications Hons (Marketing Communication) - that would need this course.	RESOLVED THAT this document be approved, and details provided to Academic Committee for approval.	CBB 2021/09/264
8.4		219.799 Research Report - No new student enrolments in specific specialisations – Bachelor of Business Studies Hons (Communication) and Bachelor of Communications Hons (Communication	CROUCHER / BULMER	CBB 2021/09/265

No.	Item	Details	Decision	Paper No.
	School of Communication, Journalism and Marketing (SCJM)	Management / Journalism Studies / Public Relations) - that would need this course.	RESOLVED THAT this document be approved, and details provided to Academic Committee for approval.	
8.5		219.716 Public Relations Research Methods - The Master of Professional Public Relations programme of which this course was part f has been retired.	CROUCHER / BULMER	CBB 2021/09/266
8.6		219.717 Digital Innovation and PR Management - The Master of Professional Public Relations programme of which this course was part has been retired.		CBB 2021/09/267
8.7		219.718 Reputational Risk and Ethics - The Master of Professional Public Relations programme of which this course was part has been retired.		CBB 2021/09/268
8.8		219.719 Public Relations Analytics - The Master of Professional Public Relations programme of which this course was part has been retired.		CBB 2021/09/269
8.9		219.720 Global Public Relations Management - The Master of Professional Public Relations programme of which this course was part has been retired.		CBB 2021/09/270
8.10		219.820 Applied Public Relations Project - The Master of Professional Public Relations programme of which this course was part has been retired.		CBB 2021/09/271
8.11		219.853 Thesis 90-Credit Part 1 - The specialisation is no longer offered under the qualification this course was created for (MPhil). CJM courses are not part of the current schedule of the general programme.		CBB 2021/09/272
8.12		219.854 Thesis 90-Credit Part 2 - The specialisation is no longer offered under the qualification this course was created for (MPhil). CJM courses are not part of the current schedule of the general programme.		CBB 2021/09/273
8.13		219.889 Journalism Project - The Master of Journalism programme of which this course was part has been closed to new enrolments.		CBB 2021/09/274
8.14		219.890 Journalism Project (Part 1) - The Master of Journalism programme of which this course was part has been closed to new enrolments.		CBB 2021/09/275
8.15		219.891 Journalism Project (Part 2) - The Master of Journalism programme of which this course was part has been closed to new enrolments.		CBB 2021/09/276
	<p><b>NOTE</b> The closures of these courses do not affect any active students. The PVC thanked SCJM for facilitating this clean-up process.</p>			

No.	Item	Details	Decision	Paper No.
9	OTHER BUSINESS	<p>Timed presentation Student Success and Retention Update by - Professor Giselle Byrnes (Provost) and - Tere McGonagle-Daly (Deputy Vice-Chancellor, Students and Global Engagement)</p> <p><b>SUMMARY</b> Professor Giselle Byrnes and Tere McGonagle-Daly returned to CBB to present a report back update of the university's student and retention initiative. The Provost acknowledged Professor Stephen Croucher's contribution as part of the working group and to everyone on the Board who have been engaged in the project.</p> <p>Pūrehuroatanga is a university-wide initiative to remove institutional barriers to success as well as providing targeted, proactive and data-driven support for students who need it. It is heavily informed by Paerangi in terms of teaching and learning, by wider support networks and it brings altogether existing activities (e.g., 70 different initiatives such as Māori and Pacific Success Plans, Student Journey Initiative and Activating Paerangi).</p> <p>Those 70 initiatives were corralled into six workstreams - (1) Curriculum and Pedagogy; (2) Skills and Readiness; (3) Systemic Student Support; (4) Systems and Processes; (5) Māori Learner Success and; (6) Pacific Learner Success. Pūrehuroatanga aims to look at the challenges and barriers that face all students whilst recognising very well a "for Māori, by Māori; for Pacific, by Pacific" approach.</p> <p>They found that the major pain points include – (1) ability to actively manage student engagement and non-engagement by academic and support staff; and (2) capability of the university to have a joined up and connected information process to manage cases.</p> <p>Achievements made so far:</p> <ul style="list-style-type: none"> <li>• <i>Identification and management of Non-Participatory Enrolments (NPEs)</i> – over 700 students have been contacted; successfully reached out to 362 students; extensive work involving a team of staff and is progressing well.</li> <li>• <i>Early Course Stream Engagement Intervention</i> - centrally coordinated team reaching out via phone or email to students who are in pre-degree or 100-level courses before teaching starts at end of Week One, Week Two and Week Four to ensure students are on track. This is part of a wider programme in 2022 which is the Data Enabled Student Support (DESS).</li> <li>• <i>Extension of the withdrawal without penalty period</i> - the extension from 10% (2 weeks) to 17% mark (additional 9 days) will become effective in Semester One 2022.</li> <li>• <i>Pūrehuroatanga Case Management project</i> – allows information to be stored safely, respecting privacy; to better observe responsibilities under the Pastoral Care Tertiary and International Learners Code of Practice; availability of a single go-to-one-source-of-truth tool to avoid repetitions.</li> <li>• <i>Career Readiness</i> - a new career registration section for students to self-assess around career readiness; evidence record will then be shared with Colleges and course coordinators to look at the student's journey; Semester One 2022 kick-off.</li> </ul>	DISCUSSED	

No.	Item	Details	Decision	Paper No.
		<p>What's next (summary):</p> <ul style="list-style-type: none"> <li>• Improving the customer relationship management (CRM) system</li> <li>• Providing peer-assisted learning support that is more customised for students</li> <li>• Māori and Pacific Learner Success activities are showing early stage of benefits and these will be continued</li> <li>• Continuing Work Integrated Learning programme</li> <li>• Giving careful advice to students how to construct their learning journey and implementing university wide learner success plan</li> </ul> <p><b>DISCUSSION</b></p> <p><u>Measuring or determining student engagement</u>  Student engagement is multifaceted. Students to be contacted are determined and managed via multiple data points (e.g., enrolment, assignment, laboratory, library) and via NPEs (e.g., engagement in previous semester or history of non-engagement).</p> <p><u>Permission from NPE student to unenroll</u>  This is also multifaceted and depends upon the student's circumstance. The institution can withdraw students and students will also have an opportunity to appeal. The university will need to assess the likelihood of success – cognizant that there are a range of drivers for student's enrolment e.g., getting Study Link but no intention of successfully completing courses.</p> <p><u>Clarity of the cohesive process e.g., students may get "hounded" by different groups of the university</u>  Different student groups will have one single record of each individual student across the university via CRM. CRM will provide a single way to view the support and advise already being provided to an individual. There will be levels of accessibility since some data may be more sensitive. The system will ensure that the "trusted advisors" support mechanisms are maintained.</p> <p><u>Early drafts of new CRM protocols and usability</u>  Communication about the new CRM will be circulated this week and information sessions will follow next week.</p> <p><u>Specific tool for staff use</u>  Microsoft Dynamics is an existing tool and is the Microsoft 365 version of CRM. It has previously been used for prospective students by the Marketing and Recruitment team. Its usage will now be progressed towards Case Management for current students and possibly the alumni in the future. This tool will primarily be utilised by the student support services across the university. Framework to support the CRM is being established so that different elements get the right information at the right time: self-service, reactive and proactive service; and specialist levels to cater different needs (medical, counselling, accommodation). Simple referral forms will be built for academic staff which they can link to the right support service and bring back through the course coordinator where it originated from to close the loop.</p> <p><u>Centralised database to collect information about internships</u>  A project is currently in scoping stage – to build a platform or tool to record the opportunities the students have had in work integrated learning programme or internship. Discussions with Colleges are ongoing.</p>		

No.	Item	Details	Decision	Paper No.
		<p><u>Engagement analytics for internal students</u> An actual data analytics programme will work effectively with multifaceted data points. Use of digital footprints and interactions on-campus (e.g., gym, library) can be followed throughout the student's journey. The baseline of the data tool is heavily premised around what is on the student management system. Curriculum design also play a critical role in terms of the early assessment of students and the timing of it.</p> <p><u>Privacy concerns on the amount of data being collected</u> The university is looking at data privacy requirements in terms of student contract (e.g., use of some primary data in the current pilot) and the wider data context (e.g., use of secondary data like Wi-Fi ping points which is restricted and would obviously need consultations). Massey University is currently working with the New Zealand Information Commission to look at what is workable (e.g., opt in or opt out process) and may become a pilot institution to do this extent at a national level.</p> <p>The Committee thanked Professor Giselle Byrnes and Tere McGonagle-Daly for the useful informative presentation and the mahi around this project.</p>		
<b>SUBSIDIARY COMMITTEES</b>				
10	COLLEGE RESEARCH COMMITTEE (CRC)	Draft minutes (Part 1) received from CRC August 2021 meeting	NOTED	CBB 2021/09/277
11	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&L)	No minutes (Part 1) received from T&L Next meeting – 22 September 2021		
12	MASSEY BUSINESS SCHOOL ACCREDITATION STEERING GROUP (ASG)	12.1 No minutes (Part 1) received from ASG No recent meeting		
13	MASSEY BUSINESS SCHOOL ASSURANCE OF LEARNING COMMITTEE (AOL)	13.1 No minutes (Part 1) received from AOL No recent meeting		
13.2	Master of Management (MMgt) Assurance of Learning Plan (revised)	The previous version of this document was tabled last CBB August meeting but was deferred for updates. The document has been revised accordingly: <ul style="list-style-type: none"> <li>• The Banking and Finance specialisation has been removed from AoL schedule as this has been removed from the MMgt.</li> <li>• The Journalism specialisation has been added to AoL schedule as this has been added to the MMgt.</li> <li>• Assessment task details have been updated to reflect course assessment schedules (e.g., removal of final exam due to COVID; codifying of presentation assessment).</li> </ul>	RESOLVED THAT this document be approved  MATTHEWS / MUELLER	CBB 2021/08/248Rev1
14	SHARED PROGRAMMES AND PROGRAMMES WITH COLLEGE REPRESENTATION	14.1 COMMUNICATION QUALIFICATIONS COMMITTEE (CQC) Minutes (Part 1) received from CQC August 2021 meeting  <b>NOTE</b> Clarification re <i>enrolment of Chinese students to Distance mode offerings</i>	NOTED	CBB 2021/09/278

No.	Item	Details	Decision	Paper No.
		<p>The Chinese government has agreed to a COVID-based suspension of distance delivery mode restrictions. This enabled the internal students (who are currently offshore) to be taught entirely by distance mode since February 2020.</p> <p>It has been suggested recently to include these students into distance cohorts and to remove offshore as part of the internal offerings. The College is reluctant to do so since the Chinese government could withdraw or change its position anytime and therefore could lead to students' inability to get visas once the New Zealand border opens up again.</p>		
14.2	BUILT ENVIRONMENT PROGRAMMES COMMITTEE (BEPC)	No minutes (Part 1) received from BEPC		
14.3	PRIMARY PROGRAMMES COMMITTEE (PPC) (FORMERLY KNOWN AS AGRICULTURAL PROGRAMMES COMMITTEE (APC))	No minutes (Part 1) received from PPC		
15	SUPPLEMENTARY ITEMS - PART 1			
	None			
16	<p><b>EXCLUSION OF THE PUBLIC</b></p> <p>The Chair moved that members of the press and public be now excluded from the meeting so that for the undernoted reason, the following matters may be discussed without public disclosure, the committee being satisfied, where appropriate, that there are considerations which outweigh the public interest of disclosure. The Chair will note that the Committee Secretary will be in attendance for Part II.</p> <p>Grounds: Section 9, of the Official Information Act-</p> <p>(2) (a) to protect the privacy of natural persons, including that of deceased natural persons.</p> <p>(2) (i) to enable organisations holding the information to carry on, without prejudice or disadvantage, commercial activities.</p>			

CBB 2021/11/330

Minutes Part 1



MASSEY UNIVERSITY  
COLLEGE OF BUSINESS BOARD

Meeting held on 16 November 2021

By Video Conference at 10 am

Zoom ID - 81152664155

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	PRESENT	<p>Assoc Professor Jo Cullinane (Chair), Claudia Silva, John Murrie, Dr Angela Feekery, Professor Stephen Croucher (HoS, SCJM), Dr Niki Murray, Aidan Henderson, Assoc Professor Hatice Ozer-Balli, Professor Stephen Kelly (PVC), Dr Sandy Bulmer (CBAPC, Chair), Professor Jens Mueller (Director - MED), JS Imbeau, Dr Vishnu Menon, Dr Farah Palmer (Assoc Dean – Māori), Assoc Professor Elizabeth Gray (DTL), Alison Pavlovich, Dr Natalia D'Souza, Professor Mohan Dutta, Professor Fawzi Laswad (HoS, SoAcc), Dr Sam Richardson, Assoc Professor Jo Bensemman (HoS, SoM), Professor Martin Berka (HoS, SoEF), Professor Gabriel Eweje, Assoc Professor Claire Matthews (DAQ), Dr Fatima Junaid, Hiva Rastegar</p> <p>IN ATTENDANCE Alison Gustafson (Service Leader – Student Advice and Information), Jade Zhou (Business Manager), Carnette Pulma (CBB Secretary), Dr Zöe Port (Deputy Director, Bachelor of Business Programme)</p> <p>APOLOGIES Professor Jonathan Elms (DoR), Ashok Poduval (SoAv, HoS), Professor Bevan Catley, Dr Fatima Junaid (late arrival), Hiva Rastegar (late arrival), DAQ Assoc Professor Claire Matthews (early departure)</p> <p>CONGRATULATIONS Sean Cardiff – Student Rep – extended until March 2022</p> <p>THANK YOU Hiva Rastegar – Student Rep</p> <p>KARAKIA Assoc Dean – Māori Dr Farah Palmer recited a karakia to formally open the Board meeting.</p>		

No.	Item	Details	Decision	Paper No.
2	MINUTES FOR APPROVAL		RESOLVED THAT the minutes be approved as a true and accurate record.  CULLINANE	CBB 2021/09/282
3	INTEREST: DECLARATION AND DISQUALIFICATION		NONE	
4	MATTERS ARISING - PART 1			
4.1	Action Sheet from last meeting No outstanding actions		NOTED	CBB 2021/09/283
4.2	Pūrehuroatanga Update - Copy of PowerPoint slides presented by the Provost Professor Giselle Byrnes and Tere McGonagle-Daly last CBB September meeting  <a href="#">Discussion</a> The Committee asked for clarity around "Pūrehuroatanga" from the PVC and Professor Croucher. The document identifies the work streams around this project and there are discussions about systems that can be used to improve student retention issues. Proposed outcomes for the project have been drafted with three broad objectives to improve student success and retention: <ol style="list-style-type: none"> <li>1) to focus on optimising the academic quality and student well-being (where most of these have already been done in the College) <ul style="list-style-type: none"> <li>- looking at academic literacies of students as they enter programmes;</li> <li>- identifying top 30 courses with problematic student performance);</li> <li>- optimising the curriculum (improving the staircasing of knowledge, skills and programmes; developing a Massey University graduate profile; better use of learning analytics; and improve course advising</li> </ul> </li> <li>2) to improve the guidance to students in the university to support success (e.g., for Māori and Pasifika) <ul style="list-style-type: none"> <li>- developing a map to enhance the journey of university prospects</li> </ul> </li> <li>3) to focus on supporting the well-being and achievements of students and to proactively help them get their way through the university process</li> </ol> The PVC will organise an update of the draft before circulation to the College. Additionally, there have been discussions around non-performing enrollees (NPEs) by Jean Jacoby's team (Dean, Academic office), Amy Heise's team (Student Experience) and Māori Learners' Success Programme. The College will still fund the Māori and Pasifika Student Success offices next year. A significant amount of funding has been allocated to the project, but a process is yet to be in place to put it forward.	NOTED	CBB 2021/11/287	
5	REPORTS			
5.1	Pro Vice-Chancellor <ul style="list-style-type: none"> <li>• Te Huringa o te Tai (Administrative Professional Services Review) – a significant programme being commenced within the university, with the purpose of improving the processes involved, the effectiveness of the services and how these are positioned in scope across the university. The following are the</li> </ul>			

No.	Item	Details	Decision	Paper No.
		<p>College's representatives of the five channels involved, tasked to look at the project and report back to the Senior Leadership Team (SLT):</p> <ol style="list-style-type: none"> <li>1) General administration – Connie Hii and Assoc Professor Claire Matthews;</li> <li>2) Finance – Jade Zhou;</li> <li>3) Human resources – Brigit Eames and Professor Fawzi Laswad;</li> <li>4) Information technology – Mark Woods and Professor Malcolm Wright;</li> <li>5) International – Dr Jeff Stangl</li> </ol> <p>The PVC encouraged the Committee to engage within their respective Schools and the College, as currently there is still a significant disconnect between the work of these teams with some of the outcomes being promoted across the university. This administrative review will have far reaching change across the university in terms of “who does what”, “where people are physically positioned” and “how reporting works”.</p> <ul style="list-style-type: none"> <li>• Covid-19 vaccine mandate discussion <ul style="list-style-type: none"> <li>- Consultation documents have been circulated and people have been asked for feedback. The College has not immediately been impacted; other Colleges (e.g., involved with health sector) have already gone through of ensuring that staff are vaccinated. There is an expectation that the consultation process at Massey will follow a path identical to the University of Auckland's – people (staff, students and visitors) coming on campus in 2022 shall demonstrate proof of vaccination. A policy will soon be finalised and implemented.</li> <li>- If further consultation occurs, there might be changes to general regulations. A special meeting by the Academic Committee might take place to discuss this.</li> </ul> </li> </ul> <p><u>Note:</u> The PVC gave the first item of his report under the Pūrehuroatanga update (#4.2) re three objectives within the proposed outcomes of the project.</p>		
5.2	Chairperson	<ul style="list-style-type: none"> <li>• University working group around academic standing <ul style="list-style-type: none"> <li>- The group had finalised the paperwork and is now at the Academic Board (AB) for first stage consideration. The proposal radically changes away from academic standing and to a different methodology of working with students with regards to academic progress. The document is likely to gain high levels of support from across the university and has back-ended support into Pūrehuroatanga project with the Case Management System (CMS). The Chair encouraged the student representatives to engage as it is a relatively good move compared to academic standing.</li> </ul> </li> <li>• Non-Performing Enrolees (NPEs) process for Semester Two <ul style="list-style-type: none"> <li>- The data will require a publication deadline. The university has a window of one week to analyse results to inform students who fall below the NPE thresholds that they have issues and therefore cannot enrol for Summer School.</li> </ul> </li> <li>• Complete change in managing Massey Learning Centres (MLCs) in China <ul style="list-style-type: none"> <li>- The number of places offered by the university has increased substantially for Semester 1. NUFE and Hainan continue. The</li> </ul> </li> </ul>		

No.	Item	Details	Decision	Paper No.
		<p>MLCs are expecting to have 400 or more students at Hebei University of Technology (HEBUT). Canvard College, Beijing Technology and Business University (Canvard College, BTBU) one of MBS' long-term partner, has taken in the MLC as well (expected to be around 100 places).</p> <ul style="list-style-type: none"> <li>- The MLCs are providing support for continuing offshore students but the emphasis of the two new ones is to bring in new to Massey students. Placements at other MLCs in Hainan University and Nanjing University of Finance and Economics (NUFE) are expected to be filled again.</li> </ul>		
5.3	Director Academic Quality	<ul style="list-style-type: none"> <li>• The College has steady progress in final course results processing. Reports will be sent out to Schools. The first deadline is on 17<sup>th</sup> November and the final deadline is on 24<sup>th</sup> November. Blanket IP is being applied to results. The recent exam round went reasonably well. A few students missed their exams which is a recurring case every exam period. Students fundamentally are expected to know their exam schedule.</li> <li>• The College is currently filtering the applications for Aegrotat and Impaired Performance. Applications for Aegrotat on the basis of missing their exam are not eligible and will not be going through the Offering Coordinator (OC).</li> </ul>		
5.4	Director of Teaching and Learning	<ul style="list-style-type: none"> <li>• Acknowledged the recent winners of 2021 MBS Teaching Awards – Dr Jennifer Scott (The 2021 Leadership and Teaching Award) and Dr Angela Feekery (The 2021 Richard Buchanan Teaching Excellence Award) and 2021 STAR Award for Teaching - Dr Phoebe Fletcher. The DTL also acknowledged those who were nominated in this category.</li> <li>• Thanked Hiva Rastegar who is finishing her term as a student representative and Sanhdy Keomany who had resigned. The DTL also thanked Sean Cardiff and Aidan Henderson who are continuing on with their roles. Recruitment for two new student representatives to serve on the Board is now ongoing.</li> <li>• The early notice for prospective changes to the Bachelor of Business programme is in process. Documents related to the full review are tabled in Part Two of this meeting.</li> <li>• Exams are now concluded. Thanked everyone who did a sterling job of working through the exams. The DTL is now working on the academic integrity issues that have surfaced as a result of exams. The number of breaches this semester is fewer as compared to previous semesters.</li> <li>• A message from the Dean, Academic's team will be circulated to the College. It is about the recent restructure of the team and the various teaching and learning service supports that come under the Dean, Academic's portfolio. All assistance provided to all requests for teaching and learning support will now be channelled through a single central point.</li> </ul>		
5.5	Director of Research	<ul style="list-style-type: none"> <li>• Twenty-six 2022 Massey University Research Fund (MURF) applications have been received. Decisions will be made this week, and outcomes will be communicated soon after.</li> <li>• SLT has agreed to 12-month extension for 2021 MURF and Strategic Research Excellence Fund (SREF) accounts, as well as Marsden near miss-funding. Nevertheless, researchers who</li> </ul>		

No.	Item	Details	Decision	Paper No.
		<p>have monies remaining in these accounts are encouraged to spend them by the end of 2021, otherwise this will negatively impact Massey's bottom line in 2022.</p> <ul style="list-style-type: none"> <li>• To note: there is no extension to 2021 Research Enhancement and Development Initiative (REaDI) funding, and this must be spent by the end of this year.</li> <li>• SLT have also agreed that the REaDI project will be funded for a further 3 years – which is excellent news.</li> <li>• On Thursday 11<sup>th</sup> November, the first MBS Early Career Researcher (ECR) forum took place. Feedback to date has been very complimentary, and the College plans to hold similar event 2 or 3 times per year. The DoR thanked Dr Natalia D'Souza (SoM, Albany), Dr Dimo Ehalaiye (SoAcc, PN) and Ms Rebecca Izzard for their excellent work arranging the forum.</li> <li>• The MSA/MBS Research Excellence Award has now been communicated to the College.</li> <li>• Information requests for QS Rankings have been sent out to the college.</li> <li>• The Performance-Based Research Fund (PBRF Sector Reference Group) have met. Initial indications from the group are that the Polytechnics are wanting a larger share of PBRF funding. There will be increased focus on Māori and Pasifika research and researchers in addition to a focus on non-academic impact.</li> </ul> <p><u>Note:</u> DTL Assoc Professor Elizabeth Gray read the DoR's report on his behalf.</p>		
5.6	Associate Dean Māori	<ul style="list-style-type: none"> <li>• STAR Awards – Acknowledged the Te Rau Aukaha team (Māori Student Mentoring Programme) along with Pasifika Student Advisor, for all their support to students.</li> <li>• Ti Tiriti Award – Acknowledged the School of Management staff including other people who are doing a lot of mahi. Encouraged everyone to nominate colleagues next year.</li> <li>• The Te Rau Aukaha programme for Semester Two has just ended and is now carrying on to Semester Three. There are around 20 hours of mentors' time to use for courses 115.112, 115.114, 115.113, and 115.109. Thanked Professor Fawzi Laswad for allowing Hori Pirini (Administrator, SoAcc) to carry on with his role at Albany campus.</li> <li>• Te Rau Rangahau is expanding to incorporate other elements aside from research. Conversations with Directors Dr Jason Mika and Dr Matt Roskrige and the Te Rangi Whenua (Māori staff within the College) have been very positive.</li> <li>• The Bachelor of Business review created enthusiasm among Māori staff – getting a course that is Māori-focused or with te ao Māori perspective.</li> <li>• The Māori Success Planning Working Group across the university will no longer be in existence as Pūrehuroatanga project goes on. The Assoc Dean – Māori asked for clarity and its implications for 2022.</li> </ul>		
5.7	Student Representatives None			

No.	Item	Details	Decision	Paper No.
		The Chair formally thanked Hiva Rastegar for the service to the Board. Hiva also thanked the Board for the opportunity to be part of the Committee.		
6	MATTERS REFERRED FROM ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA)			
6.1 6.2	Email from Academic Committee Cross-College Elective Course Communication  <a href="#">Feedback</a> The document is sensible, straightforward and non-controversial.		DISCUSSED	CBB 2021/11/288 CBB 2021/11/289
7	MATTERS REFERRED FROM ACADEMIC BOARD (AB) /TEACHING AND LEARNING COMMITTEE (TLC)			
7.1	University Teaching and Learning Committee Minutes – August 2021  <a href="#">Note</a> There is no mention about Studiosity project in the minutes. This was not discussed in the University Teaching and Learning Committee. Issues with a new group are currently not linking into appropriate university committees and programmes  Studiosity is a third-party provider of peer-to-peer student support in some courses.		NOTED	CBB 2021/11/290
8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)			
8.1	Final minutes (Part 1) received from CBAPC September 2021 meeting		NOTED	CBB 2021/11/291
8.2	Draft minutes (Part 1) received from CBAPC October 2021 meeting		NOTED	CBB 2021/11/292
	<a href="#">Note</a> The Chair commended CBAPC for the mahi and requested that a “thank you” be passed on to the members in its next meeting.			
	COURSE AMENDMENTS 2022 INDIVIDUAL PROPOSALS			
8.3	School of Accountancy	COURSE AMENDMENT 2022 155.210 Commercial Law - To decrease the number of internal assessments from two to one; to change internal assessment weighting to one – 40%; and to update learning outcome 3.  Notes: - The School originally proposed a change of internal assessment weightings from two (20%) to one (30%) and an increase of final assessment weighting from 60% to 70%. CBAPC had an extensive discussion before arriving a resolution proposing that the exam stays at 60%. Please refer to CBB 2021/11/291 (CBAPC September minutes, pages 2-3) for details.  - Meets moratorium requirements due to student benefits.	RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.  FAWZI / CROUCHER	CBB 2021/11/293

No.	Item	Details	Decision	Paper No.
8.4	School of Aviation	<p>COURSE AMENDMENT 2022 190.303 Advanced Aero Systems Development</p> <ul style="list-style-type: none"> <li>- To amend all learning outcomes (LOs) and to realign these to assessments.</li> <li>- Add statement to the Prerequisite LO update will expand the range of the Assignment which will help reduce repetition and possible plagiarism; and to better reflect the requirements of the courses to the students. Adding an additional phrase to the prerequisite is a requirement that was missed when the course was first introduced.</li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>- Prerequisite amendment is a minor calendar change for 2023 implementation. This was approved by CBAPC October 2021.</li> <li>- Meets moratorium requirements due to student benefits.</li> </ul>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>MATTHEWS / MURRIE</p>	CBB 2021/11/294
8.5	School of Management	<p>COURSE AMENDMENT 2022 157.350 Technology Governance and Risk Management</p> <ul style="list-style-type: none"> <li>- To modify LOs and assessments</li> </ul> <p>The new LO is added to cover the environmental/sustainability element required by the Bachelor of Business (Organisational Technology Management OTM) assurance of learning mapping. Assessment 2 weighting is increased from 10% to 20% to align more closely with the workload required of students. Assessment 3 exam is replaced with written assignment which will offer better opportunity for students to design robust, well-supported strategies than time-constrained exam (TCA).</p> <p>Note: Meets moratorium requirements as changes required for AOL and due to student benefits.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>BENSEMANN / SILVA</p>	CBB 2021/11/295
8.6	School of Communication, Journalism and Marketing	<p>COURSE AMENDMENT 2022 115.116 Introduction to Marketing</p> <ul style="list-style-type: none"> <li>- To change weighting of all assessments.</li> <li>- To add in new Pass/Fail participation component</li> </ul> <p>The number of assessed workshop exercises will be reduced from five to three to increase course completion rates.</p> <p>Note: Meets moratorium requirements due to student benefits.</p> <p><a href="#">Note</a> The BBus Directors approve of this change.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / SILVA</p>	CBB 2021/11/296

No.	Item	Details	Decision	Paper No.
8.7	School of Communication, Journalism and Marketing	<p>COURSE AMENDMENT 2022 219.307 Interpersonal Communication</p> <ul style="list-style-type: none"> <li>- To change Assessment 1 weighting to 35%</li> <li>- To change Assessment 2 weighting to 35%</li> <li>- To change Assessment 3 from "Invigilated Exam" to "Audio/Audio-Visual Presentation"; LO connections and weighting to 30%</li> </ul> <p>Application of relational communication theory to practice in work and organisational settings.</p> <p>Note: Meets moratorium requirements due to student benefits.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / SILVA</p>	CBB 2021/11/297
8.8		<p>COURSE AMENDMENT 2022 219.230 Sport Communication</p> <ul style="list-style-type: none"> <li>- To update assessment</li> </ul> <p>This proposal aims to provide more opportunities for students to demonstrate and apply communication concepts to sport-specific situations, with the exam being removed.</p> <p>Note: Meets moratorium requirements due to student benefits.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / SILVA</p>	CBB 2021/11/298
<b>RELATED PROPOSALS</b>				
Course Amendments 2022 – 219.304, 219.704				
8.9	School of Communication, Journalism and Marketing	<p>COURSE AMENDMENT 2022 219.304 Intercultural Communication</p> <ul style="list-style-type: none"> <li>- To change LO1 wording from "evaluate" to "analyse".</li> <li>- To add one more LO</li> <li>- To change Assessment 1 from "Group Project/Assignment" to "Reflection"</li> <li>- To change Assessment 3 from "Invigilated Exam" to "Audio-Visual Presentation"</li> </ul> <p>To fulfil the expected global communication skills key competencies of Bachelor of Communication graduates.</p> <p>Note: Meets the moratorium as changes required to enable co-teaching with 219704.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / BULMER</p>	CBB 2021/11/299
8.10		<p>COURSE AMENDMENT 2022 219.704 International and Intercultural Communication</p> <ul style="list-style-type: none"> <li>- To revise all LOs – updating action verbs and use of "intercultural" in place of "cross-cultural"</li> <li>- To change the weighting of Assessment 1 – from 20% to 30%</li> <li>- To change the title of Assessment 2 – from "Literature Review" to "Report, Project"</li> <li>- To change the weighting of Assessment 2 – from 40% to 30%</li> </ul>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / BULMER</p>	CBB 2021/11/300

No.	Item	Details	Decision	Paper No.
	School of Communication, Journalism and Marketing	<p>- To change Assessment 3 type – from “Report, Academic” to “Audio/Audio-Visual Presentation”</p> <p>LOs and assessments are being modified so all LOs, assessments and teaching and learning activities support one another and to have clear transition between undergraduate and postgraduate courses that focus on intercultural communication.</p> <p>Note: Meets the moratorium as changes required to enable co-teaching with 219304.</p>		
	<p><a href="#">Note</a> One of the compulsory assessments requires a video presentation. The School should make an exception process for those who do not like to be videoed at all for philosophical or cultural reasons.</p>			
<p>RELATED PROPOSALS JOURNALISM SPECIALISATION Course Amendment 2022 – 219.108 Course Amendments 2023 – 219.223, 219.231, 219.325, 219.335, 219.234, 219.336 Specialisation Amendments 2023 – UBMNR1NJRNL1 (CUAP), UBCMM1JJRNL1 (Non-CUAP) Qualification Amendment 2023 – UBCMM - see #8.26</p>				
8.11	School of Communication, Journalism and Marketing	<p>COURSE AMENDMENT 2022 219.108 Introduction to Journalism</p> <p>- To make the assessments non-compulsory This proposal aims to improve students’ progress and learning experience.</p> <p>Note: Meets moratorium requirements due to student benefits.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / MURRAY</p>	CBB 2021/11/301
8.12		<p>COURSE AMENDMENT 2023 219.223 Specialist Reporting</p> <p>- To change title from “Advanced News Reporting” to “Specialist Reporting” - To change the prescription - To delete the pre-requisites - To update all LOs - To make all assessments non-compulsory - To change Assessment 1 weighting to 30% - To change Assessment 3 type to “Audio/Audio-Visual Presentation” - To delete Assessment 4</p> <p>To fulfil the demand for a specialist reporting course which explores topics such as arts, sports, culture business, etc.; and with more hands-on approach to assessments.</p> <p>Note: Meets the moratorium requirements as assessment changes benefit students, and sensible to include other necessary changes.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / MURRAY</p>	CBB 2021/11/302

No.	Item	Details	Decision	Paper No.
8.13	School of Communication, Journalism and Marketing	<p>COURSE AMENDMENT 2023 219.231 News Reporting</p> <ul style="list-style-type: none"> <li>- To change course title from "News Media Reporting" to "News Reporting"</li> <li>- To remove pre-requisite 219.108</li> </ul> <p>The proposed change of name is to clarify the differences with course 219.204 News, Media and Society. Pre-requisite course 219.108 is being removed since it is unnecessary.</p> <p>Note: Meets the moratorium requirements as removal of pre-requisite benefit students, and sensible to include other necessary changes.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / MURRAY</p>	CBB 2021/11/303
8.14		<p>COURSE AMENDMENT 2023 219.325 Current Affairs Journalism</p> <ul style="list-style-type: none"> <li>- To change the title from "Journalism and Politics" to "Current Affairs Journalism"</li> <li>- To change the prescription to fit the new focus</li> <li>- To update all LOs, adding the new focus on current affairs</li> <li>- To make all assessments non-compulsory</li> <li>- To delete 50% passing mark from all assessments since this is already part of the University General Regulations</li> <li>- To change Assessment 1 from "Online test" to "Plan/Proposal", weighting to 30% and LOs' connection</li> <li>- To change Assessment 2 from "Critical Awareness Assignment" to "Audio/Audio-visual Presentation" and the weighting to 10%</li> <li>- To change Assessment 3 weighting to 60%</li> </ul> <p>The proposal aims to increase the course's scope to include current affairs journalism</p> <p>Note: Meets the moratorium requirements as assessment changes benefit students, and sensible to include other necessary changes.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / MURRAY</p>	CBB 2021/11/304
8.15		<p>COURSE AMENDMENT 2023 219.335 Media Law and Ethics</p> <ul style="list-style-type: none"> <li>- To change prescription</li> <li>- To update all LOs</li> </ul> <p>The proposed changes will make the course attractive and relevant to students in Journalism and other areas of Communication; and be in line with the refreshed focus of the Journalism specialisation.</p> <p>Note: Meets the moratorium requirements as part of broader changes to Journalism specialisation in Bachelor of Communication.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / MURRAY</p>	CBB 2021/11/305

No.	Item	Details	Decision	Paper No.
8.16	School of Communication, Journalism and Marketing	<p>COURSE AMENDMENT 2023 219.234 Editing and Publishing for Journalism and Communication</p> <ul style="list-style-type: none"> <li>- To change title from "Editing and Publishing" to "Editing and Publishing for Journalism and Communication"</li> <li>- To update prescription</li> <li>- To update all LOs</li> <li>- To change LOs' connection to Assessment 1</li> <li>- To change Assessment 3 type, from "Invigilated Examination" to "Written Portfolio" and change LOs' connection.</li> </ul> <p>This course will be a companion course for 219.231 (News Reporting). This is being updated to be current and relevant in line with the changes of the Journalism specialisation.</p> <p>Note: Meets the moratorium requirements as assessment changes benefit students, and sensible to include other necessary changes.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / MURRAY</p>	CBB 2021/11/306
8.17		<p>COURSE AMENDMENT 2023 219.336 Global, Investigative and Data Journalism</p> <ul style="list-style-type: none"> <li>- To change title from "Researching Journalism" to "Global, Investigative and Data Journalism"</li> <li>- To change prescription</li> <li>- To update LOs 1, 2 and 3</li> <li>- To change Assessment 3 LOs' connection</li> </ul> <p>This course introduces students to global journalism field while keeping its investigative component; and to align with the refreshed focus of the Journalism specialisation.</p> <p>Note: Meets the moratorium requirements as part of broader changes to Journalism specialisation in BC.</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / MURRAY</p>	CBB 2021/11/307
8.18		<p>SPECIALISATION CUAP AMENDMENT 2023 UBMNR1NJRN1 Journalism Minor (Bachelor of Communication)</p> <ul style="list-style-type: none"> <li>- To change schedule</li> </ul> <p>Two courses are changed (from 219.204 &amp; 219.336 to 219.335 &amp; 219.223) in the schedule to keep the specialisation current and relevant and interesting to students and industry. This is consistent with Massey's strategic intent to deliver programmes that are flexible, contemporary in design and research-led in content.</p> <p>Note: Meets the moratorium requirements as changes are a response to student and employer feedback.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>CROUCHER / MURRAY</p>	CBB 2021/11/308

No.	Item	Details	Decision	Paper No.
8.19	School of Communication, Journalism and Marketing	<p>SPECIALISATION NON-CUAP AMENDMENT 2023            UBCMM1JJRNL1 Journalism Major (Bachelor of Communication)</p> <ul style="list-style-type: none"> <li>- To amend schedule and update the graduate profile</li> </ul> <p>To replace existing three courses (154.204, 219.339 &amp; 139.340) with more current and relevant courses (219.234, 219.304 &amp; 219.309); and to update the major title within the graduate profile from "<i>Journalism Studies</i>" to "<i>Journalism</i>". This update or reconfiguration will bring the major in line with current industry practice and student demand.</p> <p>Note:            Meets the moratorium requirements as changes are a response to student and employer feedback.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>CROUCHER / MURRAY</p>	CBB 2021/11/309
	<p><a href="#">Note</a>            Part of these suites of changes arose out of the recent Bachelor of Communication review. SCJM HoS Professor Stephen Croucher thanked CBAPC, Dr Niki Murray and the Journalism and Communication groups for all the hard work in putting these documents together. The whole Communication Qualification Committee (CQC) and the College of Humanities and Social Sciences – Assoc Professor Kerry Taylor and Assoc Professor Elspeth Tilley were consulted about these changes. The documents were also forwarded to the Academic Programmes Committees of CoHSS and College of Science (for 219.230).</p>			
	<p>RELATED PROPOSALS            COMMUNICATION MANAGEMENT SPECIALISATION            New Course 2023 – 219.211            Course Amendment 2023 – 219.345            Specialisation Non-CUAP Amendments 2023 – UBMNR1NCMMN1, UBCMM1JCMMN1            Qualification Amendment 2023 – UBCMM - see #8.26</p>			
8.20	School of Communication, Journalism and Marketing	<p>NEW COURSE 2023 – FOR APPROVAL            219.211 Interpersonal Communication</p> <ul style="list-style-type: none"> <li>- New 200-level course in line with the proposed update of Communication Management specialisation of Bachelor of Communication</li> </ul> <p>Note:            Meets the moratorium requirements as a new course.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>CROUCHER / FEEKERY</p>	CBB 2021/11/310
8.21		<p>COURSE AMENDMENT 2023            219.345 Strategic Communication</p> <ul style="list-style-type: none"> <li>- To update title, taking out the "capstone" wording</li> <li>- To remove pre-requisites</li> <li>- To add statement about expected prior learning</li> <li>- To revise LO1 to include the word "organisational"</li> </ul> <p>The proposed title update will make the course more inclusive and representative of its</p>	<p>RESOLVED THAT this document be approved, and details provided to Academic Committee for noting.</p> <p>CROUCHER / FEEKERY</p>	CBB 2021/11/311

No.	Item	Details	Decision	Paper No.
	School of Communication, Journalism and Marketing	<p>contents. Specific prerequisite is unnecessary. The revision of LO 1 is to fix an oversight.</p> <p>Note: Meets the moratorium requirements as removal of pre-requisites benefits students and administration.</p> <p>This course will still be a capstone – without the word “capstone” in its title.</p>		
8.22		<p>SPECIALISATION NON-CUAP AMENDMENT 2023 UBMNR1NCMMN1 Communication Management Minor (Bachelor of Communication)</p> <p>- To change schedule</p> <p>The previous structure of 30 compulsory credits is being changed to 60 compulsory credits (four courses – 219.206, 219.211, 219.303 and 219.345). These proposed changes will create a clear pathway to students in what is expected of knowledge and competencies for minor and major; to reduce the need for fixed-term staff; and to follow the university's No and Low Enrolment Policy.</p> <p>Note: Meets the moratorium requirements as the schedule changes provides a clearer pathway for students.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>CROUCHER / FEEKERY</p>	CBB 2021/11/312
8.23		<p>SPECIALISATION NON-CUAP AMENDMENT 2023 UBCMM1JCMMN1 Communication Management Major (Bachelor of Communication)</p> <p>- To change course schedule</p> <p>The schedule structure is being changed from 30 credits compulsory/45 credits 200-level/30 credits 300-level to 90 credits compulsory/30 credits from four courses list. These proposed changes will create a clear pathway to students in what is expected of knowledge and competencies for minor and major; to reduce the need for fixed-term staff; and to follow the university's No and Low Enrolment Policy. The new 200-level course (219.211) will allow better staircasing and more coherent student learning experience.</p> <p>Note: Meets the moratorium requirements as the schedule changes provides a clearer pathway and a more coherent learning experience for students.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>CROUCHER / FEEKERY</p>	CBB 2021/11/313
	<p><a href="#">Note</a> SCJM HoS Professor Stephen Croucher commended the Communications for the mahi. Professor Croucher and Dr Niki Murray meet every Communications staff in each campus to consult schedules and courses; and industry,</p>			

No.	Item	Details	Decision	Paper No.
		alumni and current students to get their feedback on all courses. Two rounds of consultations were done before finalising these documents. Professor Croucher thanked CBAPC and Dr Sandy Bulmer for the revision recommendations.		
<b>RELATED PROPOSALS</b> <b>PUBLIC RELATIONS SPECIALISATION</b> Specialisation Non-CUAP Amendments 2023 – UBCMM1JPBRL1, UBMNR1NPBRL1 Qualification Amendment 2023 – UBCMM - see #8.26				
8.24	School of Communication, Journalism and Marketing	<b>SPECIALISATION NON-CUAP AMENDMENT 2023</b> UBCMM1JPBRL1 Public Relations Major (Bachelor of Communication) - To change course schedule Schedule structure is being changed from 30 credits compulsory/45 credits 200-level/45 credits 300-level to 90 credits compulsory/30 credits from four courses list. These proposed changes will create a clear pathway to students in what is expected of knowledge and competencies for minor and major; to reduce the need for fixed-term staff; and to follow the university's No and Low Enrolment Policy.  Note: Meets the moratorium requirements as the schedule changes provides a clearer pathway and a more coherent learning experience for students.	RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.  CROUCHER / BULMER	CBB 2021/11/314
8.25		<b>SPECIALISATION NON-CUAP AMENDMENT 2023</b> UBMNR1NPBRL1 Public Relations Minor (Bachelor of Communication) - To change schedule Change to schedule is being proposed - from 30 credits compulsory/30 credits to full 60 credits of compulsory courses. These proposed changes will create a clear pathway to students in what is expected of knowledge and competencies for minor and major; to reduce the need for fixed-term staff; and to follow the university's No and Low Enrolment Policy.  Note: Meets the moratorium requirements as the schedule changes provides a clearer pathway for students.	RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.  CROUCHER / BULMER	CBB 2021/11/315
	<a href="#">Note</a> The same level of consultations for both minor and major were also done.			
<b>NON-CUAP AMENDMENT PROPOSAL</b>				
8.26	School of Communication, Journalism and Marketing	<b>QUALIFICATION NON-CUAP AMENDMENT 2023</b> UBCMM Bachelor of Communication - To add transition arrangements for changes in Communication Management, Journalism and Public Relations minors and majors. Students enrolled prior to 2023 may	RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.	CBB 2021/11/316

No.	Item	Details	Decision	Paper No.
		<p>substitute courses already completed for courses within the schedule. Reorganising the schedule will help minimise operational and financial strains; allow better workload distribution and less need for fixed term-contracts.</p> <p>Note: Meets the moratorium requirements as it is required due to the changes to the three majors.</p>	CROUCHER / BULMER	
	<p><a href="#">Note</a> The School needs to work closely with Registry and Advising team to ensure these changes are clarified to students. SCJM HoS Professor Stephen Croucher thanked again everyone for the support and patience; CBAPC for the hard work; and the SCJM staff for the mahi and all the months and months of work that went through these documents.</p>			
9	PRIZES			
9.1	School of Accountancy	<p>New Prize ACCA Top Performing International Student in the BAcc or BBus (Acc)</p> <p><a href="#">Feedback</a> Clarify the timeline of completion of courses in Clause 2</p> <p><a href="#">Suggested amendment</a> Improve clause 2 to read as: <i>"The prize will be awarded to the student with the highest average mark in the following courses: 110.209, 110.229, 110.303, 110.309, and 110.329. The recipient must have completed these courses within the three academic years immediately preceding the year of the award, with at least one of these courses being completed in the year immediately preceding the year of the award."</i></p>	NOTED WITH CHANGES	CBB 2021/11/317
9.2		<p>Prize Deletion ACCA Prize in Accounting</p>	NOTED	CBB 2021/11/318
10	OTHER DOCUMENTS			
10.1	<p>Aegrotat and Impaired Performance (AEG/IP) consideration - Memo prepared by the DAQ to address concerns on consistency of decisions around AEG/IP appeals. This paper has been tabled at MBS Teaching and Learning Committee September meeting and has been forwarded to this Committee for discussion/ advice back to MBS T&amp;LC.</p> <p><a href="#">Discussion</a> This was raised by the College around three years ago and was supported by other Colleges. Change to the university practice has been requested but there has been no movement since.</p> <p>One of the issues being raised is the potential restriction of the number of AEG passes that can be included in the student's report.</p>		DISCUSSED	CBB 2021/11/319

No.	Item	Details	Decision	Paper No.
		<p>Determining how many is “too many” and how to limit the number of AEG/IP applications need to be discussed.</p> <p>This paper is likely be extended to remove the need for AEG or at least AEG passes. The moving away of in-person exams to online exams (via Time Constrained Assessments (TCAs) and Online Supervised Exams (OSEs)) provides flexibility since the College need not have to set up the venues of exams to some extent. Students can resit or get a different opportunity to sit the final assessment.</p> <p>Application for AEG depends on student’s situation – on a case by case basis. There will be no limits on impaired performance applications. Self-indication is only under the Covid-19 temporary changes. Discussions on the “new normal” next year need to take place to ensure help is going back to the students that really need these. There is not a lot of tracking of IPs at the moment, but it is possible to identify students through SMS record. This would change with the Case Management System. If a student submits too many, it might be better to refer them to Student Health to ensure the applications are valid.</p> <p><u>Suggestions</u></p> <ul style="list-style-type: none"> <li>- AEG should also not exceed the limits that similarly been set with the number of credits that can be gained from outside providers in the Recognition of Prior Learning rules;</li> <li>- The number of AEG passes should be limited e.g., Accounting</li> <li>- Consistency around re-mark vs IP</li> </ul> <p>This paper will be circled back to the MBS Teaching and Learning Committee for another discussion and approval. It will be tabled again in this Committee to approve as policy.</p>		
10.2	Bachelor of Business Qualification Review Self-Assessment Template	A minimal and templated report as required by the Qualification Review panel.	DISCUSSED	CBB 2021/11/325
10.3	Insights Report - Bachelor of Business (BBus) Review 2021	<p>This is the full report of the extensive data collection undertaken as part of the BBus review panel. This document is likely to be of greater interest to those wanting the background and full findings as they relate to the suggestions that were presented to CET (and discussed at CBB meeting in September).</p> <p><u>Discussion</u></p> <p>The BBus reviews is a very comprehensive process undertaken over a considerable period of time. Discussion were held between the then BBus Directors, DPVC, DAQ, as well as with the PVC and the CET on what was possible within the scope of consideration for the wide-ranging review e.g., size and composition of the core, performance of the course, the need for flexibility with the programme. The DTL and the PVC thanked Dr Angela Feekery and Dr Zöe Port for the considerable work and Dr Sam Richardson for being part in the early stages.</p> <p>The Insights Report presents key areas of particular consideration based from the data collection – a) structure of BBus and the amount of guidance that would be appropriate for students as they move through the structure; b) refinement of the core and possible</p>		CBB 2021/11/326

No.	Item	Details	Decision	Paper No.
		<p>ways in which that core would be refined; c) emphasis to ensure the programme meets the obligations to the Ti Tiriti; d) enhancement of experiential learning experience across the BBus; and e) ongoing enhancement of quality teaching within the programme.</p> <p>The MBS Teaching and Learning Committee had met prior to these documents becoming public, the next meeting is on 30<sup>th</sup> November. There is an ongoing plan – Continuous Professional Development – that will be produced that builds on some of the insights in teaching and learning in 2022 and beyond.</p> <p>There will be full conversations in Schools to solicit detailed feedback from staff. The PVC encouraged staff to look at the programme as a whole. There are ways to overcome financial implication changes, if indeed the College needs to. The College wants BBus the best programme for students over the coming 5-6 years. It has to continue to shift on key agenda items e.g., sustainability and to develop a programme of study that is very much focused on the world of work and emerging trends for students and businesses. Feedback channel is open in any way that is appropriate either through Dr Feekery, Dr Port, the DTL, the DPVC, CBAPC or CBB.</p> <p>An Early Notice document will be sent through to CBAPC and then to CBB. The College would like to ensure that the full proposal can get through the university processes (from CBAPC to AB) in an effective way.</p> <p><u>Note</u> Formal review processes such as these documents are tabled in Part 2. The Chair had approved to move these items to Part 1, so these can be shared and discussed widely.</p> <p>Previously tabled as #19.1 and 19.2 in the agenda.</p>		
<b>SUBSIDIARY COMMITTEES</b>				
11	COLLEGE RESEARCH COMMITTEE (CRC)			
11.1	Draft minutes (Part 1) received from CRC September 2021 meeting		NOTED	CBB 2021/11/320
11.2	Draft minutes (Part 1) received from CRC October 2021 meeting		NOTED	CBB 2021/11/321
12	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&L)			
	Draft minutes (Part 1) received from T&L September 2021 meeting		NOTED	CBB 2021/11/322
13	MASSEY BUSINESS SCHOOL ACCREDITATION STEERING GROUP (ASG)			
	No minutes (Part 1) received from ASG No recent meeting			
14	MASSEY BUSINESS SCHOOL ASSURANCE OF LEARNING COMMITTEE (AOL)			
	Minutes (Part 1) received from AOL October 2021 meeting		NOTED	CBB 2021/11/323
15	SHARED PROGRAMMES AND PROGRAMMES WITH COLLEGE REPRESENTATION			
15.1	COMMUNICATION QUALIFICATIONS COMMITTEE (CQC) No minutes (Part 1) received from CQC			

No.	Item	Details	Decision	Paper No.
15.2	BUILT ENVIRONMENT PROGRAMMES COMMITTEE (BEPC) No minutes (Part 1) received from BEPC			
15.3	PRIMARY PROGRAMMES COMMITTEE (PPC) (FORMERLY KNOWN AS AGRICULTURAL PROGRAMMES COMMITTEE (APC)) No minutes (Part 1) received from PPC			
16	SUPPLEMENTARY ITEMS - PART 1			
	Proposed CBB Meeting 2022 Schedule		NOTED	CBB 2021/11/324
	<a href="#">Note</a> BBus review discussions will resume in January 2022 CBB meeting. Feedback from full-fledged discussions within CET and Schools will be available by then.			
17	<p>EXCLUSION OF THE PUBLIC</p> <p>The Chair moved that members of the press and public be now excluded from the meeting so that for the undernoted reason, the following matters may be discussed without public disclosure, the committee being satisfied, where appropriate, that there are considerations which outweigh the public interest of disclosure.</p> <p>The Chair will note that the Committee Secretary will be in attendance for Part II.</p> <p>Grounds: Section 9, of the Official Information Act-</p> <p>(2) (a) to protect the privacy of natural persons, including that of deceased natural persons.</p> <p>(2) (i) to enable organisations holding the information to carry on, without prejudice or disadvantage, commercial activities.</p>			



**MASSEY UNIVERSITY**  
COLLEGE OF HEALTH  
TE KURA HAUORA TANGATA

**COLLEGE BOARD MEETING**

Tuesday 21 September 2021 at 10am

Via Zoom

**MINUTES – PART I**

No.	Item / Details	Decisions / Actions	Doc No.
1.	<p>Present: Professor Jill McCutcheon (Chair)</p> <p>Professor Ajmol Ali, Dr Rachel Batty, Professor Barry Borman, Dr Bevan Erueti, Associate Professor Andy Foskett, Dr Lynette Hodges, Dr Kerri-Ann Hughes, Associate Professor Shirley Julich, Professor Marlena Kruger, Associate Professor Ian Laird, Associate Professor Tracie Mafile'o, Associate Professor Kieran O'Donoghue, Associate Professor Rachel Page, Associate Professor Wyatt Page, Dr Jennifer Roberts, Professor Nicolette Sheridan</p> <p>In attendance: Professor Giselle Byrnes and Tere McGonagle-Daly (for item 4), Jill Coatsworth, Deanna Abbott</p> <p>Apologies: Associate Professor Kathryn Hay</p> <p><i>For early departure:</i> Professor Marlena Kruger at 11:35</p>		
2.	<p>MINUTES FOR APPROVAL</p> <p>Minutes of the meeting held 20 July 2021</p>	<p>MOVED that the Minutes of the meeting held on 20 July 2021 be confirmed as a true and correct record.</p> <p>O'DONOGHUE/LAIRD</p>	COH CB 21/07/100
3.	MATTERS ARISING FROM THE PREVIOUS MINUTES		
3.1	<p>Associate Professor Shirley Julich has been elected as the new School of Social Work representative on College Board to replace Dr Michael Dale who has recently retired.</p>	<p>The Chair welcomed Associate Professor Shirley Julich to her first College Board meeting.</p>	
4.	STUDENT SUCCESS AND RETENTION		
4.1	<p>Professor Giselle Byrnes, Provost and Tere McGonagle-Daly, Deputy Vice-Chancellor Students and Global Engagement provided an update on Pūrehuroatanga / Student Success and Retention. The main discussion points were:</p> <ul style="list-style-type: none"> <li>• Identification and management of Non-Participatory Enrolments (NPE) project launched in June 2021</li> <li>• Early Course Stream Engagement Intervention and Data Enabled Student Support (DESS)</li> <li>• Extending the period for withdrawal without penalty</li> <li>• Pūrehuroatanga Case Management project.</li> <li>• Career Readiness</li> </ul> <p>Following the presentation, a rich discussion took place with the following queries raised and responses:</p>		

No.	Item / Details	Decisions / Actions	Doc No.
	<ul style="list-style-type: none"> <li>• Q. When do you anticipate the centrally supported system will be up and running and is there an approximate timeframe on training for staff, so we know how to understand the system we are working with? A. The Pūrehuroatanga Case Management project has been initiated. Further communications will be sent out in the next couple of days. Webinar sessions will commence next week to provide an introduction to Customer Relationship Manager (CRM) and how case management will work. The system is scheduled to be rolled out to primary users and support services next year, following training sessions.</li> <li>• Q. Is the extension to the withdrawal without penalty date for financial penalty (not the academic one)? So, the withdrawal date will be moved out to 3 weeks after the start date of a course? A. Yes, that is correct.</li> <li>• Q. How many of the 700 students connected and what has happened to those that did not connect? A. Non-participating students are unlikely to respond, those that did had genuine reasons to defer their studies or withdraw. Around 362 students have actively engaged. Students who were inactive were withdrawn from Semester 2 and will not progress.</li> <li>• Q. Students who receive DNC grades will impact our non-completion, success rates for courses and TEC demands. A. Course engagement is important and in the future those who will be a non-completer should be withdrawn. Students who withdraw within the 3-week period will not be recorded as non-completion. Students who we exit from the university have right of appeal, this will filter out students who are not engaging. We will look at the balance of this in terms of care to students and the TEC capped environment.</li> <li>• Q. Concern that students can withdraw without talking to academic staff first. Impact on progressing with their studies. Understand that there is a 3-day grace period so they can re-enrol, so is there something that could be included to notify students to discuss their withdraw with the course coordinator? A. We will always request that students talk to course coordinators or an Academic Advisor, there may be other impacts like StudyLink. Further conversations will be held on critical engagement for continuing students. It will be useful for course coordinator to have access to information to be proactive and new Case Management project in CRM will be a game changer.</li> <li>• Q. Are there plans for the Career Readiness tool to progress through to a Graduate Outcome/Employability record and then through to the Alumni Office, i.e. long term overview of our graduate pathways? A. Yes, this is a possibility but may take some time as the alumni system is different and not connected to SMS or CRM.</li> <li>• Q. Will there be a pilot for Career readiness for particular students, especially with the difference in undergraduate and postgraduate experiences. A. There will be a general roll-out to all students for a self-assessment and data collection exercise.</li> <li>• Q. There could be StudyLink issues if students decide to withdraw at week 3, how will this be dealt with? A. We can reverse this but will need to know why the student wanted to withdraw and provide more support for them. Covid-19 has created hardship for students. The StudyLink criteria has been raised with TEC.</li> </ul> <p>Professor McCutcheon thanked both Tere McGonagle-Daly and Professor Giselle Byrnes for attending the meeting to provide updates. The presentation will be made available on the College of Health Board SharePoint site.</p> <p><i>Professor Giselle Byrnes and Tere McGonagle-Daly left the meeting at 10:38.</i></p>		
5.	ACADEMIC DECISIONS		

No.	Item / Details	Decisions / Actions	Doc No.	
5.1	Course Amendments for 2022 – <a href="#">School of Health Sciences</a>			
5.1.1	231704 Hauora Māori Changes to Learning Outcomes, Assessments, Online Learning Category, Completion requirements	Associate Professor O'Donoghue acknowledged the work of the Public Health team.	COH CB 21/09/102	
5.1.2	231725 Foundations of Public Health Changes to Learning Outcomes, Assessments, Online Learning Category, Completion requirements	Associate Professor Rachel Page spoke to these course amendments which are required as part of the MPH CUAP proposal.	COH CB 21/09/103	
5.1.3	231726 Health Systems and Policy Changes to Learning Outcomes, Assessments, Online Learning Category, Completion requirements	MOVED that these documents be approved and forwarded to Academic Committee for noting.  R PAGE/W PAGE	COH CB 21/09/104	
5.1.4	231727 Epidemiology and Biostatistics Changes to Learning Outcomes, Assessments, Online Learning Category, Completion requirements		COH CB 21/09/105	
5.1.5	231728 Public Health Practice Changes to Learning Outcomes, Assessments, Online Learning Category, Completion requirements		COH CB 21/09/106	
5.1.6	231729 Qualitative and Participatory Research in Public Health Changes to Learning Outcomes, Assessments, Online Learning Category, Completion requirements		COH CB 21/09/107	
5.1.7	231818 Public Health Praxis 1 Changes to Assessments, Completion requirements		COH CB 21/09/108	
5.1.8	231819 Public Health Praxis 2 Changes to Assessments, Completion requirements		COH CB 21/09/109	
6.	ACADEMIC DOCUMENTS FOR DISCUSSION			
6.1	Massey University Draft Strategy 2022-2027		<i>Feedback to be sent to Rossana Couto, Strategy Team and Academic Board by Friday 8<sup>th</sup> October</i>	COH CB 21/09/110
	<p>Professor McCutcheon attended the Vice-Chancellor's webinar held last Tuesday and the document for discussion today is a revised version from the previous one, following discussions with groups of staff and student representatives held in August. Academic Board has asked for feedback from College Boards.</p> <p>Professor McCutcheon opened to the floor for any thoughts and comments.</p> <ul style="list-style-type: none"> <li>The consensus was that the revised version was much better than the original draft document.</li> </ul>	<p>Professor McCutcheon encouraged all staff to take the opportunity to provide their feedback and thoughts as individuals.</p> <p><b>ACTION:</b> Please forward any further general comments to the Chair, so we can submit a general report from the College Board.</p>		

No.	Item / Details	Decisions / Actions	Doc No.
	<ul style="list-style-type: none"> <li>Concern about the timeframe for proper consultation. The timeframe is rather tight to discuss something this is so important.</li> <li>Implementation and buy-in by staff, requires a good process. Better understanding of development around Te Tiriti.</li> <li>There needs to be a clear path on how we implement and operationally how do we make these changes? There are different levels and although the University has a vision, how does this get achieved?</li> <li>The overlying strategy, research strategy, inter-woven concepts, and principles are discussed but not in detail. We also need to consider global engagement, civic leadership, and international sustainability.</li> <li>High level comment about structure of strategy, Te Tiriti has a basic structure and approach not quite together.</li> <li>There is a lack of clarity on the positioning in relation to Pacific at Massey. There is confusion about where Pacific is heading and glosses over the fact that New Zealand has been colonised.</li> </ul>		
7.	ACADEMIC DOCUMENTS FOR NOTING		
7.1	Research Excellence - Feedback from College Boards	<p>NOTED</p> <p>Associate Professor Laird appreciated the feedback from the College Forum.</p> <p>Information on Research Funding Opportunities will be circulated to all College staff early next month.</p>	COH CB 21/09/111
8.	REPORTS		
8.1	<p>Chair's Report Professor Jill McCutcheon</p> <ul style="list-style-type: none"> <li>Professor McCutcheon thanked all staff in the College for their hard work this Semester and particularly the last six weeks, and especially colleagues in Auckland. The College has done well, and this is by virtue of our staff and their tremendous effort over 2021.</li> <li>This year has been more difficult for those students who are trying to complete their programme, especially for the Nursing and Social Work students with placement requirements. A huge amount of work has been undertaken by staff to ensure our students are participating in a safe way, and to accommodate all the changes and delays, which is still ongoing. Conversations are continuing around health and safety for now and into the future. Thank you to Professor Nicolette Sheridan for her valuable input.</li> <li>Professor McCutcheon acknowledged Associate Professor Kieran O'Donoghue for his involvement in the Covid-19 Teaching and Learning meetings and the Academic Progression Working Group.</li> </ul>	Verbal Report	

No.	Item / Details	Decisions / Actions	Doc No.
8.2	Associate Dean – Academic / Learning & Teaching Associate Professor Kieran O'Donoghue <ul style="list-style-type: none"> <li>• Learning and Teaching Committee has been reactivated and is currently looking at revising the Terms of Reference, Teaching and Learning College Awards, and familiarisation with Paerangi.</li> <li>• Academic Progression Working Group is looking at new principles and regulations around Academic Standing.</li> <li>• Reminder of advice for Covid-19 Teaching and Learning available on the website, particularly around the professional body required assessments, as all assessments are no longer compulsory except for these. There will be AEG/IP applications around this provision.</li> </ul>	RECEIVED  Amendment: Report should be change to <i>September</i> not <i>June</i> .	COH CB 21/09/112
8.3	Associate Dean – Research Associate Professor Ian Laird  University Research Committee meeting on Thursday will be discussing research funding impact on deadlines for internal research projects. Associate Professor Laird will keep the College informed with updates around potential extensions.	RECEIVED	COH CB 21/09/113
8.4	Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay	RECEIVED	COH CB 21/09/114
8.5	Associate Dean – Higher Degree Research Professor Marlena Kruger <ul style="list-style-type: none"> <li>• Reminder DRC scholarships close on 3<sup>rd</sup> October for domestic students only.</li> <li>• Thank you to Dr Bevan Erueti for a fantastic job finalising the Māori guidelines.</li> <li>• Hardship grant for doctoral students – accumulation of other funds, life changing circumstances.</li> <li>• PhD students completing – it was agreed by CMT to extend scholarships by two months, all eligible students will be notified by GRS.</li> <li>• Julie Dunlop requires feedback about the REaDI funding. It is unlikely there will be any extensions for delayed research and analysis, but it may be possible to make a business case. Professor Kruger will seek advice from Dr Viv Smith and the University Research Committee regarding this.</li> </ul>	RECEIVED	Verbal Report
8.6	Associate Dean – Pacific Associate Professor Tracie Mafile'o <ul style="list-style-type: none"> <li>• College of Health Pacific Advisor position is currently vacant. We are grateful that the College of Sciences Pacific Advisor is providing assistance to our students in the interim.</li> </ul>	RECEIVED	Verbal Report

No.	Item / Details	Decisions / Actions	Doc No.
	<ul style="list-style-type: none"> <li>Over 200 hardship grants have been allocated. Unknown how may have been allocated to College of Health students.</li> <li>Finalising the Pacific Plan and budget for next year.</li> <li>Pacific@Massey Research conference has been postponed to 1-3 December.</li> <li>Tongan language week last week</li> </ul>		
8.7	Associate Dean – International Professor Ajmol Ali <ul style="list-style-type: none"> <li>New improved web site for international prospective students.</li> <li>New strategy for international that aligns with the Massey strategy.</li> <li>Soochow University relationship – still ongoing.</li> <li>Looking into potential partnership in Japan for fully distance or partially online.</li> </ul>	RECEIVED	Verbal Report
8.8	Associate Dean – Māori Dr Bevan Erueti <ul style="list-style-type: none"> <li>New submissions of university strategy</li> <li>Māori Language Advisory Group – looking at Terms of Reference, Associate Professor Hone Morris will Chair this group.</li> <li>College Ceremonies - Dr Erueti attended the September CEG meeting to discuss the efficiency of ceremonies to take place across the College and maintaining relationships.</li> <li>MLSP Student Support Advisors - Dr Erueti acknowledged the outstanding mahi both Paris and Ian have been doing with our students.</li> <li>PowerBI Reporting Systems – the Associate Deans have been looking at how to collate and work with data.</li> </ul>	RECEIVED	Verbal Report
9.	MOVING INTO PART II		

## EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT, EXCLUDING JILL COATSWORTH AND DEANNA ABBOTT, WHO HAVE, IN THE OPINION OF THE COLLEGE OF HEALTH BOARD, KNOWLEDGE THAT COULD BE OF ASSISTANCE, MEMBERS OF THE PRESS AND PUBLIC NOW BE EXCLUDED FROM THE MEETING SO THAT FOR THE UNDERNOTED REASONS THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC DISCLOSURE; THE BOARD BEING SATISFIED, WHERE APPROPRIATE, THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

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

Subject	Reason for Proposed Exclusion
Item 1.	To prevent the disclosure or use of official information for improper gain or improper advantage.

Subject	Reason for Proposed Exclusion
Academic Year Structure Review Consultation Document	(Reference s7(2)(a) or s7(2)(j).



## TEACHING AND LEARNING COMMITTEE MEETING

19 October 2021 – 1:30pm to 3:40pm  
Zoom

MINUTES PART I

## 1. INTRODUCTION

Present: Giselle Byrnes, Fiona Coote, Kat Cuttriss, Micaela Eastwood (Secretary), Lisa Emerson, Elizabeth Gray, Penny Hay, Amy Heise, Jacqui Hofmann, Jean Jacoby, Faith Kane, Damian Lodge (Chair), Liz Norman, Kieran O'Donoghue, Andrew Rowatt, Jamilah Smythe, Sue Tait, Ramairoa Tawera, Debra Ward, Richard Williams

## 1.1 Welcome

## 1.2 For absence: Kathryn Hay, Diana Kessler, Rebecca Sinclair

For lateness: Dr Ina Te Wiata (joined: 3:00pm)

For early departure: 2:35pm - Giselle Byrnes

3:30pm - Richard Williams, Liz Norman, Elizabeth Gray, Amy Heise,  
Jean Jacoby, Jacqui Hofmann, Deb Ward

## 1.3 Confirmation of Minutes, 17 August 2021 – Part I

TLC21-10-63

RESOLVED: That the minutes of the meeting of 17 August 2021 be approved as a true and accurate record of the meeting.

Jacoby, O'Donoghue  
Carried

## 1.4 Matters Arising

Nil.

## 1.5 Action List – Part I

TLC21-10-66

- Action 21/04 – Removal of Request Print Copies Functionality from Stream  
Jean Jacoby circulated the memo after the August meeting.

Concern was expressed that there is still no central point through which students can access information about printing and how to seek financial support.

Action: Create a central place for all students requesting printing. Amy Heise. February 2022.

- Action 21/10 – List of CMT Decisions

This action was overtaken by the nationwide Covid lockdown and the Covid TL meetings. No further action required and can be deemed closed.

- Action 21/13 – Draft University Strategic Plan  
Due date has passed. Individual submissions were made but not on behalf of TLC.  
Item can be deemed closed.

## 2. CHAIR'S REPORT

### 2.1 Acknowledgements

The Chair acknowledged Tracy Riley and the Dean Academic Leadership Team for their support while he was on leave; Jean Jacoby for chairing the Covid Teaching and Learning Workstream (CTLW) meetings during this outbreak of Covid; and the CTLW team for again leading the University's Covid response for teaching and learning matters.

### 2.2 Update on structure of Dean Academic Portfolio

Applications for The Director - Teaching Academy is the closed Monday 18 October and shortlisting will commence later this week. Jean Jacoby will continue as Acting Director - Teaching Academy until this role is filled.

The Dean Academic Leadership Team has been undergoing some team building sessions as they settle into the new structure. These sessions have shown a desire for the team to be far more proactive progressing our work, in partnership and support of our students and academic staff. The new structure is expected to result in greater collaboration across the Dean Academic Team, a real improvement in the visibility of student academic support services and how this team partners with our teaching support services and Colleges to work on student retention.

A question was raised about the name of the Dean Academic team. The Chair noted that discussions about this are ongoing.

### 2.3 New adjunct appointment to Provost's portfolio

Professor Tara Brabazon has been appointed as an adjunct to the Provost Portfolio.

### 2.4 Mandatory vaccinations

Discussions about potential mandating of Covid-19 vaccine for students and /or staff in certain programmes are ongoing. As the Work Integrated Learning (WIL) Committee is a subgroup of TLC, the Chair has asked the WIL committee to provide advice back to TLC on how this would affect placements etc. The Chair noted that employers beyond the health and education sectors are starting to make it mandatory for people in the workplace to be fully vaccinated.

### 2.5 Updates from the DVC-Academics across all 8 universities:

- Academic integrity is a current concern for all universities following the challenges resulting from the pivot to online and students' concerns about the use of invigilation software. The NZUSA presented a letter to UNZ outlining their concerns. The Chair noted that Massey's focus is on the value to students of invigilated software. Several universities are looking at returning to on-campus exams and moving away from online proctored exams due to these challenges.

ACTION: Damian to check whether this letter can be shared with TLC. November 2021.

TEQSA has provided AQA with a database of around 2000 websites of suspected contract cheating services. TEQSA intends to make this database available to Australian providers and suggest that they consider blocking access to these sites from institutional networks. AQA could follow the same approach with New Zealand universities.

The International Day of Action Against Contract Cheating is on 20 October 2021.

- II. The DVC-As have a UNZ WIL subcommittee on which Massey representatives play an active role. The Massey WIL Committee's ToR were briefly discussed at this subcommittee.
- III. UNZ has asked the DVC-As to examine Credit Transfers as a piece of work for all 8 universities. This may be referred to Academic Committee.

## 2.6 Ako Aotearoa

Ako Aotearoa Board Chair Dr Graeme Benny finishes his tenure at the end of 2021. The Dean Academic sits on Ako Aotearoa Board as the Massey representative as Ako is a Massey hosted entity that sits under the Provost Portfolio.

## 3. DISCUSSION ITEMS

### 3.1 TLC Terms of Reference (ToR) for discussion and approval:

- Original (Feb 2019) and drafted revision (2021 v1) TLC21-10-68
- TLC2016\_07 Committee paper for discussion RAE1 TLC21-10-69

A discussion on the impact of the change and revision of Academic Board's (AB) ToR on AB's subcommittees, including Academic Committee (AC) and TLC was led by Professor Byrnes. AB have requested that AC and TLC present revised drafts of their existing ToR's at the Board's November meeting. It was noted that this was an opportunity to review the structure and function of TLC.

#### Discussion

Considerations for reviewing TLC's ToR should include:

- Differentiating the work of TLC and AC by revising these ToR in tandem;
- Separating operational and governance work;
- Eliminating parallel and repetitive discussions and decision-making structures;
- The level of representation and student voice;
- Enacting our Te Tiriti commitments with Paerangi, the Learning and Teaching Strategy, as a guide;
- TLC's function as a two-way conduit between colleges, service lines, students and administrative parts of the university.

Membership of TLC must reflect the breadth of areas related to TLC and at the appropriate level and include both independent and MUSAF student voice. Proposed amendments to membership include:

- DVC Student, Global Engagement - include 'or nominee'.
- Add Head of Student Registry
- Add Director of PaCE
- Add WIL Committee Chair
- Look at active teaching staff (student facing academics) representative
- Revise the number of ITS staff

It was noted that the Director - Office of Academic Quality, Reporting and Assurance (AQRA) is working on a paper for AC about the responsibility for approving Calendar regulations as some relate more closely to teaching and learning than to the curriculum.

Actions:

1. AQRA will lead the changes to both AC and TLC ToR's. Damian Lodge to assist with TLC ToR. A clean draft to be loaded into a MS Teams site for TLC to review. Fiona Coote to include a copy of AC's ToR (draft). This is due to AB by 5 November.
2. Micaela Eastwood to send diagram of all the committees from AB to TLC.

3.2 Covid TL meetings update.

The Covid Teaching and Learning Workstream (CTLW) meetings were initiated in August to guide CMT decision-making. Following the decision to move CMT into standby mode on 18 October, decision-making for teaching and learning matters will revert to the normal processes of TLC and AC. However, the CTLW will meet on 23 November to review all teaching and learning decisions approved by CMT to review all decisions; to make recommendations to the appropriate University committee; and to develop covid-related contingency plans for 2022.

A proposal was made that the CTLW operational model be adopted as a way for TLC to focus on specific projects and initiatives.

Actions:

- Jean Jacoby to consolidate the CTLW Teams site and resources with TLC operations.
- Damian Lodge to have a discussion with the Provost regarding the TLC Operational group going forward. November 2021

3.3 Towards a Digital Strategy for Aotearoa – discussion document

TLC21-10-75

LINK:

<https://www.digital.govt.nz/digital-government/strategy/towards-a-digital-strategy-for-aotearoa/have-your-say/>

This discussion document seeks the views on the ambition, direction and approach to our digital future.

Consultation closes 5pm 10 November 2021.

Actions:

1. TLC members to send any comments or issues relating to the discussion document to Damian Lodge and by 5pm 28 October
2. Damian Lodge and Richard Williams will work on TLC's feedback.
3. Damian Lodge to have final feedback to Mel Barnes by 5pm 29 October.

4. STANDING ITEMS

4.1 College Teaching and Learning Committees

- 4.1.1 Massey Business School minutes, 27 July 2021 (MBS TL 2021/07/45)  
Noted.

TLC21-10-70

4.2 Academic Integrity (AI) Committee

TLC21-10-71

This paper outlines suggestions from TLC to AIC to assist with preparing a more robust operational plan considering the increased attention on academic integrity issues experienced at Massey and nation-wide.

#### Discussion

- Protection of student data (Academic Misconduct Register). Discussions are underway to replace the AMR. There are also other integrity/disciplinary areas which are being considered in the policy and procedures as well.
- Relationship between AIC and online exams. A query was raised as to whether or not the AIC is the best place to advise on the kinds of mitigations put in place prior to exams. While it was agreed that it is, that would be based off what the remit for TLC is, i.e., what authority does TLC have. There are issues beyond the remit of the AIC, i.e., students not completing Academic Integrity modules however the AIC could still advise areas which they do have influence and authority over. It was suggested to structure them as projects.

#### 4.3 WIL Committee

- |                                            |             |
|--------------------------------------------|-------------|
| 4.3.1. Minutes, 30 September 2021<br>Noted | TLC21-10-72 |
| 4.3.2. Terms of Reference<br>Noted         | TLC21-10-73 |

#### 5. DOCUMENTS FOR NOTING

- |                                         |             |
|-----------------------------------------|-------------|
| 5.1 TLC meeting dates for 2022<br>Noted | TLC21-10-74 |
|-----------------------------------------|-------------|

The question was raised on whether TLC needs to meet as often? It may not be necessary if we have the Operational group.

#### 6. GENERAL BUSINESS

- 6.1 Technology updates planned for the general teaching rooms, Sem 1, 2022.  
In July 2021, TLC approved the requirements for transforming the Video Link Teaching (VLT) rooms to Zoom rooms and as part of the programme of work to support blended learning, 20 additional rooms will be added to this list. For the VLT rooms they are awaiting arrival of orders due to delivery delays. Upgrading 6 rooms and the media site appliances within will also be undertaken.

ITS will be applying for a carryover of funds which are due to expire in December 2021.

- 6.2 Studiosity – A decision has been made by the Pūrehuroatanga Steering Group to contract Studiosity to supplement existing in-house academic and writing support, and to re-launch peer assisted learning. This will be managed by the Centre for Learner Success team.

#### Actions:

1. Damian Lodge will provide further details to TLC on the support Studiosity will provide Massey University students at the November meeting.

2. Damian Lodge to organise Studiosity to provide a presentation to TLC on the services they offer and the impact on student success. February 2022.



COLLEGE OF  
HUMANITIES AND  
SOCIAL SCIENCES

### COLLEGE BOARD MEETING

Friday 16<sup>th</sup> July 2021 at 1.00pm

VIA ZOOM - <https://massey.zoom.us/j/86820159637>

Password: 435714

### MINUTES PART I

- 
1. **PRESENT:** Professor Cynthia White (Chair), Dr Robyn Andrews, Professor Andrew Brown, Associate Professor Jenny Coleman, Professor Bill Fish, Ms Andrea Flavel, Ms Kelly Hall, Professor Darrin Hodgetts, Dr Nick Holm, Associate Professor Ingrid Horrocks, Dr Karen Jillings, Dr Peter Rawlins, Associate Professor Kerry Taylor, Associate Professor Fiona Te Momo.
- APOLOGIES:** Professor Lisa Emerson, Associate Professor Jenny Poskitt, Professor Giselle Byrnes, and Tere McGonagle-Daly.
- EARLY DEPARTURE:** Professor Cynthia White (2pm), Associate Professor Kerry Taylor to Chair from 2pm.
2. **CONFIRMATION OF MINUTES:**
- Confirmation of Part I Minutes of the meeting held on Friday 18<sup>th</sup> June 2021 **HSS CB 21/06/214**
- Moved from the Chair:** That Part I minutes of the meeting held on 18<sup>th</sup> June 2021 be confirmed as a true and accurate record.
- Carried**
3. **MATTERS ARISING:**
- 3.1 Action List – July 2021
- |                                                                                                                                                                                                                              |                                                                                                                                                                                                |                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <p><b>Item 1</b> Class Qualification Representatives Guidelines<br/>16/08/19</p> <p><b>Item 2</b> Update CB Terms of Reference<br/>16/10/19</p> <p><b>Item 3</b> Participation Based Assessment Policy 2020<br/>19/03/21</p> | <p>DTL to report to College Board</p> <p>Pending decisions from AB</p> <p>DTL to strengthen and forward to College Forums for discussion.<br/>This has been discussed at MN College Forum.</p> | <p><b>On-going</b></p> <p><b>On Hold/On-going</b></p> <p><b>On-going</b></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|

Has this been forwarded for discussion to the other campus forums?

- Item 4**  
16/04/21 Report on Student Voice (Kelly Hall)  
Kelly gave a brief update of a survey conducted earlier in the year; Equity across the papers; no access to some recorded lectures. Concern with the outgoing printed resources, working with the Digital Innovation team to see what software can be put in place. For instance, it would be useful to be able to adjust play-back speed of recordings, transcripts on videos and text-to-speech. Important to note that School holidays have clashed with Semester 2 start and will also have a bearing at Semester end.
- On-going**
- Item 5**  
16/04/21 Investigate holding small functions to welcome students to November graduation ceremonies on all campuses in November.
- On-going**
- Item 6**  
21/05/21 Review of academic decision making with the University and the link to council; a document to be forwarded to all Forum Convenors for discussion at the next meetings. This was discussed at the Manawatu Forum held 17 June 2021 and, also Wellington Forum. Feedback on the briefing paper from AB and on the Terms of Reference were forwarded to Academic Board.
- Completed/Delete**
- Item 7**  
21/05/21 Review assessment patterns.
- DTL/DAP**
- This was raised in the APC Chair Report at the May College Board meeting. The Directors to provide a report of the broad issues related to invigilated exams, including assessment patterns across language courses, weightings, validity of assessments to the learning outcomes. The Director Academic Programmes has requested data to be able to audit what is in the system. Associate Professor Coleman will report back to the August meeting.
- On-going**
- Item 8**  
18/06/21 Include a new Standing Item on the Agenda – Te Tiriti Commitment  
This has now been added as a standing item to future agendas.
- Completed/Delete**
- Item 9**  
18/06/21 Academic Board Research Excellence paper for feedback to Academic Board.  
A report was finalised and forwarded to Academic Board for inclusion on the July agenda.
- Completed/Delete**
- Item 10**  
18/06/21 Review of the Terms of Reference of the Sub-Committees of Academic Board  
College Directors to prepare a report.  
A report was finalised and forwarded to Academic Board for the meeting to be held 28<sup>th</sup> July, and a copy forwarded to CB members.
- Completed/Delete**

**4. CHAIRPERSON'S REPORT – Professor Cynthia White**

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

Professor White reported on the following:

- There has been a lot of work across the University looking at the inter-relationship between Academic Board, Academic Committee, College Board, and the sub-committees of these committees. A key area is to have a more strategic focus on these committees, engaging and

aligning with the University strategy. There is a need for more two-way communication with council and other university committees to support the college.

- Partnership update

CoHSS has a joint research project with the NZ Army entitled 'Rebalancing the New Zealand Army' which explores the role of gender and diversity in the NZ Army. The team is co-led by Associate Professor Beth Greener, Massey University and Major Amy Brosnan, NZ Army with international project team members from Newcastle University and Simon Fraser University. In May the team gave a progress report on their research to the Chief of Army at Defence House; at a Governance Board meeting with the Deputy Chief of Army, BRIG Matt Weston on June 19, it was agreed that given the now evident scope and significance of the project it would be useful to have an additional MoU between the two parties. CoHSS will liaise with R&E and Toni Wilson as progress is made on this agreement.

- The University will be re-visiting the strategy, the early work on this aligns with our College. There will be other opportunities to feed into this work.

## 6. REPORT FROM DIRECTOR, ACADEMIC PROGRAMMES – Associate Professor Jenny Coleman

### 6.1 DAP Report – July 2021

Associate Professor Coleman reported on the following from the recent Academic Committee meeting with thanks to Associate Professor Jenny Poskitt who attended:

- There were discussions about specialisations and graduate certificates, initially about rationalising the numbers of qualifications the university offers, but also about whether one could specialise in a subject with only 60 credits.
- Several issues arose around cross-college communication around elective courses which are taught in one college but on a schedule for another college.
  - It should be a courtesy for course coordinator or proposers making changes to the schedules to communicate with other programmes if they are to be affected by the changes.
  - Who to contact in relation to specific courses?
  - Staff may require assistance accessing curriculum management to find out what qualifications or specialisations their courses feed into.

Associate Professor Coleman is willing to assist colleagues if they are requiring assistance in any of these areas.

- The Certificate of Proficiency was discussed, Associate Professor Coleman will bring this back to College Board after further ongoing discussion at Academic Committee. TEC are looking at raising the cap for the CoP, only 5% of EFTS can be enrolled in this qualification.
- The CUAP Proposal Postgraduate suite of proposals for the Specialist Teaching (Te Korowai Mokopuna) were approved

Associate Professor Coleman provided an update on changes within the Dean Academic's team:

- Teaching Academy - providing academic staff development in learning and teaching;
- Online Learning Environment - which focusses on building quality on-line and blended delivery environments;
- Centre for Learning Success - student learning support services;
- Office of Academic Quality, Reporting and Assurance - this combines the Office of Academic Assurance and the Student Survey Evaluation Unit;
- Curriculum Transformation Unit – the curriculum and multimedia team from the former Digital Innovation Project.

**6.2 Temporary Assessment Changes Sem 2, 2021****HSS CB 21/07/221**

Associate Professor Coleman advised this document refers to three courses that are still listed as having invigilated examinations for Semester 2, 2021. We are using the Temporary Assessment Changes form as we did last year under Covid, but also identifying whether these changes need to be formally made permanent.

College Board should expect several more amendment to come to future meetings for approval.

In particular from the School of People, Environment and Planning and School of Psychology.

An audit of invigilated exams that are still in the system is being undertaken at present.

Associate Professor Coleman noted concern that, despite messages being forwarded from the Director Teaching and Learning over the last 12 months, there are still outstanding centrally administered examinations.

**Moved:** That document HSS CB 21/07/221 be approved and forwarded to Academic Committee.

**Coleman/Taylor  
Carried**

**7. REPORT FROM CHAIR, ACADEMIC PROGRAMMES COMMITTEE – Professor Andrew Brown**

**7.1** Report from Chair, Academic Programmes Committee

**No Report**

★ **7.2** APC Minutes 31 May 2021 Part 1

**HSS CB 21/07/222****Noted****8. REPORT FROM DIRECTOR, TEACHING & LEARNING – Professor Lisa Emerson**

**8.1** DTL Report

**No Report****9. REPORT FROM CHAIR, TEACHING & LEARNING COMMITTEE – Professor Lisa Emerson**

**9.1** Report from Chair, Teaching and Learning Committee

**No Report****10. REPORT FROM RESEARCH DIRECTOR – Professor Bill Fish**

★ **10.1** Research Director's Report

**HSS CB 21/07/223**

★ **10.2** CRC Minutes 03 June 2021 Confirmed

**HSS CB 21/07/224**

Associate Professor Coleman asked for the Research Director's Report to be unstarred.

A question was raised as to what implications there would be for the College now that Cabinet has approved changes to the PBRF, and how is this being communicated to staff.

Professor Fish responded by advising that Cabinet have approved some recommendations to changes to PBRF, of which there are nine broad areas. One change which has been accepted is 'to reword the definition of research to better recognise and reward a broader range of diversity of research and to better recognise collaboration and engagement'.

This will have impact on the College, hopefully to better reflect some of the research we undertake within the College than has been recognised in the past. It is a little too early to communicate the changes to staff, as we still have to receive the 'new' definition.

The REaDI plan will not become irrelevant, this should be able to be integrated with the new PBRF plan.

A question was raised about Extended Research Leave, and a request for an update on International Travel.

There are some Sustainability talks on the three campuses next week, this may give more information on international travel. The Extended Leave policy is still in the early stages of development,

Professor Fish has asked for it to be an agenda item at the next University Research Committee to get a central view on what is happening in this space. This will be brought back to College Board in the future. CEG had a discussion this week about what research leave will look like in the near future and when borders do open how we will be able to operate. It is acknowledged how important research leave is for staff.

If members would like to bring their ideas on research leave to the next meeting, we will set aside a 10-15 minute discussion time.

**The documents were noted**

**11. TE TIRITI COMMITMENTS: (new standing item)**

Professor White reported on the following:

- Dr Margaret Forster has been working with Associate Professor Hone Morris on what a Te Tiriti Strategy might look like for the college.
- Associate Professor Hone Morris' work with Te Hā o Te Reo, a staff development programme which has seen huge uptake from within the College. From this a research project led by Dr Berardi-Wiltshire, Associate Professor Hone Morris and Dr Bortolotto looking at the meaning and significance of learning an indigenous language in the workplace.
- An article was published in Mai, the indigenous journal, on Te Reo PhDs. Massey University was the first university to produce PhDs in Te Reo.
- Professor White is looking into Te Hā o Te Reo courses for Wellington and Albany based staff. She is also looking into when the marae will be available for our Wellington Forum meetings.

An enquiry was raised about examining assignments in Te Reo and what systems we have in place. Te Pūtahi-a-Toi have assisted in the past.

**Action:** Professor Emerson, Director Teaching and Learning to advise at the next meeting.

Professor White left the meeting 1.58pm.

**12. STUDENT REPRESENTATIVES' DISCUSSION ITEMS**

Kelly advised that students would like to see a more streamlined setup for Stream pages.

**Action:** Professor Emerson, Director Teaching and Learning to advise at the next meeting.

**13. ACADEMIC PROPOSALS:  
NON-CUAP QUALIFICATION AMENDMENTS:**

**13.1** BA (Hons) Spanish **HSS CB 21/07/225**

**13.2** MA Spanish **HSS CB 21/07/226**

Associate Professor Coleman advised that the Graduating Year Review recommended the closing of these two qualifications.

**Moved:** That documents HSS CB 21/07/225 and HSS CB 21/07/226 be approved and forwarded to Academic Committee.

**Coleman/Flavel  
Carried**

**14. DOCUMENTS FOR NOTING:**

- |   |             |                                                        |                         |
|---|-------------|--------------------------------------------------------|-------------------------|
| ★ | <b>14.1</b> | Manawatu College Forum Minutes 10 March 2021 Confirmed | <b>HSS CB 21/07/227</b> |
|   | <b>14.2</b> | CQC Minutes Part 1 16 June 2021 Confirmed              | <b>HSS CB 21/07/228</b> |

Dr Holm asked for the CQC Minutes to be unstarred and raised a question regarding provisioning for Off-Shore Students. Are there any College guidelines around how we support students, any resources available or support in this space? Students have different expectations as to what is to be provided to them.

**Action:**

Professor Emerson, Director Teaching and Learning to advise at the next meeting.

Noted

**15. GENERAL BUSINESS:**

There was no general business

**16. LATE ITEMS:**

There were no late items

**Exclusion of Press and Public:**

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

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

**The Chair will note that Trish Hutton, Secretary, will be in attendance in Part II**



COLLEGE OF  
HUMANITIES AND  
SOCIAL SCIENCES

## COLLEGE BOARD MEETING

Friday 20<sup>th</sup> August 2021 at 1.00pm

### MINUTES PART I

- 
1. PRESENT: Professor Cynthia White (Chair), Dr Robyn Andrews, Professor Andrew Brown, Associate Professor Jenny Coleman, Professor Lisa Emerson, Ms Andrea Flavel, Associate Professor Ingrid Horrocks, Dr Karen Jillings, Associate Professor Jenny Poskitt, Dr Peter Rawlins, Associate Professor Kerry Taylor, Associate Professor Fiona Te Momo.
- APOLOGIES: Professor Bill Fish, Ms Kelly Hall, Professor Darrin Hodgetts, Dr Nick Holm.
2. CONFIRMATION OF MINUTES:
- Confirmation of Part I Minutes of the meeting held on Friday 16<sup>th</sup> July 2021 HSS CB 21/07/232
- Moved from the Chair: That Part I minutes of the meeting held on 16<sup>th</sup> July 2021 be confirmed as a true and accurate record.
- Carried
3. MATTERS ARISING:
- 3.1 Action List – August 2021
- Item 1 Class Qualification Representatives Guidelines On-going  
16/08/19 DTL to report to College Board
- Item 2 Update CB Terms of Reference On Hold/On-going  
16/10/19
- Item 3 Participation Based Assessment Policy 2020 Completed  
19/03/21
- The policy will be sent to CTLC for approval and then back to the next College Board meeting.
- Item 4 Report on Student Voice (Kelly Hall) On-going  
16/04/21
- Item 5 Investigate holding small functions to welcome students to November graduation ceremonies on all campuses in November.

		On-going Secretary and PVC to investigate
Item 6 21/05/21	Review of academic decision making; a document has been discussed at each of the College's Forum meetings. Feedback on the briefing paper from AB and on the Terms of Reference were forwarded to Academic Board. Incorporated into Item 2.	
		Delete
Item 7 21/05/21	Review assessment patterns.  This was raised in the APC Chair Report at the May College Board meeting. The Directors to provide a report of the broad issues related to invigilated exams, including assessment patterns across language courses, weightings, validity of assessments to the learning outcomes. The Director Academic Programmes has requested data to be able to audit what is in the system. Associate Professor Coleman will report back to the September meeting.	DTL/DAP
		On-going
Item 8 18/06/21	Academic Board Research Excellence paper (feedback to AB) A report was finalised and forwarded to Academic Board for inclusion on the July agenda. Cynthia spoke to this report later in the meeting.	
		Completed/Delete
Item 9 18/06/21	Review of the Terms of Reference of the Sub-Committees of Academic Board. A copy of the report was forwarded to CB members and AB.	
		Completed/Delete
Item 10 18/06/21	Extended Research Leave – if members would like to bring their ideas on research leave to the August meeting, a 10–15-minute discussion time will be set aside. Cynthia spoke to this item later in the meeting.	
		On-going
Item 11 16/07/21	What systems are in place for assistance with examining assignments in Te Reo. DTL to advise.	
		On-going
Item 12 16/07/21	Students would like to see more streamlined setup for Stream pages. The Digital Development team are working on this, including a university template which is being rolled out.	
		On-going/Completed?
Item 13 16/07/21	A question was raised regarding provisioning for Off-Shore students. Where to find College guidelines on supporting students, what resources and support for staff are available? There was a problem in not receiving a list of students until week 2 or 3. There were no clear University guidelines on this, so it was a matter of dealing with it on a case-by-case basis.	
		Ongoing/Completed

4. CHAIRPERSON'S REPORT – *Professor Cynthia White*

See PVC's report.

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

Professor White reported on the following:

- During the Covid lockdown period it is important to look after each other, our students, and colleagues. Cynthia plans to take a more relaxed approach to matters over the next couple of months. If we can, we will defer College Board items that are not vitally important.

We are reminded that we are in an 'Emergency Management' period, and it is a matter of prioritising matters.

Our own wellbeing and that of others is important, take care to look after each other. Liaise with your managers if you feel you need some time out.

6. REPORT FROM DIRECTOR, ACADEMIC PROGRAMMES – *Associate Professor Jenny Coleman*
- 6.1 DAP Report – July 2021 HSS CB 21/08/236  
Noted
- 6.2 CB Procedures for Managing Qualification Review Reports HSS CB 21/08/237
- 6.3 Articulation Pathway from Kiwidotcom Foundation Program HSS CB 21/08/238  
Associate Professor Coleman advise item 6.3 will be revised.  
Documents HSS CB 21/08/237 and HSS CB 21/08/238 deferred to September
- 6.4 Report on the developments in other NZ Universities from CUAP Round 2, 2021 HSS CB 21/08/239  
Noted
7. REPORT DFROM CHAIR, ACADEMIC PROGRAMMES COMMITTEE – *Professor Andrew Brown*
- 7.1 Report from Chair, Academic Programmes Committee  
There was no report
8. REPORT FROM DIRECTOR, TEACHING & LEARNING – *Professor Lisa Emerson*
- 8.1 DTL Report  
Professor Emerson advised she has been meeting each day this week with the Covid Teaching and Learning Committee and that is planned to continue for next week. The committee have compiled a set of recommendations around amelioration which will be forwarded to the Crisis Management Team (CMT). One of the issues being faced is that because all assessments have had to be deferred until 6 September, after mid-semester break, there will be pressure on getting the marking turned around and whether we can scaffold all our assessments that we currently have in place for each of our courses. Once we have CMT approval for amelioration, the next step will be to look at all our courses and whether we need to adjust the assessments.  
This appears to be the better option rather than extending the semester.
- Cynthia noted that it is not only the financial impact we need to consider but the difficulty to get extra markers or having markers extend their contracts.
9. REPORT FROM CHAIR, TEACHING & LEARNING COMMITTEE – *Professor Lisa Emerson*
- 9.1 Report from Chair, Teaching and Learning Committee HSS CB 21/08/240
- 9.2 CTLC Minutes 25 May, 2021 HSS CB 21/08/241  
Noted

10. REPORT FROM RESEARCH DIRECTOR – *Professor Bill Fish*

## 10.1 Research Director's Report

There was no report

Professor White commented on the following:

- The Research Excellence in NZ report was released yesterday, how they see it, how it works across the different funds, what the criteria is etc.  
Professor Bill Fish had submitted a response on behalf of College Board to the Academic Board's discussion paper on Research Excellence, along with the contributions from the other colleges. If anyone has anything else to add please forward comments directly to Bill Fish.
- Long Research Leave in New Zealand; it appears that it may quite a long time before the borders open, maybe up to 18 months. Even then we do not know what the consequences for travel will be. We do not want staff to put their research 'on-hold' waiting for borders to open again. Cynthia would like to hear what staff think about what long research leave in New Zealand would look like and what would be important to staff?

Comments included:

- Would resources be available for research leave in New Zealand?
- Leave should be taken formally rather than taken informally as teaching leave.
- Some staff could complete their research easily in New Zealand, writing up their research being a possible option.
- Do we need a formal process to apply for Research in New Zealand?
- This wouldn't replace long leave overseas options but that it is an opportunity in the current situation.
- Concern with staff that due to the current situation and, the sustainability plan that came out recently, that overseas travel/long leave may not go back to what it was before.
- Staff would like reassurance that overseas travel would happen in the future.
- Research in NZ with resourcing should continue long term not just because of Covid-19.

If resourcing was available, what would it be required for?

- Relocation to another New Zealand university for a period.  
This probably would not be viable because of budgetary constraints when collaboration over Zoom meetings would suffice. They could possibly spend a few days somewhere else but not long-term relocation.

Overall, there was a sense to know what the process would be for Research Leave in New Zealand, and whether resourcing would be available, this would make a difference to staff. There was understandable frustration at having to pause thoughts of extended overseas travel at this point in time, and the hope that this would be able to be picked up in the future.

Heads of Units have flexibility to assist staff, so that it doesn't have to go through a formal process. If we do reinvent a long leave policy, it must be based on a high level of trust.

Or another option could be that staff simply be asked to make individual cases for leave through their head of unit?

Any further comments can be forwarded directly to Professor Bill Fish.

## 11. TE TIRITI COMMITMENTS:

## 11.1 Mana-enhancing Communication

HSS CB 21/08/242

Professor White invited Associate Professor Te Momo to open the discussion on this document.

Fiona commented that we are quite a strong college as far as our bi-cultural approach to most things. She asked if this was something for our staff to get comfortable with and asked for feedback on the document.

Professor Emerson thought it was a very useful document which she is going to share it with the College Teaching and Learning committee as they are quite often faced with some difficult discussions. This gives the College a framework to work to which is very respectful and thoughtful.

Other comments included:

- The conversations and examples are much appreciated.
- The interpretation of the words which are broken down simply, to see how these could be integrated into our normal workplace practise.
- the relationship is important and helpful. 'Mana Enhancing behaviour' is a two-way thing, to not let yourself down, to have respect for yourself and respect for the other person.
- This makes you think a lot about the approach to meetings, in particular helping people understand the purpose of any gathering, and their roles
- It is a positively framed document that informs, guides, and clarifies expectations regarding respectful interpersonal communications. It also uplifts the status of te ao Māori in underpinning university processes.

What do we do with the document now?

The draft of the University strategic plan will also highlight the treaty conversations this document may be useful to read alongside the strategy document. It would also be good to discuss through the Forums but also circulated across the College.

Professor White will include it document HSS CB 21/08/242 with her weekly video post to the College.

## 12. STUDENT REPRESENTATIVES' DISCUSSION ITEMS

Kelly forwarded a message to be read out at College Board.

Kelly would like to thank the University and all its staff for their support and understanding at this time. I hope you and those in your bubble are well.

She has already addressed one specific paper with Lisa Emerson, but there have been a few course coordinators trying to insist that students continue with course work (including scheduled zoom classes) and submit assignments this week. The numbers are small, and while she understands the inconvenience of halting work and that some tutors are trying to create normalcy for students, it is quite distressing for many.

Professor White noted that it is very important that there was no teaching this week. If staff feel they can proceed with classes, it reflects on other staff who possibly cannot continue as normal. We need to show solidarity with one another.

Lisa advised that Andrew Rowatt is running a report at the end of each day checking whether assessments have changed or not. As of last evening, six courses are still showing assignments being due today, Lisa is following this up. It maybe that course coordinators are not updating information in the Drop Box on the Stream sites. Lisa has been working with Hou's.

13. ACADEMIC PROPOSALS:  
NON-CUAP QUALIFICATION AMENDMENTS:
- |      |                                                |                  |
|------|------------------------------------------------|------------------|
| 13.1 | Diploma in Arts (Theatre Studies)              | HSS CB 21/08/243 |
| 13.2 | Graduate Certificate in Arts (Theatre Studies) | HSS CB 21/08/244 |
| 13.3 | Graduate Diploma in Arts (Theatre Studies)     | HSS CB 21/08/245 |

Associate Professor Coleman advised that the Graduating Year Review recommended the closing of these three qualifications to new enrolments. Theatre Studies will still be available as a minor.

Moved: That documents HSS CB 21/08/243 to HSS CB 21/08/245 be approved and forwarded to Academic Committee.

Coleman/Te Momo  
Carried

14. DOCUMENTS FOR DISCUSSION:
- |      |                                                                                |                  |
|------|--------------------------------------------------------------------------------|------------------|
| 14.1 | Cross-College Elective Course Communication<br>Deferred to September meeting.  | HSS CB 21/08/246 |
| 14.2 | Research Excellence – Feedback from College Boards<br>Discussed under Item 10. | HSS CB 21/08/247 |

15. DOCUMENTS FOR NOTING:
- |      |                                                                              |                  |
|------|------------------------------------------------------------------------------|------------------|
| 15.1 | CDSS 2021 Prize for Excellence in Defence-Security Studies regs<br>(revised) | HSS CB 21/08/248 |
| 15.2 | CDSS 2021 Undergrad 200 level prize regs (revised)                           | HSS CB 21/08/249 |
| 15.3 | CDSS 2021 Undergrad 200 level prize regs (revised)                           | HSS CB 21/08/250 |
| 15.4 | CDSS 2021 Undergrad 300 level prize regs (revised)                           | HSS CB 21/08/251 |
| 15.5 | Wellington Forum Minutes and Regional Director's Report                      | HSS CB 21/08/252 |

The documents were noted

16. GENERAL BUSINESS:
- There was no general business

17. LATE ITEMS:
- Draft University Strategic Plan HSS CB 21/08/254
- The Draft document is asking if this is the framework we want to be working under. It is based around Te Tiriti as an overarching concept, the three Pou (Research, Teaching and Learning and People), Cross-cutting Themes (Enterprise, Sustainability, Partnerships, International).

Professor White suggested calling staff together across the College to discuss the Strategic Plan as a separate item to the regular College Forums. She advised the members that this was a draft document and envisaged a few months of consultation before the Strategic Plan would be approved.

Exclusion of Press and Public:

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

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

The Chair will note that Trish Hutton, Secretary, will be in attendance in Part II

CONFIRMED



COLLEGE OF  
HUMANITIES AND  
SOCIAL SCIENCES

## COLLEGE BOARD MEETING

Friday 15<sup>th</sup> October 2021 at 1.00pm

### MINUTES PART I

1. PRESENT: Professor Cynthia White (Chair), Dr Robyn Andrews, Professor Andrew Brown, Associate Professor Jenny Coleman, Professor Lisa Emerson, Ms Andrea Flavel, Professor Darrin Hodgetts, Dr Nick Holm Dr Karen Jillings, Associate Professor Jenny Poskitt, Dr Peter Rawlins, Associate Professor Kerry Taylor, Associate Professor Fiona Te Momo.

APOLOGIES: Ms Kelly Hall, Associate Professor Ingrid Horrocks,

IN ATTENDANCE: Tere McGonagle-Daly and Professor Giselle Byrnes - Pūrehuroatanga updates)

2. CONFIRMATION OF MINUTES:

Confirmation of Part I Minutes of the meeting held on Friday 20<sup>th</sup> August 2021 HSS CB 21/08/256

Moved from the Chair: That Part I minutes of the meeting held on 20<sup>th</sup> August 2021 be confirmed as a true and accurate record.

Carried

3. MATTERS ARISING:

3.1 Action List – October 2021

Item 1 Class Qualification Representatives Guidelines

16/08/19

On-going

DTL to discuss at the next College Teaching and Learning meeting then to College Board

Item 2 Update CB Terms of Reference

16/10/19

Delete

This item on agenda for discussion today. The ToR for subcommittees will follow on from these. It is noted that College Boards should align their ToR with other colleges.

Item 3 Student Representative Kelly Hall to provide a report on Student Voice/Views to College Board.

19/03/21

On-going

Item 4 Investigate having small College functions to welcome students to the November graduation ceremonies on all campuses.

16/04/21

Graduation for November has been cancelled, retain as an important priority.

Delete

Item 5 Review assessment patterns

16/04/21

The Director Academic Programmes has written a first draft, now with DTL for review.

		Ongoing
Item 6 21/05/21	Update due November. Extended Research Leave – members are invited to put forward their thoughts on research leave which has been opened-up for leave in New Zealand only at present. To be discussed in PVC's report.	Delete
Item 7 21/05/21	Examining assignments in Te Reo. We need to have College Office staff capable of assisting with these types of matters. We would need to decide carefully how we work with that person, what areas, and what would the reciprocal value be for that person. This is a key priority item for the College. DTL advised this is on the T&L agenda next week as it is becoming an issue for all colleges. DTL will report back.	Delete
Item 8 18/06/21	Students would like to see a more streamlined setup for Stream pages. DTL advised this has been completed. University template is available for all Stream sites. The College is looking at a digitalisation transformation process, it is felt the College is ahead of the rest of the university in managing this.	Delete
Item 9 18/06/21	Provisioning for Off-Shore students. Where to find College guidelines on supporting students, what resources and support for staff are available? The PVC advised that a staff member of BASE+ will have responsibility for looking after offshore/international students.	Delete

*Standing Items:*

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

Professor White reported on the following:

- CEG Planning day was held recently, there are several key directions we should be moving in as a college given the world we are in at present. People will feel like we are in a 'holding pattern', so we need to be able to adapt and work with the situation we are in. At a recent Marsden Fund Council meeting there were several views that thought we would possibly not be travelling in 2022 and maybe even 2023.
  - College Board members were asked to reflect on, if this is the new normal, what does a rich, valuable, high quality on-campus experience look like for both staff and students? What would be a meaningful experience for our students to come together on campus, what do our campuses need to look like?
  - TEC have advised there will be no extra funding for extra EFTs. We need to think about how do we get more value from what we do and where do we find new value? For example - do we need to look at Professional Development for working professionals where we can add value to New Zealand Society? Student Success is another area.
  - Partnerships - we need to get more value from our partnerships and to build our reputation into being a good partner so that it is rewarding for both parties.
  - The College International Business Manager role has been disestablished for several reasons. The advent of Kaplan, who are now doing all the recruitment for Massey, the University has invested in the centre for international business, and Covid has had a huge

impact. Most international students who take our courses are generally enrolled in programmes from other colleges.

There is a new College position currently being advertised to engage someone to develop business partnerships. We need to transform what we are doing and get more value out of what we do.

- Wellbeing and lightening the load; we need to look at whether we need to do things 'now'. The PVC is very aware that staff, while teaching and trying to keep up with their research, are feeling very stretched.
- At the start of the year the Provost office decided to lighten the load with the number of committee meetings, the moratorium for curricular changes was also put in place. This has meant our committee schedule has not moved forward as it would normally have done. The PVC has asked Associate Professor Jenny Coleman, Director Academic Programmes to assist in making sure that any consultation process is lined up so that the flow of information goes through in a timely manner. The College's College Executive Group will need to assist with operational and strategic items.

Comments:

What do we mean by success as a university, especially if we are being serious about being Tiriti led? We probably need to look more broadly at what success means with the social relationship side. This aligns with what Massey is known for, and what we are striving to do with our partnerships, while respecting our alumni and the history of Massey, particularly the contributions from our Māori staff and students but also pakeha. Broaden what we mean by success when we are looking at quality and not so much volume.

A question arose around the no funding for growth issue and what this means. Is this across the university sector or just at Massey.

It is the TEC funding cap, if we go over the cap, we only receive domestic funding, not the SAC (Student Achievement Component), so we are penalised.

We need to build quality into what we offer and continue to improve the quality of the programmes Massey is different to other universities where we do not select students, we are open to all.

The government is saying we cannot grow but we must make room for the high value programmes.

## 5.1 College Boards proposed revised Terms of Reference

HSS CB 21/10/273

The document was introduced for discussion and the Chair made some introductory comments:

- All colleges are to align their Terms of Reference, although there will be a difference in membership.
- An attempt to improve the communication between Academic Board and Council.  
Looking at how College Board interfaces with the College and the flows of information.
- There is nothing substantially different as far as the constitution and the purpose, but there is a greater emphasis on our commitment to Te Tiriti and providing advice to Academic Board.  
The key area of changes is in the membership.  
College Board may wish to think about the implementation of some of the changes and introduce these in a separate document.

Discussion:

- Suggest it is important to have Elected Academic reps.  
Change wording in line with other colleges to -: elected academic staff representatives (one from each unit).
- The ToR seem to have reduced elected membership.

- College Forum convenors not included in the new list of representatives.  
It is important to have reports from the various forums to College Board and visa-versa.
- Important to have information flow from the other campuses.
- There was concern that the way in which the membership is currently drafted does not allow for an avenue to engage in the Pre-degree pathway delivered through PaCE (representative).
- We need to think about how information is forwarded and received.
  
- Election & appointments
  - Do we look at who we co-opt.
  - If we have members on as ex-officio members should they be ongoing roles, or should they be co-opted roles?
  - Voices from other campuses are important.
  - Professor elected by college staff; should this be a professor elected by the College professoriate.  
This would mean initialising professoriate meetings which would feed into College Board.
  - Specify academic unit representatives.
  - All ex officio appointments need to think about role and expectations.
  - Ensure all titles are correct and consistent.
  - Note the shift in total members more towards another version of CEG.  
The focus of CB business is quite different from CEG, which is more the business side of the college.
  - Suggest keeping Heads of Academic Units on College Board (they are aware of issues, and can follow through and report back to units, they have accountability for programmes etc).
  - Support Professor being elected by college staff.
  - Support Forum representation.
  - Support ECR representatives.
  - Student reps - aspirational but may include PG students
  - The document does not say what the committees of the board are. The ToR needs to specify the position and the committee.
  - No mention of diversity – gender balance.
  - Document requires an overarching balance of how we constitute the membership.

The Chair asked for a group to meet early next week and bring this together:

Associate Professor Jenny Poskitt  
 Associate Professor Jenny Coleman  
 Associate Professor Fiona Te Momo  
 Associate Professor Kerry Taylor  
 Dr Nick Holm  
 Dr Peter Lineham

#### Pūrehuroatanga updates

Tere McGonagle and Professor Giselle Byrnes

Provided an update to College Board on Pūrehuroatanga – student success and retention at Massey University. They both thanked the members who are contributing to this project, they have taken on feedback and now provide the latest update.

Professor Byrnes acknowledged the work of the College, particularly supporting distance students. The Power Point is provided as an attachment.

Questions included:

Have you considered lengthening the date for enrolling in another course? No this has not been changed mainly due to where assessments are at.

Code of Practice – could an outline be provided of what that will involve. This is quite extensive and would require another meeting to cover everything.

The early intervention on the MPEs – was that a one-off? This is something that they will build into standard BAU practices.

The presenters were asked if they would deliver this presentation to the three College Forums who would appreciate this being delivered to staff.

Professor Emerson and associate Professor Te Momo offered congratulations for all the work that has been undertaken with this project, it is really appreciated by the College.

Professor Byrnes acknowledged and appreciated the comments for the project which has been a whole of university effort. Professor Byrnes also acknowledged the work the College has undertaken particularly supporting distance students. She also sincerely thanked everyone for the tough time everyone is going through now and in particular our colleagues in Auckland.

## 6. REPORT FROM DIRECTOR, ACADEMIC PROGRAMMES – *Associate Professor Jenny Coleman*

6.1 DAP Report – September 2021

Verbal Report

Verbal report from AC

- 1) CUAP Proposal PGDip Specialist Teaching (Te Korowai Mokopuna) has been signed off.
- 2) Working Group for preparing the TEAL – response report will be on College Board November agenda.
- 3) Submissions to the Arts Qualification Review – a very good response from students, 22 students have requested to meet with the panel and about 9 submissions from staff.
- 4) The discussion around Specialisations in the Graduate Certificate in Arts. The committee was respectful that these have an important role in our college, but a lot are undersubscribed or not subscribed at all. We may have to look at these as far as low enrolments but overall, there was support on an ongoing basis.
- 5) CUAP is under review; comments on role and function submission will be forwarded by the University. Any comments can be forwarded to Associate Professor Coleman.

Ms Flavel raised a question on the discussions on the Academic Progress Regulations and what the process will look like. Professor Emerson advised it will be a simpler system. The students will get a flag if there is a problem with their completion, once they get three flags it goes to Short-term Exclusion, but they will get a lot more support around them once they receive a flag.

6.2 CB Procedures for Managing Qualification Review Reports

HSS CB 21/08/237

Associate Professor Coleman introduced the document to update some minor terminology changes, to bring this in line with what we have been doing.

Moved: That the revised procedure to be approved.

Coleman/Te Momo  
Carried

In response to a question regarding succession planning for new staff members and guiding exemplars, it was clarified that the Director Academic Programmes meets with Working Group Convenors to provide

an induction to the process and provides examples of relevant reports. It was noted that the process was not overly bureaucratic and there is good collegial college support.

6.3 Articulation Pathway from Kiwidotcom Foundation Program HSS CB 21/08/238  
Rev 1

Associate Professor Coleman introduced the document.

This request is from a private training establishment to use their Foundation Programme as entry into our BA. The document outlines the academic issues that need to be considered by the Board. The recommendation of the Director Academic Programmes and the Director PaCE is that we do not proceed for the reasons outlined in the document. It was noted that Massey Business School have already signed an articulation agreement into their Bachelor of Business and that Kiwidotcom were already advertising that their courses could lead to the BA.

Recommendation: That College Board does not approve an articulation agreement with Kiwidotcom.  
Coleman/Flavel  
Carried

7. REPORT FROM CHAIR, ACADEMIC PROGRAMMES COMMITTEE – *Professor Andrew Brown*
- 7.1 Report from Chair, Academic Programmes Committee
- 7.2 APC Minutes
- Nothing to report
8. REPORT FROM DIRECTOR, TEACHING & LEARNING – *Professor Lisa Emerson*
- 8.1 DTL Report
- See Late Item
9. REPORT FROM CHAIR, TEACHING & LEARNING COMMITTEE – *Professor Lisa Emerson*
- 9.1 Report from Chair, Teaching and Learning Committee
- 9.2 CTLC Minutes
- Nothing to report
10. REPORT FROM RESEARCH DIRECTOR – *Professor Bill Fish*
- 10.1 Research Director's Report
- HSS CB 21/10/260  
Noted
11. TE TIRITI COMMITMENTS:
- 11.1 Alison Jones reflects, as pakehā, on the process of learning te reo. HSS CB 21/10/261
- Reflections on the document included:
- The document notes that if you are taking on another language it is important to respect it and the culture.
  - Taking a back seat, paddling behind rather than at the front.
  - Taking our lead from Māori paddlers, we need Māori at the bow, the stern and at the hull (body), this could be prioritising appointments of Māori across the university, representation across college committees. If we really want to be transformative, we need structural change.
  - It must be an individual responsibility to learn the language.
  - We are reminded of the value of humility and owning up to your weaknesses, how would the university be different if we took on these values.

- We need to be aware of the danger of garnishing the strategy. For example, the University Stream template has just been released which included Te Reo into the headings without too much consultation or thought about what that may mean for how we might package the learning or conduct it.
- We need to think about our stance towards people and the language.

Any contributions to this section for future meetings can be forwarded to the Chair.

12. STUDENT REPRESENTATIVE'S DISCUSSION ITEMS No Items for discussion.

13. ACADEMIC PROPOSALS:

13.1 Changes to Semester 2, 2021 Assessments HSS CB 21/10/262

The changes to Semester 2, 2021 assessments were in response to the Covid lockdown and wanting to lighten the load for both students and staff.

Noted

13.2 Short Course Micro Credentials Application Form RRLDP Part 1 HSS CB 21/10/263

13.3 Short Course Micro Credentials Application Form RRLDP Part 2 HSS CB 21/10/264

Associate Professor Coleman introduced the two documents. These are based on short courses that the Joint Centre for Disaster Research have been offering around response and recovery leadership and the value to the sector of combining these and putting them into a Micro Credential. There are two Micro Credentials proposed: one at intermediate level and the other at an Advanced level.

There is the potential for these to be used as a pathway to study in a formal qualification

(i.e., BA minor in Emergency Management) although this is not part of the current proposal..

The Intermediate level is a self-paced online programme, the Advanced level includes a 5 day Face-to-Face contact course at different locations around New Zealand.

Discussion:

HSS CB 21/10/264 Page 4 seek clarification of what is meant by 'competent grades'.

HSS CB 21/10/263 Page 4 why obtain at least 51% in final assessment, it would normally be 50%.

Ms Flavel noted there are several technical issues that should be amended before forwarding to Academic Committee. Associate Professor Coleman and Ms Flavel to make amendments.

Moved: That College Board approves the documents and forwards to Academic Committee for noting with minor amendments.

Coleman/Taylor  
Carried

13.4 Course Retirement 249284 Introduction to Equity and Inclusion in Education HSS CB 21/10/265

13.5 Course Retirement 254210 Historical Perspectives on Education HSS CB 21/10/266

Moved: That documents HSS CB 21/10/265 and HSS CB 21/10/266 be approved and forwarded to Academic Committee for approval.

Rawlins/Poskitt  
Carried

14. CROSS-COLLEGE ELECTIVE COURSE COMMUNICATION HSS CB 21/08/246

Associate Professor Jenny Coleman introduced the document which was discussed and approved at Academic Committee this week.

This document

will be added to our other College procedures of Cross College Communications on the College SharePoint site.

The document is noted.

Discussion:

Has any consideration been given to when there is a conflict of interest, and how issues would be resolved?

No progress has been made yet on resolving issues, this is a work in progress.

15. DOCUMENTS FOR NOTING:

15.1	College Research Committee Minutes 8 July 2021	HSS CB 21/10/267
15.2	College Research Committee Minutes 12 August 2021	HSS CB 21/10/268
15.3	Albany College Forum Minutes 12 May 2021	HSS CB 21/10/269
15.4	Manawatū College Forum Minutes 17 June 2021	HSS CB 21/10/270
15.5	Wellington College Forum Minutes 22 September 2021	HSS CB 21/10/271

Documents HSS CB 21/10/267 to HSS CB 221/10/271 were noted

15. GENERAL BUSINESS:

There was no General Business

16. LATE ITEMS:

Professor Emerson provided a verbal report:

- The University Teaching and Learning Committee and the College Teaching and Learning Committee have not met since the beginning of lockdown.
- The Covid Teaching and Learning group is meeting three times a week at present. Two items being discussed are:
  1. Planning for S1, 2022 (as we may be under Covid restrictions)
  2. There are concerns about workload in early December regarding finalising final grades, and the completion of all the aegrotats and impaired performance administration. before the University closes on the 10<sup>th</sup> December.

Professor Emerson wanted to remind everyone of the amelioration process in the College, to encourage our students to apply for aegrotats or impaired performance, or to ask for long extensions.

Professor Emerson will be available if anyone requires assistance with these processes.

There will be some flexibility with Final Grades; a communication will be forwarded to the College by the end of next week.

The Assessment and Moderation committee along with administration staff will meet to discuss a clear process which will also be communicated to the College.

Exclusion of Press and Public:

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

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

The Chair will note that Trish Hutton, Secretary, will be in attendance in Part II



University Research Committee  
Minutes of the meeting of the University Research Committee held on Thursday 28 October 2021  
held via Zoom at 2:00pm.

### MINUTES – Part I [Public]

PRESENT: Giselle Byrnes (Chair), Tracy Riley (Deputy Chair), Rodney Adank, Jonathan Elms, Ian Laird, Jason Mika, Linda Palmer, Matt Roskruge, Regina Scheyvens, Viv Smith, Suzanne Wilkinson.

In attendance: Marise Murrie, Snow Wang, Jo Whittle.

#### 1. APOLOGIES

Apologies were received from Bill Fish and Oli Wilson.

The Chair welcomed to the meeting Rodney Adank, alternate for Oli Wilson.

The meeting opened with a karakia offered by the Chair.

#### 2. CONFIRMATION OF Part I MINUTES OF MEETING HELD – 23 September 2021 (URC 21/113)

Resolved that the minutes of the last meeting be adopted as a true and correct record. (All)

#### 3. ACTION ITEMS AND MATTERS ARISING

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
1	Giselle Byrnes	Follow up on the outcomes of Huia Jahnke's Strategic Investment Fund Fellowship: Research for Māori by Māori.	Giselle Byrnes	Open
2	Giselle Byrnes	Provide additional feedback on the proposed research website architecture to Jo Whittle.	URC members	Completed
3	Giselle Byrnes	Convey URC feedback on proposed research website architecture and design to Tere McGonagle-Daly as SLT lead for the web replacement project.	Giselle Byrnes	Completed
4	Giselle Byrnes	Liaise with Giselle Byrnes on ways to encourage and facilitate the engagement of early career researchers with the review of the Massey University Strategy.	Matt Roskruge	Completed
5	Giselle Byrnes	Brief URC on the Red Dot Design Ranking.	Oli Wilson	Completed

Action item 2: The Chair has conveyed URC feedback on the proposed research website architecture to Tere McGonagle-Daly, SLT lead for the web replacement project, and met with Scott McLachlan, Digital Content Manager, Kim Finlayson, Project Management Team Leader, and members of the Springload team. In order to maintain momentum on the research website replacement, the chair has approved an amended IA for the project, noting a relatively narrow range of changes that addressed the committee's main concerns was agreed to in order to 'go live' in early 2022. Additional content will be developed over the coming year including video clips and researcher profiles. Springload planned to contact research subject matter experts around the University to seek advice on web content, and it was acknowledged that, given the time of the year, there is a risk that many staff may be unable to respond at short notice.

Action item 6: The URC Sustainable Development Goals (SDG) working group, chaired by Regina Scheyvens, was exploring ways to raise awareness among researchers about the SDGs and how these could be used to frame their research and increase research impact. The group plans to offer a workshop for staff on the SDGs in 2022, and it was noted that this would complement the REaDI programme of activities and resource development for the coming year. Snow Wang was compiling data from Scopus on research at Massey that aligns with the SDGs. A number of colleges were in the process of mapping research areas against SDGs as part of the data coming out of the Research Enhancement and Development Initiative (REaDI). A further meeting of the working group will be held before the end of the year.

The URC subcommittee to explore strategies for Māori research, chaired by Huia Jahnke, was planning to hold a hui in November to discuss Māori research priorities, and any URC members interested in participating were welcome to attend.

#### 4. STRATEGIC DISCUSSION

The draft Massey University Strategy 2022-2027 was open for consultation. Once the new strategy has been confirmed by Council (to be discussed in December), the Research Strategy He Rautaki Rangahau and the Ranking Strategy would need to be reviewed to align with the University Strategy.

*Action: URC to devise a plan for the review of the Research Strategy He Rautaki Rangahau and Ranking Strategy, at the next meeting.*

#### 5. RESEARCH OPERATIONS MONTHLY REPORT (URC 21/114)

Noted. Members observed recent Massey successes in the first stage of the Rutherford Discovery Fellowships and other large government funds, with an increasing proportion of researchers being 'long listed' for consideration at the second stages of these funds. There were a number of international funding opportunities advertised during the last month, however, as the timeframe for completing applications was often very short, realistically only researchers who already had well-developed proposals could apply. The committee thanked Viv Smith for a useful and informative report.

#### 6. GRADUATE RESEARCH SCHOOL & ETHICS MONTHLY REPORT (URC 21/115)

Noted. Members highlighted the release of Guidelines for Oral Examinations for Doctoral Theses in Māori Settings, to support the aspirations of Māori doctoral students. Development

of the guidelines was led by Dr Bevan Erueti and Dr Pania Te Maro, with support and guidance from Māori staff and students. Massey doctoral student Muhammed Rehan, winner of Massey's 2020 3 Minute Thesis competition, recently won both first prize and people's choice in the Falling Walls Lab New Zealand award category at the National Science Communication competition hosted by the Royal Society Te Apārangi.

Support continued to be offered to doctoral and master's students effected by COVID-19 restrictions. Many students were fatigued and some were facing financial hardship as well as impacts on their research. Committee members acknowledged the excellent and ongoing support being offered to their students by supervisors, particularly those based in Auckland. It was noted that, while there was a coordinated approach to support available to doctoral students, there was no single approach across the University to support the other cohorts of postgraduate research students, and that this was an area for improvement that URC was keen to explore.

## 7. ITEMS FOR DISCUSSION AND APPROVAL

### 7.1. Massey University Globalisation Framework (URC 21/116)

The Chair welcomed Chris Carey, Executive Director, Global Engagement, to the meeting, to present the draft Globalisation Framework. The framework sets out a refreshed set of global engagement priorities for Massey, and is expected to be approved in 2022. It proposes a series of key objectives including growing Massey's external research reach and reputation by establishing mutually beneficial international partnerships. There is a budget of \$200,000 to support international research and increase the global visibility of Massey's capabilities and expertise. The committee supported the general approach taken in the document, and noted the following points:

- Globalisation and international partnerships were a priority for many different groups across the University and it was important to ensure that their priorities and approaches were well aligned.
- The framework needed to respond to the impacts that COVID-19 had on international education and also the implications of the government's prioritisation of 'high value' international students.
- The government was likely to continue to support international doctoral research students coming into New Zealand, so it was important to include the research student perspective in the framework.
- There was a need to understand the current rate and range of international research collaborations as a basis for setting any future targets.
- The framework should engage in more depth with Māori research priorities and ambitions, and with the potential offered by high value students from countries with strong indigenous communities.
- Massey's goals around engagement with Pacific nations and peoples needed to be addressed in the framework.
- The framework would need to address the issue of protective security requirements and the need to balance academic freedom and support for internationalisation with risks to New Zealand's national interests. Giselle Byrnes offered to help with this aspect.

Members were invited to provide any additional feedback they may have directly to Chris Carey.

- 7.2 Introduction to Red Dot Design Ranking (Verbal item)  
Rodney Adank, College of Creative Arts, gave a presentation to the committee on the Red Dot Design Ranking, which tracks and measures the success of companies and institutions in producing exciting new design concepts over a period of time. The College of Creative Arts has been very successful in this ranking, and as at October 2021 was ranked third among universities in the Asia Pacific region. With some additional investment the University could expect even better results. The benefits of engaging with this ranking included increased opportunities for international collaborations, market validation of research outputs through product commercialisation, attraction of international students, and opportunities to showcase Massey innovation and design excellence on the world stage. The committee agreed that the value of engaging in this ranking needed to be more widely appreciated across the University.

*Action: Giselle Byrnes and Snow Wang to consider options for supporting the University's engagement with the Red Dot Design Ranking.*

- 7.3 PBRF Sector Reference Group consultation paper (URC 21/118)  
Noted. Submissions on this, the first consultation paper from the Sector Reference Group preparing for the 2025 Quality Evaluation, close on 5 November. Members were asked to provide any feedback for inclusion in the Massey University's submission to Mel Barnes by 1 November.
- 7.4 Research rankings (Verbal item)  
Snow Wang thanked members for their support in collating the contact list for the QS Employer Survey. Work was now underway on preparing data for the THE Impact Ranking.

## 8. ITEMS FOR NOTING

- 8.1 URC meeting dates for 2022 (URC 21/119)  
Noted.
- 8.2 Academic Committee Minutes September 2021 Part I (URC 21/120)  
Noted.
- 8.3 Doctoral Research Committee Minutes August 2021 (URC 21/121)  
Noted.

## 9. GENERAL BUSINESS

Many researchers who had been awarded internal research funding for 2021 were unable to progress their projects due to the impacts of the COVID-19 restrictions, resulting in a significant under-spend of these funds this year. The Senior Leadership Team (SLT) discussed the option of extending the deadline for completion of these projects, and the associated funding, to the end of 2022. While very sympathetic to the situation, granting the extension would have

significant budget implications next year and, for this reason, the SLT had requested more detailed information on the proportion of funding likely to be required in 2022 before making a final decision at its meeting in early November.

The Ministry of Business, Innovation and Employment (MBIE) has released decisions on applications to its Equity, Diversity and Inclusion Capability Fund. Led by Universities New Zealand, the eight universities submitted a collaborative application to this fund for 'Piki Ake', a programme aimed at redesigning the pathway of, and trajectory for, Māori researchers to achieve 15% Māori representation in the university research workforce by 2030. The application was successful, but at 50% of the proposed budget, and discussions with MBIE were underway to help determine how to scale the project back to achieve the core objectives of the programme within the reduced budget.

Jonathan Elms and Suzanne Wilkinson were appointed to represent URC on the University Equipment Advisory Group. This Group provides advice to the DVC University Services on the purchase, management and disposal of University teaching, learning and research equipment.

MEETING CLOSED AT 4:00 pm.

THE NEXT MEETING WILL BE HELD ON Thursday 25 November 2021.

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**ACTION POINTS**  
(To be carried over until completion)

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
1	Giselle Byrnes	URC to devise a plan for the review of the Research Strategy He Rautaki Rangahau and Ranking Strategy to align with the new Massey University Strategy.	URC	November 2021
2	Giselle Byrnes	Consider options for supporting the University's engagement with the Red Dot Design Ranking.	Giselle Byrnes and Snow Wang	February 2022
3	Giselle Byrnes	Follow up on the outcomes of Huia Jahnke's Strategic Investment Fund Fellowship: Research for Māori by Māori.	Giselle Byrnes	Open

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