

# Academic Board Agenda Part I

Wednesday 27<sup>th</sup> April 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	Karakia Timatanga/Mihi Whakatau/Welcome	1.30pm	-		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 16 March 2022 – Part I		(Decision)	Chair	AB22/04/61	3-10
1.6	Matters Arising		(Info)	Chair		
1.7	Action Schedule - Part I		(Info)	Chair	AB22/04/62	11-12
1.8	Academic Board Work Plan 2022 - Part I		(Info)	Chair	AB22/04/63	13
STRATEGIC UPDATES						
2.1	Chair's Report – Part I Meeting Protocols	1.35-1.45	(Info)	Chair	AB22/04/64	14
2.2	Vice-Chancellor's Report – Part I	1.45-1.55	(Info)	Vice-Chancellor	AB22/04/65	15-19
2.3	Provost Report	1.55-2.05		Provost	Verbal	
2.4	Student Report	2.05-2.10			Verbal	
ACADEMIC PROGRAMMES						
3.1	Research Excellence Paper NB: Hyperlinks to Appendices are provided within 'Contents' section	2.10-2.25		Provost	AB22/04/66	20-39
3.2	CUAP Proposal Summary Report NB: Hyperlinks to CUAP documentation are provided within summary	2.25-2.35	(Decision)	Provost	AB22/04/71	40

## PAPERS FOR NOTING ★

4.1★	College of Sciences College Board Minutes January 2022 Part I		(Info)		AB22/04/82	41
4.2★	College of Sciences College Board Minutes 17 February 2022 Part I		(Info)		AB22/04/83	42-47
4.3★	College of Business College Board Minutes 15 February 2022 Part I		(Info)		AB22/04/84	48-56
4.4★	College of Creative Arts College Board Minutes 19 November 2021 Part I		(Info)		AB22/04/85	57-63
4.5★	College of Creative Arts College Board Minutes 19 January 2022 Part I		(Info)		AB22/04/86	64-67
4.6★	College of Creative Arts College Board Minutes 18 February 2022 Part I		(Info)		AB22/04/87	68-72
4.7★	College of Humanities and Social Sciences College Board Minutes 18 February 2022 Part I		(Info)		AB22/04/88	73-80
4.8★	University Research Committee Minutes 24 February 2022 Part I		(Info)		AB22/04/89	81-86
4.9★	Academic Committee Minutes 8 February 2022 Part I		(Info)		AB22/04/90	87-95
4.10★	Academic Committee Minutes 8 March 2022 Part I		(Info)		AB22/04/91	96-104
EXCLUSION OF PUBLIC						
5.1	Public Exclusion Resolution	2.35	(Decision)	Chair	Verbal	----



MASSEY UNIVERSITY COUNCIL

MINUTES OF THE ACADEMIC BOARD

HELD VIA VIDEOCONFERENCE

on

WEDNESDAY 16<sup>th</sup> March 2022 AT 1.30 PM

PART I

PRESENT: Associate Professor Claire Matthews (Chair), Vice-Chancellor Professor Jan Thomas, Provost Professor Giselle Byrnes, Marla Beissel, Professor Barry Borman, Dr Maria Borovnik, Professor Dianne Brunton, Jacalyn Clare, Associate Professor Jenny Coleman, Professor Stephen Croucher, Associate Professor Jo Cullinane, Professor Chris Cunningham, Professor Meihana Durie, Professor Ray Geor, Professor Simon Hall, Professor Tasa Havea, Professor Huia Jahnke, Professor Stephen Kelly, Fiona Lu, Angus McClay, Professor Jill McCutcheon, Tere McGonagle-Daly, Professor Jane Parker, Professor Margaret Petty, Distinguished Professor Peter Schwerdtfeger, Professor Nicolette Sheridan, Associate Professor Fiona Te Momo, Professor Carol Wham, Professor Cynthia White, Associate Professor Oli Wilson and Professor Georg Zellmer.

IN ATTENDANCE: Alistair Davis, Council Member  
Jean Jacoby, Director of Education Futures  
Jodie Banner, Director of Governance and Assurance  
Christabelle Marshall, Academic Board Secretary

## 1. PROCEDURAL MATTERS

### 1.1 Introduction

The Chair noted that the meeting was quorate.

### 1.2 Karakia Timatanga

DVC Māori Professor Meihana Durie spoke to the practice of karakia, confirming that Academic Board will be provided a set of guidelines for the use of karakia and an opportunity to discuss the tikanga of karakia outside of Academic Board.

Professor Durie suggested that the use of karakia at Academic Board be postponed until all members of the Board had been able to participate with the guidelines and engage in korero

around the tikanga of karakia. This suggestion was proposed to ensure that all Board members are familiar with the process of karakia and the meaning and tikanga behind this practice.

DVC Māori, Professor Meihana Durie began the meeting by reciting a karakia timatanga.

*Action: DVC Māori Office to provide the Board with guidelines and opportunities for korero around the practice of karakia prior to the next Academic Board meeting.*

### 1.3 Apologies

Apologies were noted and accepted by the Board as follows:

For absence: Professor Lisa Emerson, Professor Julieanna Preston and Professor Rebecca Sinclair.

For early departure: Professor Carol Wham

### 1.4 Declaration of Interests/ Register of Interest

No conflicts of interest were declared for the meeting.

### 1.5 Confirmation of Minutes - Part I – 16 March 2022

AB22/03/33

#### RESOLVED:

(Cullinane/Jahnke)

THAT the Part I Minutes of the meeting held on 16<sup>th</sup> March 2022 be confirmed as a true and correct record.

CARRIED

### 1.6 Matters Arising

There were no matters arising and no items were unstarred.

#### International Travel Protocols

AB22/03/34

\*NB: Massey University COVID Specific International Travel Protocols have been added as a hyperlink on the Travel Procedures Document

The Chair introduced this item and welcomed Professor Zellmer to further address concerns that had been identified regarding this document.

Concern was raised by the Board regarding the following:

- Varied interpretations of this document across Colleges within the University.
- The document is not up for review until June.
- Staff had expressed concern regarding perceptions of this document being restrictive to increase the Universities funds, sustainability reputation and it's ranking.
- A need was expressed for further clarity around essential travel.
- Academic staff disadvantaged due to travel restrictions.
- Top academics may leave due to the restrictions on travel. May also see a drop in rankings and reputation due to a lack of international engagement.

The Provost responded to these concerns, and acknowledged the rapidly changing situation both nationally and internationally. It was also noted that the International Travel Protocols were crafted with the intention to allow College PVC's flexibility in determining what is classed as essential travel.

The following points were noted:

- It has been a fine balancing act, with considerations including a variety of complex issues.
- Research has adapted during the pandemic.
- Carbon Neutrality is a current goal for the University. Travel should be mindful of this goal.

Professor Zellmer made a final comment noting the importance of international travel for early career researchers to establish research connections.

DVC Students and Global Engagement noted the document was produced at a time when international travel posed a high risk to staff. It was also noted that during this time, it had been extremely hard to purchase travel insurance, which was another risk for staff.

The Vice-Chancellor acknowledged the importance of international travel to academic staff, and that this will continue to be of importance to the University. It was also noted that there are currently academic staff approved for international travel for their research. As national level guidance and Massey risk and assurance level guidance change, travel protocols will continue to adapt.

#### 1.7 Academic Board Action Schedule 2022- Part I

AB22/03/35

The Chair spoke to this document and highlighted upcoming items that will be presented to the Board.

The Board noted the Action Schedule.

#### 1.8 Academic Board Work Plan 2022- Part I

AB22/03/36

The Board noted the Academic Board Work Plan.

## 2. STRATEGIC UPDATES

### 2.1 CHAIRPERSON'S REPORT

The Chair provided a verbal report for Part I and spoke to the following items:

- The Chair would draft a meeting protocols document to present to the Board. It was requested that suggestions for this document be provided to the Chair via email.
- Noted the teaching year is well underway, and the University is in its third year of teaching during a pandemic.
- The Chair held two induction meetings last week, for the new student representative, academic staff member and for newly appointed Council members.
- A call for nominations was sent out last week for an academic staff representative on Doctoral Research Committee. Nominations are due by Friday 18<sup>th</sup> March 2022.
- The Agenda Setting Working Group had its first meeting in early March, with its next meeting in April.

## 2.2 VICE-CHANCELLOR'S REPORT

AB22/03/37

The Vice-Chancellor noted the resignation of Dean Academic, Mr Damian Lodge, and formally thanked him for his contributions to the Board and its subcommittees, as well as his mahi around academic items across the University.

The Chair suggested that the Board send a formal note of congratulations to those staff listed in the Vice-Chancellor's report for their achievements.

RESOLVED

(Matthews/Thomas)

THAT a formal note of congratulations be sent to Massey University Research Medal winners 2021, winners of the Purple Pin in Best Design Awards and the 2021 Alan Mason Award, as well as those Professors awarded the position Emeritus Professor.

CARRIED

The Provost noted University teaching and learning awards and proposed that congratulations be sent to those staff recipients as well.

The Chair confirmed congratulations would also be sent to teaching and learning award recipients once these award recipients were announced.

## 2.3 PROVOST REPORT

The Provost formally thanked Dean Academic, Mr Damian Lodge for his contributions to Te Kunenga Ki Pūrehuroa, Massey University. Further thanks were expressed for his particular contributions to the Provost portfolio and all matters academic, and the Provost wished him all the best for the future.

The Provost noted the current actions of the Academic Committee and University Research Committee as follows:

## Academic Committee

- Discussed the Academic Audit Cycle 6, noted the University's self-review report will be due in October, with site visits commencing in March 2023.
- The Academic Progression Working Group continued to work on academic progression related procedures, and currently, Aegrotat and Impaired Performance.
- Discussed amelioration procedures, and the temporary AEG and IP considerations.
- Seven CUAP proposals, all of which were recommended for approval at Academic Board.
- Temporary changes for assessment in Semester 1 and Double-Semester courses as a result of COVID-19 changes.

## University Research Committee

- The Committee would advance some preliminary work around the refresh of He Rautaki Rangahau.
- Recent submission of the University's response to the PBRF sector reference group discussion paper on definitions of research and research excellence. Noted this could be presented to the Board at its next meeting.

- MBIE currently consulting on a green paper Te Ara Paerangi (Future Pathways). MBIE is seeking wide engagement from across the research sector. The Provost noted that the collated University response will be provided as a briefing to the Board at its next meeting.
- Work around READI continues.

## 2.4 STUDENT ITEM

Two student members raised the issue of course costs for internal versus distance modes, with internal courses temporarily switching to distance due to pandemic restrictions (learning expectations versus reality).

Another student member noted the student associations have a scheduled upcoming meeting to discuss this item. It was also noted that domestic course costs are currently the same for those studying internally and those studying via distance.

The Provost responded to this issue, acknowledging the concern and korero that is circulating nationally. The Provost commented on the potential underlying assumption that the distance mode of teaching is cheaper to deliver than internal offerings, which has not been the case.

A Board member commented on increased anxiety levels of students globally with teaching moving online during the COVID-19 pandemic.

The Chair suggested that student representatives attend the upcoming student association meeting to form a collective understanding of the issue, and then bring this item to the students standing meeting with the DVC SAGE.

## 2.5 REVISED TERMS OF REFERENCE

Academic Committee Revised Terms of Reference

AB22/03/38

The Provost spoke to the proposed changes to the Academic Committee Terms of Reference. These included changes to membership, and a proposal for Teaching and Learning Committee to become a subcommittee of Academic Committee.

Comments were made by the Board as follows:

- Members raised concern over reducing student membership from five to three representatives.

RESOLVED

(Byrnes/Cullinane)

THAT the Academic Committee Terms of Reference, AB22/03/38 Appendix A, be approved by the Board, noting that Teaching and Learning Committee would now be a subcommittee of Academic Committee.

CARRIED

Teaching and Learning Committee Revised Terms of Reference

AB22/03/39

The Provost spoke to the proposed changes to the Teaching and Learning Committee Terms of Reference. These included changes to membership, as well as a name change to Learning and Teaching Committee.

Comments were made by the Board as follows:

- Members noted support for the proposed name change and relocation of this committee to report to Academic Committee.
- Concern was raised over the increase in membership and limiting academic representation to Associate Professors and Professors. Suggested that this representation should include those actively involved in teaching.
- Questioned the requirement for in-attendance roles within membership. Suggested that these in-attendance roles be removed, and persons invited to meetings for specific items as necessary.
- Concern was raised over reduced student membership.

RESOLVED

(Matthews)

THAT the Teaching and Learning Committee be removed as a subcommittee of Academic Board and relocated as a subcommittee of Academic Committee, noting the above considerations from Academic Board regarding the Teaching and Learning Committee Terms of Reference.

One member of the Board voted against the motion.

CARRIED

University Research Committee Revised Terms of Reference

AB22/03/40

The Provost spoke to the proposed changes to the University Research Committee Terms of Reference. These included changes to the membership, as well as clarifying the committee's relationship with its subcommittees.

RESOLVED

(Byrnes/Cullinane)

THAT the University Research Committee Terms of Reference, AB22/03/40, be approved by the Board.

CARRIED

2.6 ACADEMIC BOARD TERMS OF REFERENCE

AB22/03/41

The Chair spoke to the proposed changes to the Academic Board Terms of Reference. These included changes to membership, the meeting schedule, the removal of Teaching and Learning Committee as a subcommittee and clarifying wording regarding elections.

RESOLVED

(Matthews)

THAT the Academic Board Terms of Reference, AB22/03/41, be approved for forwarding to Council for approval.

CARRIED

3. PAPERS FOR NOTING

★ 3.1 College of Health College Board Minutes 16 November 2021 Part I

AB22/03/42

★	3.2	College of Sciences College Board Minutes 18 November 2021 Part I	AB22/03/43
★	3.3	College of Business College Board Minutes 18 January 2022 Part I	AB22/03/44
★	3.4	Teaching and Learning Committee Minutes 16 November 2021 Part I	AB22/03/45
★	3.5	University Research Committee Minutes 25 November 2021 Part I	AB22/03/46
★	3.6	Academic Committee Minutes 9 November 2021 Part I	AB22/03/47

The Board noted the above papers.

*Jodie Banner left the meeting at 3.05pm*

#### 4. MOVING INTO PART II

##### EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVES THAT, EXCLUDING

- Mr Alistair Davis, Ms Jean Jacoby 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 – 16 February 2022	For those reasons identified by the Academic Board in its meetings of 16 February 2022.
<u>Item 2.</u> Matters Arising.	These matters were considered in Part II of the meeting held on 16 February 2022 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 3.06 pm*

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

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

## Action Plan for Academic Board 2022

AB22/04/62

	ACTION	RESPONSIBILITY	OPEN/CLOSED
Nov 2021	Graduation paper	Tere	CLOSED
Feb 2022	University Grievances Report 2019-2020	Provost	CLOSED
Feb	Draft New Code of Practice paper	Tere	CLOSED
Feb 2022	Māori Research Priorities Paper	URC	CLOSED
Feb 2022	Induction meeting for new members/ Council members	Claire	CLOSED
Feb	Agenda Setting Working Group Established	Claire	CLOSED
Feb March	TLC revised Terms of Reference	TLC	CLOSED
Feb March	URC revised Terms of Reference	URC	CLOSED
Feb March	AC revised Terms of Reference	AC	CLOSED
March	Review Academic Board's Terms of Reference		OPEN
Feb March	Micro-credentials and Short Course Policies	Academic Committee	CLOSED
April March	University Grievances Report 2021	Provost	CLOSED
March	Travel Regulations Policy Discussion	Claire	CLOSED
April 2022	Paper on Transnational Partnerships	Tere	OPEN
April	Academic Freedom Policy Review	Provost	OPEN
April	Research Excellence Paper	Provost	OPEN
June	Summary of COVID-19 related changes approved by CMT over the Pandemic	TLC	OPEN
June (TBC)	Pūrehuroatanga Presentation	Provost	OPEN
June (TBC)	Institutional Partnerships Policy Consultation	Provost/Tere	OPEN
August	ESAP/NPE Progress Report	Provost/AC	OPEN

July/ August (TBC)	Institutional Partnerships Policy Update/ Approval	Provost/ Tere	OPEN
August	Update on Code of Practice	Tere	OPEN
	Chair to establish regular meeting schedule with subcommittee Chairs and Chair of Council		OPEN
<del>Feb</del> TBC	Working Group for developing AB Meeting Protocols	Claire	OPEN
2022	Develop Strategic Vision for AB		OPEN
<del>Sept</del> TBC	Paper and discussion on Māori staff representation at Council	Claire	OPEN
TBC	Karakia Guidelines	Meihana	OPEN
TBC	Presentation on next PBRF Round/ Research Direction	URC/ Provost	OPEN
August/ TBC	Cycle 6 Audit Cycle Update	Provost	OPEN
TBC	Honorary Doctorates Process	TBC	OPEN
TBC	Report/ Presentation from Library on Open Access Publishing	Librarian	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></li> </ul>	<ul style="list-style-type: none"> <li>Research Excellence Paper</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Summary of Covid changes approved by CMT over the pandemic</li> <li>Pūrehuroatanga Presentation (TBC)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Feb/March Induction Meeting</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>

## Memorandum

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TO: Members of Academic Board

FROM: Claire Matthews  
Chair, Academic Board

DATE: 19<sup>th</sup> April 2022

SUBJECT: Academic Board Meeting Protocols

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### Recommendation

That the protocols for future meetings of Academic Board be approved for implementation.

### Background

Following the reconstitution of Academic Board in 2021, a meeting of the new board was held at which protocols for future meetings of the board were discussed. While there has been some subsequent discussion, formal approval of these protocols has not been obtained. This paper outlines the protocols previously discussed and seeks approval for the implementation of these meeting protocols by Academic Board.

### Proposed Protocols

1. All members will be addressed by their first names only.
2. Meetings will commence with a Karakia Timatanga and conclude with Karakia Whakamutunga.
  - AB members will be asked to provide the karakia at the meetings on a voluntary basis.
  - The Board will be provided with information and guidance on the use of karakia.
3. Starred items on the agenda are for information and will not be discussed unless a request is made at the start of the meeting for them to be unstarred.
4. At each meeting, three AB members will be given responsibility to lead the discussion on major items on the agenda, being those either for a decision or an academic discussion.
5. In general, members will be given one opportunity to speak on each item, although the presenter of the item will be given an opportunity to respond to members' feedback.
6. The Agenda Working Group will provide guidance on the Work Plan for the Board, but all members are invited to suggest items for consideration for the agenda.
7. The Board will have one in-person meeting each year, if circumstances allow.
8. During zoom meetings, members are asked to
  - Have their cameras on during meetings, unless bandwidth issues mean that is not possible
  - Have their name rather than a title as their participant name on the screen
  - Use the 'Raise Hand' reaction if they wish to speak to an item
  - Not use a moving background
  - Remain muted unless speaking

DATE:	13 April 2022
AUTHOR:	Vice-Chancellor Professor Jan Thomas
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: MARCH TO EARLY APRIL 2022

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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. In this regard, you will note that this report is now provided in a format and structure to reflect the four strategic pou of the university.

## Te Pou Rangahau – Research

Examples of the delivery of research excellence include:

- *Staff elected as fellows to the Academy of the Royal Society Te Apārangi*  
 Congratulations to School of Fundamental Sciences Professor Murray Cox and Institute of Education Associate Professor Sonja Macfarlane, Ngāi Tahu, Ngāti Waewa, who were among the recently elected 23 new Ngā Ahurei hou a Te Apārangi Fellows. The honour recognises exceptional

contributions in research, scholarship or the advancement of knowledge at the highest international standards. Further details are [<here>](#).

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

- *Research Enhancement and Development Initiative (REaDI)*  
The inaugural REaDI Working Group Hui was held on February 25, with a continuation held on 1 March. This is the first major milestone of the project, marking the beginning of the REaDI project activity in 2022 commencing in earnest.

Research Directors for each College were invited to share their priorities for research support and development activity to be carried out via the REaDI Project, and those priorities were discussed with members of the working group assigned to lead the scoping of initiatives that respond to the identified priorities. This scoping work is now underway, as is interim progress reporting to the REaDI Working Group.

Significant shared priorities across the Colleges include: Understanding Mātauranga Māori and support for Māori researchers, Support for Pacific researchers, Understanding the New Zealand research funding environment, and Support for researcher wellbeing/Impacts on research from the global pandemic.

## Te Pou Ako – Teaching and Learning

Examples of the delivery of an excellent learning environment include:

- *QS Subject Area Rankings*  
Massey University's results in the latest QS Subject Area Rankings continue to be relatively stable. This year, four subjects returned to the rankings, four have dropped out of the rankings, four subjects improved positions, eight maintained last year's position and nine lost some positions. There are four subjects in the top 100 - Agriculture, Veterinary Science, Development Studies and Communications and Media. In addition, another six subjects are in the top 200 in the world- art and design, architecture and built environment, nursing, geography, accounting and finance and education. Massey had a total of 10 subjects in the top 200 in the world, two more compared to last year.

There has been a change to the methodology for the Faculty Area rankings-this was the introduction of a measure called International Research Network, measuring international research collaboration. This methodological change had a positive impact on our results. There have been performance improvements in all Faculty Areas and Natural Sciences and Engineering are back in our ranking table.

Other highlights from our results include:

- 24 subjects ranked, on par with the last two years
- Five out of five faculty areas ranked compared to last year (three out of five)
- We increased to four the number of subjects in the top 100 (agriculture, veterinary science, development studies and communications and media), Arts and Design has dropped out of the top 100 but it is still number one in New Zealand.
- We have five subjects ranked as first in New Zealand, one more compared to last year.

- *2022 Vice-Chancellor's Teaching Excellence Awards celebrated virtually*  
 Congratulations to the exceptional teachers across the university honoured at the Vice-Chancellor's Teaching Excellence Awards recently. Full details are [<here>](#).

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

- *Covid Teaching and Learning*  
 The Covid T&L group continues to meet three times a week to ensure a clear flow of information between colleges and up to the Operations group and CMT. The start of semester coinciding with the Omicron outbreak created considerable anxiety among some staff involved in on-campus teaching events, with arrangements for physical distancing and cleaning of spaces being a focus for concern. A total of 154 staff attended the CMT Q&A event held during the Vice-Chancellor's symposium, with a further 28 people watching the recording later. Although some have expressed a desire to move to online delivery, the general mood among staff and students is currently in favour of continuing to offer an on-campus experience as much as possible.

## Te Pou Tangata – People

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

- *Kōrero with staff*  
*Staff Update* is a weekly e-newsletter that shares information from across the university and works in parallel with *People@Massey*, which celebrates staff achievements and shares insights into the work our people do. Staff Update 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* email.

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>](#)

- 7 April – Take care and prioritise your health and wellbeing during this time.
- 11 April – Consultation on changes to the university's COVID-19 Vaccination Requirement Policy.
- *Welcoming new Pro Vice-Chancellor Toi Rauwhārangī, College of Creative Arts*  
 In March, colleagues from various schools on the Wellington campus welcomed newly appointed

Professor Margaret Petty as Pro Vice-Chancellor Toi Rauwhāangi, College of Creative Arts in a pōwhiri at Te Rau Karamu Marae. 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. Professor Petty will also join the University's Senior Leadership Team. Further details are [<here>](#).

- *Vice-Chancellor's Webinar (to all staff) – March*

On Wednesday 3 March, I held my second staff forum for 2022. You may recall that at my first forum for the year, in February, I provided an update on the revised Strategic Plan and the ongoing work that is happening in support of that, as well as some of the main themes and focus areas within the plan.

Continuing on this strategic theme, as the founding document of Aotearoa New Zealand, Te Tiriti is also the foundation for Te Kunenga ki Pūrehuroa Massey University's four strategic pou, four inter-weaving attributes, and vision. In recognition of this, at my March forum I provided an update on the university's Te Tiriti journey, progress and tangible changes across the University.

For those who were unable to attend, you can find a link to the recording [<here>](#).

## Te Pou Hono – Connection

### Te Kunenga Ki Pūrehuroa - Massey University Strategy 2022-2027

Coinciding with my March staff webinar, copies of the university's new strategic plan were made available on [OneMassey](#). The plan was shaped and developed with input and feedback from staff, students and partners through a series of workshops last year, led by Deputy Vice-Chancellor Māori Professor Meihana Durie and myself. The plan outlines the university's priorities and sets the strategic direction for the next five years. The strategy and further information is available [<here>](#).

Mahi undertaken to create, honour and sustain meaningful connections and partnerships. Examples include:

- *New Initiative for Pacific – Pacific Language Week Online modules*  
This year, an educational training module will be released in recognition of each specific language week. Each module will contain useful information for non-Pacific staff about each Island nation, its culture and language and useful information that can be used to connect and build rapport with Pacific students and colleagues. These modules will be released on the MyHr development catalogue. Topics will include key facts, history, language nuances, pronunciation tips and common misconceptions.
- *Offshore learning centre students welcomed in online orientation*  
Massey's offshore learning centres were officially launched in March with a "virtual orientation" event. Further details are [<here>](#).
- *New Zealand's New Research Centre to Drive Agritech*

A new partnership between Massey University's AgriFood Digital Lab and NZ Product Accelerator (NZPA) will form a new centre in Palmerston North. The collaboration <[is expected to lead the way](#)> in technology and innovation, supporting companies and research, and move the needle in technological advances to benefit the private sector and New Zealand as a whole.

Massey's AgriFood Digital Lab is an industry-focused research centre, with work that includes horticulture, precision agriculture, robotics, advanced materials, sports analytics and biotechnology. The lab projects focus on developing agritech solutions to solve industry challenges.

The NZPA is a collaboration of New Zealand universities and Crown Research Institute GNS Science. Massey University has been a key partner in the NZPA since it formed with funding under the Ministry for Building, Innovation and Employment's (MBIE) Enabling Technology platform in 2013. Since then, the NZPA has worked with around 400 companies, generating product revenues of approximately \$175m - an excellent return on MBIE funding of \$12.8m. In recognition of this impact, the NZPA was funded for a further four years in the 2019 Wellbeing Budget under the Industry Futures initiative. Further details are provided <[here](#)>.

- *Massey renews agreement with world-leading Dutch university*  
Early in April, I had the pleasure of signing a renewed Strategic Cooperation Agreement (virtually, of course) with Wageningen University and Research's Rector Professor Arthur Mol. Massey and Wageningen share a long-standing history of collaboration in agricultural and life sciences, food safety and security, epidemiology and veterinary science. Wageningen has also become one of the most popular destinations for students on our student exchange programme. I am excited about continuing to work together to strengthen collaborative research and education. Further details are provided <[here](#)>
- *Horticulture research shared at inaugural China-New Zealand Joint Symposium*  
Massey staff and postgraduate students shared research about the science and art of growing plants at the inaugural China-New Zealand Joint Symposium in Horticulture. Further details are provided <[here](#)>

<b>DATE:</b>	14 April 2022
<b>AUTHOR:</b>	Professor Giselle Byrnes, Provost
<b>SUBJECT:</b>	Research excellence – a further discussion

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## Appendices (attached as hyperlinks below)

[Appendix 1- URC Paper Research Excellence 17 March Final](#)

[Appendix 2- Excellence in Research](#)

[Appendix 3- MU PBRF SRG Consultation Paper 2- MU Submission](#)

[Appendix 4- MBIE Te Ara Paerangi Future Pathways Green Paper Consultation- A Response on Behalf of Massey University](#)

## Recommendation

That the Academic Board **note** and **discuss** the following overview of research excellence and changing definitions thereof and consider the implications for research and researchers at Massey University Te Kunenga ki Pūrehuroa.

## Purpose

This paper presents an overview of the changing definitions of research excellence, why and how it is assessed, and how it is currently characterised in the context of Aotearoa New Zealand. The paper should be read as an update to the paper presented to the Board on behalf of the University Research Committee in April 2021. That paper 'Research Excellence: What it is, how do we assess it, and what can we do to utilise it further?' (**AB21/04/76**), attached as Appendix 1, identified Massey's subjects and themes of research excellence based on the best available data to which we have access.

That paper considered the following questions regarding the University's research portfolio:

1. What are our subjects and/or areas of research excellence?
2. What are our thematic (cross-cutting) areas of research excellence?

The 2021 discussion paper also hinted at changing definitions of research excellence.

This current paper looks specifically at how new definitions of 'research' and 'research excellence' have been proposed in the intervening twelve months and briefly reflects on what impacts these changes may have for Massey's research and our future research planning. This is particularly relevant in the context of our recently approved *University Strategy 2022-2027* and the consequent need to refresh supporting documents, such as *He Rautaki Rangahau 2018-2022*, our University research strategy.

Accordingly, this paper asks:

1. What is the current context in which research excellence is being defined?
2. What are the strategic and institutional imperatives for change?
3. What might be some possible impacts and considerations for the University's research and researchers?

## Background

As noted above, a detailed paper on research excellence was presented to and discussed at the Academic Board meeting in April last year. That paper was initially prepared by Dr Viv Smith, Director Research Operations, and Dr Snow Wang, International Research Rankings Advisor and was first discussed by the University Research Committee at its 2021 planning day. I am grateful to Drs Smith and Wang for their work on that initial paper which provides the platform and basis for the current discussion.

The 2021 Research Excellence paper laid out a number of the different issues with which our University will need to wrestle in identifying our areas of research excellence, for future investment and development opportunities, for attracting and retaining research talent and for aligning with our strategic imperatives. The paper came to Academic Board in April 2021 and, following feedback, the Board referred the document to College Boards for consideration and discussion and sought feedback on it.

This paper takes the discussion further, especially in terms of updating the discussion in light of current contextual factors which include, but are not limited to:

- A synthesis of College Board feedback on the 2021 paper and suggestions therein;
- How research excellence is defined in our new *University Strategy 2022-2027* and in particular, our commitment to work towards being a Te Tiriti-led university and the attendant responsibilities this brings with regard to Māori research priorities;<sup>1</sup>
- The contributions made by various discussion papers emanating from the Sector Reference Group, supported by the Tertiary Education Commission, especially in preparation for the next PBRF Quality Evaluation round, scheduled for 2025.<sup>2</sup>
- Discussion papers from MBIE, especially its 'Te Ara Paerangi Future Pathways Green Paper' discussion document released in late 2021, which set out a vision for the science research sector.<sup>3</sup>

## Environmental context

It is worth noting at the outset that the environment in which we are operating is changing – and changing quickly. Notwithstanding the wholesale impacts of the Covid-19 pandemic on research and researchers, which have been immense and are still playing out,<sup>4</sup> the emphasis on research excellence is here to stay. In Aotearoa New Zealand, the shape of our future national research funding ecosystem has not yet been finalised in the context of current proposed changes.<sup>5</sup> We can, however, be confident that in the future a much greater emphasis is likely to be placed upon outcomes and impact in ways that go beyond and add to the orthodox scholarly academic measures.

Given the current volatility and flux regarding the development of alternative conceptions of research excellence, one could argue that it may not be productive to simply debate definitions of research excellence *because the definition itself is undergoing change*. There is some merit to this

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<sup>1</sup> At time of writing I could only access this draft version,

<https://www.massey.ac.nz/massey/fms/About%20Massey/University-Management/documents/strategies/Te-Kunenga-ki-Purehuroa-Massey-University-draft-strategy-2022-2027-for-consultation.pdf?9732935D5FA7C125018EE36E6FBED261>

<sup>2</sup> Note that due to the exigencies of the Covid-19 pandemic, the PBRF QE process has been pushed out from 2024 to 2025. The previous six-year cycle concluded in 2018.

<sup>3</sup> See <https://www.mbie.govt.nz/dmsdocument/17637-future-pathways-green-paper>

<sup>4</sup> See, for example, Radecki, Jane, and Roger C. Schonfeld. "The Impacts of COVID-19 on the Research Enterprise: A Landscape Review." *Ithaka S+R*. Ithaka S+R. 26 October 2020. Web. 13 April 2022. <https://doi.org/10.18665/sr.314247>; Lisa K. Stamp, Vicky A. Cameron, Tim B. F. Woodfield, Logan Walker, Margaret Currie, Evie Templeton, Anna P. Pilbrow, Kosta Tabakakis, Elisabeth Phillips & Khoon S. Lim (2021) Impact of COVID-19 on health research in New Zealand: a case study of a research-intensive campus, *Journal of the Royal Society of New Zealand*, 51:sup1, S75-S85, DOI: [10.1080/03036758.2020.1867202](https://doi.org/10.1080/03036758.2020.1867202); <https://www.tepunahamatatini.ac.nz/2020/10/31/impact-of-covid-19-pandemic-on-new-zealand-research-students/>; <https://theconversation.com/hit-hard-by-the-pandemic-researchers-expect-its-impacts-to-linger-for-years-169366>

<sup>5</sup> I refer here to MBIE's 'Te Ara Paerangi Future Pathways Green Paper', 2021.

view. We already operate in a context where there are a range of international definitions of research excellence: from the traditional Academic Ranking of World Universities (Shanghai research ranking) through to the QS reputation-based assessment and the Times Higher Education Impact Rankings, which see and measure excellence through a prism of how research contributions work towards meeting and fulfilling the United Nations' Sustainable Development Goals.

Closer to home, in terms of publicly funded research, there are differences too in terms of how the Marsden Fund currently considers and rewards 'excellence', *vis a vis* the definitions employed by the Ministry of Business, Innovation and Employment (MBIE), and, as is noted elsewhere in this paper, the Tertiary Education Commission (TEC), via the Sector Reference Group (SRG), where it is in the process of developing a new, broader conception of research excellence for the purposes of the Performance Based Research Fund (PBRF).

While noting the caveats above, this paper suggests that – without getting mired in circular discussions about what 'research excellence' means for individual disciplines and subject areas and the merits, weaknesses, and inequities of relying on orthodox measures of and metrics for 'excellence' – it is nonetheless worth synthesizing current shifts and changes, as these will doubtless shape our *future* research priorities, at the individual, disciplinary, institutional and national levels.

It is also true that cross-disciplinary, interdisciplinary and transdisciplinary research,<sup>6</sup> as well as collaborative research conducted in partnership with industry and communities, is likely to be given much more emphasis in the future. In other words, it is already clear that, going forward, research *will need to matter* to those beyond the academy as well as those within it, and it will need to matter especially to those people or communities who are likely to benefit from research or contribute to it. This does not signal a wholesale shift to what is often referred to as 'applied' research – indeed, pure research, 'blue skies' research and research 'for and of its own sake' must and will continue – but it is clear that the accountability for research impact will be greater. We need, therefore, to think into the future and to pre-empt major shifts in the research sector.

It should be noted here, too, that the traditional proxy measures for assessing research and research impact are typically through publications, citations or rankings metrics and that these metrics do not resonate with all disciplines – especially when moving from what can often be static measures of 'excellence' to dynamic expressions of 'impact'. As noted above, there is evidence that the priorities are shifting and that this is a trend occurring both nationally and internationally.

It may also be worth reflecting on the need to acknowledge our University's role and responsibilities as a member of a global research community, alongside the University's commitment to local communities and in particular to our responsibilities as members of a university that aspires to be Te Tiriti o Waitangi-led. This paper suggests that we should not see these commitments as being mutually exclusive; rather, there are huge opportunities for Massey in the international research domain in regards to valuing, supporting, and celebrating our Te Tiriti features and strengths and most especially how this manifests in terms of Māori and Pacific research priorities.<sup>7</sup>

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<sup>6</sup> Noting these are each distinct terms with clear definitions.

<sup>7</sup> Some recent examples of this are related to the Te Apārangi Royal Society 'debates' around the validity of mātauranga Māori, see for example here <https://www.rnz.co.nz/news/te-manu-korihi/447898/university-academics-claim-matauranga-maori-not-science-sparks-controversy> and <https://whyevolutionistrue.com/2022/04/02/fellows-of-new->

Finally, research excellence is important (i.e. 'it matters') in understanding quality and impact, not only because it defines and underpins the core business of what we do at a university, but because as publicly-funded researchers, we seek to influence public debate and dialogue from an expertise foundation in exercising the 'critic and conscience' role (as per the Education and Training Act 2020) and to influence national and international policy and implementation in partnership with key decision-making bodies. Indeed, research matters in partnering, consulting, and/or providing expert advice to communities, industry, government and other organisations, in addition to positioning our research to succeed in external competitive funding rounds and orienting our capability towards new funding opportunities. The quality and standing of our research also matters in regard to the allocation of finite resources (e.g. internal research funds and awards, scholarships, and prizes), in assessing academic promotions for individual researchers, and it is highly relevant in the 'global war for talent', ensuring that the University attracts high calibre researchers and research students seeking to work or study at and with our institution. In sum, the various forms of identifying and measuring research excellence are important for the purposes of supporting our mission as a research intensive university; to inform our teaching, grown capability and leverage our individual and collective strengths to advance knowledge and contribute to the communities we serve. There are no other institutions in our society that carry this particular role and responsibilities.

At a strategic level, too, understanding research excellence will undoubtedly assist in the development of our revised research plan as a result of the new *Massey University Strategy 2022-2027*, as a refreshed research plan should recognise and strategically prioritise research excellence. In saying this, understanding and clearly narrating our established areas of research excellence (our strengths), alongside our emerging and developing areas of potential strength and being clear about why these matter and how we can draw on them can be challenging in that there is a tendency to lapse into a 'winners' and 'losers' discussion. This paper suggests that this type of discussion is somewhat redundant, especially in the context of end-user expectations and a shift towards increasing transdisciplinary research. Such a discussion might even take us down an intellectual cul-de-sac that is essentially counter-productive.

The discussion that follows outlines some shifts that create the context in which we need to position our research and consider our areas of research excellence.

### Definitions of research excellence

The previous discussion paper (**AB21/04/76**) outlined the definition of research excellence from the perspective of New Zealand research funders, the Tertiary Education Commission and other bodies, as well as discussing the tensions inherent in the 'provider/supplier' relationship regarding what excellence looks like in research.

That discussion indicated, in general terms, that research excellence is changing because the nature of research problems are themselves shifting. It also noted how research excellence is becoming more holistic in terms of how it is understood (both within and outside of the academy), that new actors and parties are now engaging in knowledge creation and dissemination and that this new

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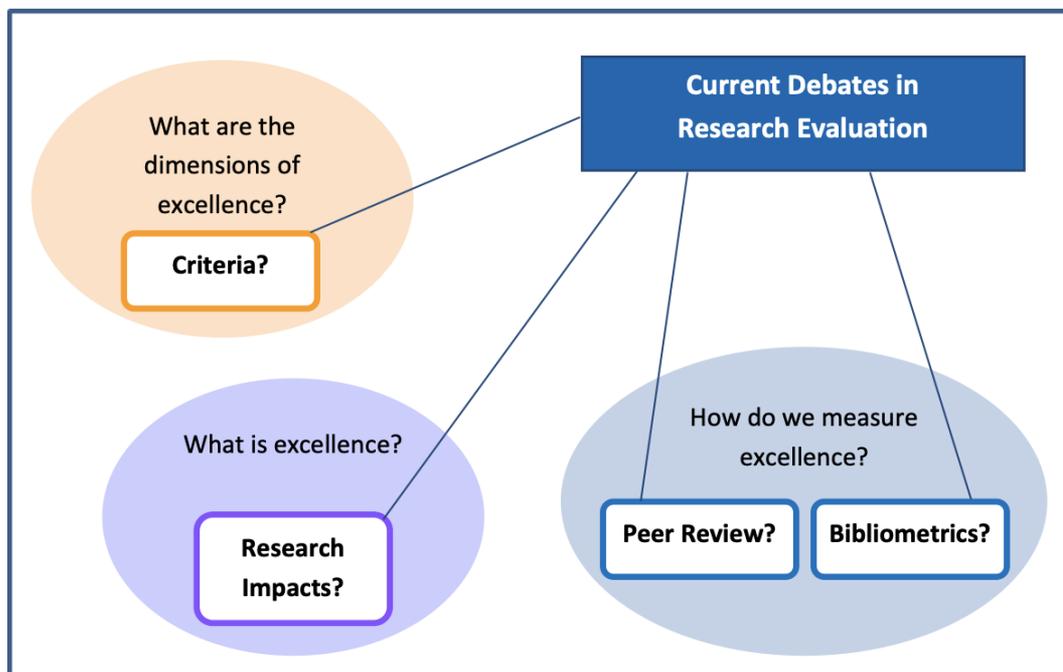
[zealands-royal-society-demand-apology-and-full-review-of-the-society-after-poor-treatment-of-two-members/](#) accessed 10 April 2022.

context is, in turn, changing our funding arrangements, and that we must expand our 'traditional' understandings of research and research excellence to recognise and celebrate the very important research of creative works and practitioner resources. That discussion noted the shift in emphasis from 'outputs' (metric) to 'impacts' and how we might start to assess these.

It may be unhelpful at this point to state, in the international research literature, there is no consensus on the meaning of research excellence and if, and how, it differs from research quality. While it is true that some scholars think of research impact as part of research quality,<sup>8</sup> others note that *quality* and *impact* are two different elements contributing towards research excellence.<sup>9</sup> Other scholars have noted that despite their avowed discomfort in defining 'excellence' in specific and narrow ways, there are currently few alternatives across some disciplines.<sup>10</sup>

Mendez posits this visually as per the two diagrams below, noting that the second of these presents a 'traditional' view of how research is planned, conducted, disseminated and justified.

Figure 1



(E. Mendez, 'Evaluating Research Excellence' International Development Research Centre, 2012).<sup>11</sup>

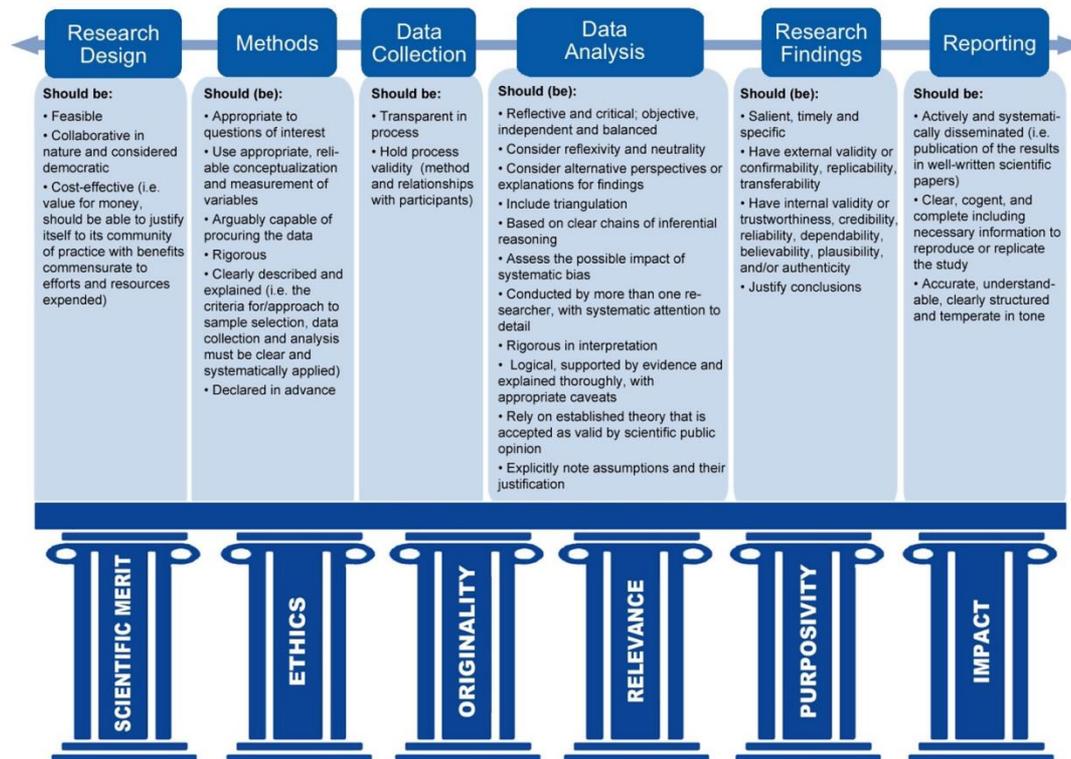
<sup>8</sup> See further Yates, L. (2005). Is Impact a measure of Quality? Some Reflections on the Research Quality and Impact Assessment Agendas. *European Educational Research Journal*, Volume 4 (Number 4), 391- 403; Organisation for Economic Co-operation and Development. (1997). *The evaluation of scientific research: Selected experiences*. Paris: OECD.

<sup>9</sup> See, for example, Grant, J., Brutscher, P.-C., Kirk, S. E., Butler, L., & Wooding, S. (2010). *Capturing Research Impacts: A review of international practice*. Cambridge, UK: Rand Europe;

<sup>10</sup> For a useful discussion of this, see further Federico Ferretti, Ângela Guimarães Pereira, Dániel Vértesy, Sjoerd Hardeman, Research excellence indicators: time to reimagine the 'making of?', *Science and Public Policy*, Volume 45, Issue 5, October 2018, Pages 731–741, <https://doi.org/10.1093/scipol/scy007>

<sup>11</sup> Ethel Mendéz, 'Evaluating research excellence: main debates', <http://hdl.handle.net/10625/50342>

Figure 2



(E. Mendez, 'Evaluating Research Excellence' International Development Research Centre, 2012).<sup>12</sup>

These discussions are occurring in a wider context too. The UK [Research Excellence Framework \(REF\)](#) is one such example. The REF, most recently conducted in 2021, has continued the previous assessment model of focusing on research outputs, research impact and research environment.<sup>13</sup>

By way of background, the REF is a national assessment of the research taking place across UK universities and is conducted every six years. The framework is used by the four UK higher education funding bodies<sup>14</sup> to assess the quality of research and inform the distribution of research funding (around £2 billion per year) to UK universities. This funding is known as Mainstream Quality-Related (QR) funding. In addition to the funding allocation, the REF also provides accountability for public investment, so that the benefits of publicly funded research can be demonstrated. The REF looks at three areas of assessment, which, taken together, reflect the key characteristics of research excellence: 1. Quality of research outputs (accounting for 60% of the assessment), 2. Impact of research – its effect on, change, or benefit to the economy, society, policy, culture and quality of life (accounting for 25% of the assessment), and 3. Research environment – an institution's research strategy, research facilities, opportunities for collaboration and environment, including research

<sup>12</sup> Ethel Mendéz, 'Evaluating research excellence: main debates', <http://hdl.handle.net/10625/50342>

<sup>13</sup> The Stern review, 'Building on Success and Learning from Experience' (2016) is available online at <https://www.gov.uk/government/publications/research-excellence-framework-review>. Consultation on the second Research Excellence Framework' (HEFCE 2016/36) is available at [www.hefce.ac.uk/pubs/year/2016/201636/](http://www.hefce.ac.uk/pubs/year/2016/201636/); and Higher Funding Council of England, 'Funding Bodies confirm shape of REF 2021 – REF 2021', [www.ref.ac.uk](http://www.ref.ac.uk), <https://www.ref.ac.uk/news/2017/decisionsonstaffandoutputs.html>

<sup>14</sup> Research England, the Scottish Funding Council, the Higher Education Funding Council for Wales, and the Department for the Economy, Northern Ireland.

income and research degrees awarded (accounting for 15% of the assessment). The parallels to our own PBRF are very clear.

At a more granular level, the research excellence of each university's REF submission is assessed through a process of peer review which is carried out by expert panels.<sup>15</sup> The quality of each output is graded in terms of the following tiers:

- *Quality that is recognised internationally in terms of originality, significance and rigour.*
- *Quality that is recognised nationally in terms of originality, significance and rigour.*<sup>16</sup>
- *Quality that is world-leading in terms of originality, significance and rigour.*
- *Quality that is internationally excellent in terms of originality, significance and rigour but which falls short of the highest standards of excellence.*

REF's impact measure is defined as 'an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia'.<sup>17</sup>

A core principle of the REF is that for each discipline, all types of research and all forms of research output should be assessed on a fair and equal basis. In the most recent round, panels were therefore instructed to define criteria and adopt assessment processes that enabled them to recognise, and treat on an equal footing, excellence in research across the spectrum of applied, practice, basic and strategic research, and to identify excellence in different forms of research endeavour, including interdisciplinary and collaborative research, while attaching no greater weight to one form over another.<sup>18</sup>

It is worth noting here that the REF 'Creative Arts, Performing Arts and Design' panel took a broad approach to assessing quality, within the context of the field of research, noting that:

*The Panel will assess the quality of each eligible output on its own merits and not in terms of its publication category, medium or language of publication. The Panel will examine each item in sufficient detail so as to form a reliable judgment on the quality of that output. The Panel will not assess outputs mechanistically according to the exhibition, performance or publication venue. The Panel recognises that there can be work of the highest quality in various output forms, and no distinction will be made between the types of output submitted nor whether the output has been made available electronically or in a physical form.*<sup>19</sup>

By way of comparison, the PBRF 2018 Quality Evaluation Panel-Specific Guidelines say, for instance, in regards to creative and performing arts:

*The panel will adopt assessment processes that enables it to recognise and treat on an equal footing, excellence in research across the broadest spectrum of applied, practice-led, basic and strategic research, wherever that research is conducted and disseminated and it will look to*

<sup>15</sup> The 'panel criteria' explains in more detail how sub-panels apply the assessment criteria and interpret the level definitions in developing the sub-profiles.

<sup>16</sup> REF, 'Guidance on submissions (2019/01)', <https://www.ref.ac.uk/publications/guidance-on-submissions-201901/>

<sup>17</sup> HEFCE (2017) REF impact. Available at: <http://www.hefce.ac.uk/rsrch/REFimpact/> accessed 10 April 2022.

<sup>18</sup> REF2021, REF Criteria and Working Methods, (2019/02), <https://www.ref.ac.uk/publications/panel-criteria-and-working-methods-201902/>. See also REF, 'Guidance on submissions (2019/01)', <https://www.ref.ac.uk/publications/guidance-on-submissions-201901/>

<sup>19</sup> Research Assessment Exercise 2020 Panel 12 – Creative Arts, Performing Arts & Design Panel-specific Guidelines on Assessment Criteria and Working Methods (September 2018), p.6

*identify excellence in different forms of research endeavour including interdisciplinary and collaborative research, while attaching no greater weight to one form over another.*<sup>20</sup>

The PBRF provisions regarding humanities are similar in terms of how research quality is to be assessed in disciplinary context.

Here in Aotearoa New Zealand, there have been other ‘semi-public’ discussions regarding research excellence over the past twelve months. In their August 2021 paper on research excellence (see Appendix 2),<sup>21</sup> MBIE science advisors Gary Evans, Rob Murdoch and Hamish Spencer made four key observations in regard to this. First, they noted that the National Statement of Science Investment (NSSI) definition of research excellence employed by MBIE differs from international practice (and that this is, in turn, different from the TEC’s approach to research excellence) in effectively excluding non-academic impacts. In other words, they suggested (quite accurately in the author’s view) that research excellence and research impact are assessed separately. They argue that, in many cases, this approach is unproblematic, provided that ‘impact’ is clearly defined in a non-overlapping manner – there is quality and there are outcomes. Nonetheless, they noted, ‘excellence’ and ‘impact’ are closely linked; in mission-led research, for instance, we seek both excellence *and* impact and these are likely to be correlated.

Second, Evans, Murdoch and Spencer posited that definitions of research excellence need to be broad, ensuring that all forms of research are treated fairly. For example, different fields of research as well as fundamental and applied (and developmental) research should be evaluated in an equitable manner, even if the specific criteria for these fields of research may be different. This is particularly important for research conducted in partnership with Māori and in the context of Te Ao Māori (and we could add in research conducted in partnership with Pacific communities and researchers). In other words, they concluded that we need a view of excellence (and also of knowledge systems) that recognises those elements of research that are important to and prioritised by Māori.

Evans et al (2021) noted that while peer review remains international ‘best-practice’ for assessing excellence, at least at the level of individual (people and project-based) assessments, it is also subjective and carries potential biases. They pointed out that peers must be appropriately selected and trained, and so on. They also noted that the use of bibliometrics, as a crude proxy for excellence, while seemingly ‘objective’, is often fraught on a number of grounds, including the tendency to confuse quantum with quality and that bibliometric indicators, while still valid, are prone to the same subjectivity as peer review. This point is picked up later in this present discussion paper.

Finally, Evans et al (2021) contended that it is essential to be clear about the *context* in which research excellence is being assessed. This might seem self-evident, but it is worth stating. For instance, in making prospective decisions about competitive grant applications, an assessment panel will be inevitably projecting forward in time, attempting to invest in and reward proposals that will produce excellent research, even if, in part, they use researchers’ track records and other

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<sup>20</sup> 2018 Quality Evaluation Panel-Specific Guidelines, at <https://www.tec.govt.nz/assets/Forms-templates-and-guides/PBRF/76cca23ea0/PBRF-2018-Panel-Specific-Guidelines-April-2018.pdf> p. 20.

<sup>21</sup> Gary Evans, Rob Murdoch and Hamish Spencer, ‘Excellence in Research’, Ministry of Business, Innovation & Employment (MBIE), Discussion Paper, August 2021.

information from the past to inform their decision-making. In other examples, such as the awarding of prizes, academic promotions and the PBRF assessment, decisions are more inclined to be retrospective, rewarding research excellence that has occurred in the past.<sup>22</sup> Specifics matter here too, insofar as decisions concerning individual-level funding (e.g., research grant applications submitted by named individuals) will, in most cases, draw on a slightly different evaluative and assessment approach from those decisions concerning institutional level funding.

### *College feedback*

As signalled above, Colleges have now discussed the 2021 paper, 'Research Excellence: What it is, how do we assess it, and what can we do to utilise it further?', and a number of themes emerged from this feedback, reflecting in part the diversity of our fields of research across the University. While it is not possible to summarise all comments emanating from the College discussions, some common themes emerged.

In regard to **definitions**, it was thought, in general terms, that the PBRF process and evaluation criteria successfully identify and quantify research excellence, and there is no need to redefine or reinvent the concept. The PBRF framework, it was suggested, is sufficiently flexible enough to accommodate different disciplinary perspectives and outcomes in term of research excellence. e.g. creative arts and humanities vs biomedical/medical and health disciplines. There seems to be some convergence around this theme from across our Colleges. Some pleas were also made to understand and support the need for **disciplinary diversity**, that is, that any 'University definition' captures perspectives from the broadest range of disciplines and research areas. There was wide agreement that achieving research excellence was very much discipline and context specific.

In terms of **who benefits**, a strong view was expressed that 'end-users' (i.e., those who ought to benefit from research) should benefit from and be a key part of the process of determining *what* research is undertaken, and in this context, questions were raised about the likely end-point of such an approach if this was pushed to the extreme (i.e., would this mean 'researchers for hire' in regard to particular interest groups?). The role of impact garnered some mention. Three major dimensions to valuing research were highlighted in terms of what ought to be considered – research importance, research impact and research excellence. It was noted that while tracking research impact should be encouraged, often impact is not visible for many years after research has been completed. Measuring the impact of research therefore requires some guidance and support. In terms of utilising research excellence in the University, the question arose around research rankings and if these really reflect research excellence (most Colleges thought they did not).

The suggestion that Massey expand our definition and application of research excellence to embrace **Māori research priorities** was strongly endorsed. Research excellence from a Pacific people's perspective was presented as being research that is the outcome of how the research translates to bringing improvements to benefit people and communities. In other words, the research should be meaningful for the lived experience of others. In this context, the outcome or impact of the research is where research excellence is best illustrated and described. Research excellence from a Pacific people's perspective includes the opportunity to draw upon Pacific research methodologies and not

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<sup>22</sup> And in the case of academic promotions, where there is evidence that this past success is continuing so that this is 'sustained' excellence, cumulative and progressive.

simply rely on or be limited to traditional Western scientific approaches and paradigms. Research excellence from a Māori perspective is similarly positioned. It was suggested too there is currently a disconnect between the local and national contexts of (Māori/Indigenous) research in the international context and the view was expressed that Māori research excellence at the national level still does not translate to Indigenous research excellence at the international level, using the existing metrics.

The *teaching-research nexus* was discussed in the context of TEC's definition of research excellence which includes the dissemination of knowledge for the benefit of students. It was suggested that research at Massey University is often built around the courses offered by the University and that programmes and courses that lack support and are low in profile can impact the quality of research for those areas. Similarly, the view was put that courses that are supported can result in high quality research in those areas. Long-term investment in resources, such as staffing, to support areas of teaching, as well as developing new areas of teaching, could (it was argued) result in increases in research excellence in those areas. It was therefore recommended that 'research excellence' considers excellence in teaching when defining subjects, clusters, or areas of excellence, to gain a more nuanced view of excellence at Massey University.

The matter of how *research excellence is measured and assessed* attracted the most comment. A strong view was presented that some research areas are not well served by standard academic publishing metrics and a concern was signalled around the use of and dependency on SciVal as a tool to derive research indicators;<sup>23</sup> specifically, how this might potentially identify current 'hot' topics as being a double-edge sword. On the one hand, researchers could move into areas of interest and take advantage of research momentum;<sup>24</sup> but the concern was noted that this might also risk 'jumping onto the bandwagon' of short-term fads and fashions, losing the focus on the longer-term 'bigger picture' imperatives.<sup>25</sup>

Concerns were raised with regard to overly narrow measures of research excellence. The first relates to the intersection of such readily available measures – i.e. publication-and-citation-based metrics – with longstanding issues of equity, equity of access, outcomes, what counts as knowledge, what is taught and what is not. It was argued that metrics tend to privilege a Western approach to research, both in terms of identifying traditional Western modes of dissemination (journal articles and books) as the primary signifiers of research excellence, and in terms of identifying Anglo-American journals and presses as the outlets of, and English as the language of, research excellence. Such metrics are, thus, examples of privileging Western ways of knowing and doing.

In this context, particular concerns were also raised regarding attempts to capture research on Māori, Mātauranga Māori, and Indigenous Knowledge within a 'metrics based' framework. The concern was that seeking to ascertain, quantify, and delineate our research excellence in these areas by benchmarking our performance (measured in publications, or citations of papers that contain these terms as keywords) against that of other countries could be seen as 'pitting' different Indigenous scholarly groups against one another in a way that failed to adequately respect the mana and context of other communities and failed to recognise the shared struggle in which they are

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<sup>23</sup> See further <https://www.scival.com/>

<sup>24</sup> Research related to Covid-19 being one such current example.

<sup>25</sup> SDG related research arguably falls into the 'bigger picture' category here.

engaged. A view was expressed that such benchmarking and comparisons should not be used as a measure of research excellence where Māori, Mātauranga Māori, and Indigenous Knowledge was concerned if there was not overwhelming support from the Māori academe that performance metrics were appropriate in this space. This is a fair point and is further elaborated on below.

Caution was also signalled in regard to the question of *who* determines excellence and *how* we determine what we value, even in the relatively narrow domain of publication-based metrics. In particular, given that tools such as SciVal are readily available (and the University invests in such tools), it raises the question that decisions about what we value could be driven by what we can measure and the tools to which we have access, rather than beginning from assignments of value and then seeking to conceptualise how we might measure this.

A further concern was that the use of such metrics have the potential to be divisive as they lends themselves towards the profiling and comparing of staff and subjects. It is recognised that using a 'number of publications' metric as a proxy for research excellence not only privileges the Western conception of publications as primary bearers of research value, but also privileges those academic disciplines that produce larger numbers of publications. This point is well made. Attempts such as this therefore risk our University dividing researchers into 'winners' and 'losers', which in turn runs the risk of unnecessarily demotivating, marginalising, and distressing those who are not picked, celebrated or highlighted.<sup>26</sup>

It was noted that relying on publication-based metrics as a measure of research excellence does not mesh well with the kinds of reasons given as to *why* we care about research excellence. Perhaps traditional publication and citation-based metrics may be relevant in terms of marketing Massey to potential staff, students or collaborators, but even then, it is likely to only appeal to those who share the view that these metrics measure what matters. This is, in part, because publication-based metrics are fundamentally backward-looking, as was noted earlier in this paper. While what we have achieved in the past can be used, to some extent and in some regards, as a guide to what we may do in the future, it is less clear how looking back in this way can be useful to generate *change* in the future. It was noted that if our motivation is to build the capacity of Massey researchers to develop *collaborative opportunities* with other organisations, to orient to towards new funding opportunities and succeed in competitive funding rounds, and to influence policy and public dialogue, then we would be better served in looking to the future, not the past. It is difficult to disagree with this position.

It would be true to say that citations are not seen by all academics as a measure of research excellence. Caution was expressed too as citation rates vary across disciplines and there are different citation patterns over time. It is accepted here that high activity and/or high volume citations are not proxies for excellence. Moreover, citations do not account for the author contribution on papers with multiple authors and 'negative' citations are given the same weight as positive citations. In sum, then, it was offered that caution must be taken when using citations as a sole measure and they should be considered alongside a range of other measures.

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<sup>26</sup> Noting that identifying 'winners' and 'losers' was not the intention of the 2021 discussion paper, "Research Excellence: What it is, how do we assess it, and what can we do to utilise it further?"

Finally, it was proposed that excellence in research should be tempered with the consequences of undertaking the research in terms of researcher health and wellbeing. Research excellence need not, it was suggested, be achieved at the expense of a researcher's physical, mental, and social wellbeing. This was implying, in effect, that pursuing research excellence, whilst having many positive benefits, need not have negative consequences on the individual or group.

### *Massey University Strategy 2022-2027*

A further contextual consideration for understanding how we might better understand and apply research excellence is our new *Massey University Strategy 2022-2027*, and especially under Pou Rangahau, we have made a strong commitment to research excellence. Specifically, we have committed to delivering Research Excellence, by the following actions:

- **Supporting** our early career academics and those individuals and/or research teams delivering innovative, world-class research
- **Ensuring** that research conducted through partnership is widespread, invested in and actively maintained
- **Investing** in the development of inter- and transdisciplinary skills among researchers and providing a supportive environment for collaborative research
- **Maintaining** our focus on supporting our world-leading areas of research that align with and support the United Nations' Sustainable Development Goals
- **Ensuring** that the university's research workforce profile maximises and delivers on our agreed research impact and outcomes using subject appropriate metrics to evidence performance
- **Investing** in research dissemination and actively benchmarking our outputs to global standards to inform excellence and standing in research performance and future investment
- **Maximising** the commercial benefit of intellectual property derived from research
- **Embedding** a culture of research excellence in all aspects of the university's activities, so that all staff and students are part of this core endeavour
- **Promoting** the responsibility to demonstrate Massey's role as "critic and conscience" by supporting staff to communicate research and engage in public debate

As a result of our new *University Strategy*, our current research strategy, [\*He Rautaki Rangahau 2018-2022\*](#) needs to be refreshed and updated. This will occur during 2022 and will soon come to the Board for discussion as part of a wider consultation process. It would be fair to say that while many of the priorities signalled above in our new *University Strategy* align with existing commitments in *He Rautaki Rangahau*, some are new, such as the explicit references to research that aligns with and supports the United Nations' Sustainable Development Goals and that we commit to 'a culture of research excellence in all aspects of the university's activities, so that all staff and students are part of this core endeavour'.

### *Māori research priorities*

Any discussion of strategic commitments in regards to research excellence and particularly in relation to our new *University Strategy* and intention to work towards being a Te Tiriti o Waitangi led university, must include Māori research priorities. Indeed, a recent discussion paper, presented to

the Board by Professor Huia Jahnke and Dr Jason Mika (**AB 22/02/06**) suggested that both University and college-level commitments to biculturalism and Te Tiriti o Waitangi had yet to significantly affect Māori research capacity. That paper, written at the request of the University Research Committee as part of its 2021 planning day discussions, also noted that while Government research funding prioritises mātauranga Māori-based research, support for researchers to respond effectively and appropriately relies on Māori researchers and limited support from research services. In addition, the paper observed that a growing Māori economy is fuelling demand for research partnerships with Massey University.

That paper recommended key changes at our University including:

- implementing College-level Māori advancement plans and ensuring we have in place effective data collection processes for monitoring the effectiveness of such plans;
- increasing the number of Māori researchers and research active academic staff;
- increasing research advisor support for researchers to undertake Māori research; and
- expanding Māori research partnerships (provided that Māori research capacity is also lifted)

Significantly, the paper argued that greater priority ought to be given to applied research where the accent and emphasis is on *research that will make a difference in and for communities*. It proposed that, in broad terms, Māori research priorities focus on interdisciplinary, Māori-led research that may be both applied and theoretical, but the key point is that it should be beneficial to Māori communities. In sum, it argued that Māori research priorities and methods, when defined by Māori people and institutions, must be accorded sufficient weight in decisions for Māori research.

Such a local focus need not, it is suggested here, sit in tension with our international research aspirations, nor should it limit our global impact as measured in assessments such as international research rankings exercises. Indeed, Māori research is and can be globally impactful, and as Angus McFarlane has recently argued: 'A new dawn [heralded by scholarship such as Linda Tuhiwai Smith's ground breaking *Decolonizing Methodologies*<sup>27</sup>] that culturally relevant approaches to research need to play a major function in today's global patterns of knowledge seeking. Culturally relevant research requires making sense of these patterns through Māori lenses so that the various parts hang together, become more coherent and enable meaning making to emerge with more clarity and fairness.'<sup>28</sup>

Suffice it to say here (and much more could be said) that notwithstanding the extensive diversity between indigenous cultures globally, as McFarlane notes, 'they collectively share a history of domination, injustice and prejudice. Regardless of different geographic locations, they reflect universal chronicles and experiences, such as the confiscation of their lands, the demise of their languages, knowledge systems and practices, the loss of autonomy, disproportionate poverty, over-representation in poor health and educational outcomes, incarceration and marginalisation.'<sup>29</sup> The point here is that much Māori research has a purpose and goal that is impactful and meaningful to people and communities in ways that are clearly aligned with the shifting agenda around 'impact'.

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<sup>27</sup> Linda Tuhiwai Smith, *Decolonising methodologies: research and indigenous peoples*, Dunedin: University of Otago Press, 1999.

<sup>28</sup> Angus Macfarlane & Sonja Macfarlane (2019) Listen to culture: Māori scholars' plea to researchers, *Journal of the Royal Society of New Zealand*, 49:sup1, 48-57, DOI: [10.1080/03036758.2019.1661855](https://doi.org/10.1080/03036758.2019.1661855)

<sup>29</sup> Macfarlane & Macfarlane, 'Listen to culture: Māori scholars' plea to researchers'.

Indeed, one might suggest that globally, research is catching up to where Māori (and Indigenous) research aspirations, practices and understandings have always been.

The commitments to Te Tiriti and to enhance and progress Māori research priorities extend beyond our University too; indeed, the purpose of the Education and Training Act 2020, our governing legislative instrument, is to establish and regulate an education system that, among other commitments, 'honours Te Tiriti o Waitangi and supports Māori-Crown relationships' (sec 4 d). The Act includes a requirement that to be good employers, institutions should have an employment policy that recognises Māori aspirations, Māori employment requirements, and the need for a much greater involvement of Māori in education (sec 597, 2 d).

Moreover, the 2020 Tertiary Education Strategy (TES), produced by the Ministry of Education for the tertiary education sector, provides guidance and sets expectations in regards to the development aspirations of Māori. Massey University Te Kunenga ki Pūrehuroa is expected to align our strategic outcomes with the TES. In sum, the relevant objectives of the TES are to reduce barriers to education for all, including for Māori, the meaningful incorporation of Te Reo Māori and tikanga Māori into the everyday practice in our places of learning (and research), and to enhance the contribution of research and mātauranga Māori in addressing local and global challenges. While the TES is largely focussed on education (as opposed to research), for a university defined by the 'research-teaching nexus', the imperatives still hold true. Our University's current research strategy, *He Rautaki Rangahau*, commits the University to 'lift both the quality and quantum of our research', and includes a commitment to enhance and uplift 'Māori and Pasifika advancement through research' to be achieved by 'strengthening our Tiriti o Waitangi responsibilities and relationships'. Massey University is also committed to research conducted and communicated in Te Reo Māori.

In brief and to sum up, our current strategic context provides ample direction and guidance for a focus on Māori research at our University. This includes acknowledging and embracing mātauranga Māori research and its application in solving local and global challenges.

#### *PBRF and definitions of research excellence*

A key consideration for understanding the current conceptualisation of research excellence is the PBRF and its changing definitions and parameters.

By way of background, following the PBRF Quality Evaluation 2018, the Ministry of Education (MoE) established an independent PBRF review panel. The panel drew on sector feedback, PBRF data, expert analysis, and insights from the TEC, Ministry of Business, Innovation and Enterprise (MBIE) and MoE officials in developing its recommendations. In July 2021, Cabinet released its decisions on changes. These included instructing the TEC, in consultation with the SRG, to 'broad[en] the PBRF definition of research by rewording the PBRF definition of research; and by making changes to the Evidence Portfolio submitted by staff in the Quality Evaluation to complement the new PBRF definition of research'. The PBRF Review and Cabinet decisions are, therefore, clear that both the *definition of research* and the definition of *research excellence* should be broadened.<sup>30</sup> The review recommendations thus informed Cabinet's decisions on changes to the PBRF. In brief, the review

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<sup>30</sup> See further the *Report of the PBRF Review Panel (2020)* and the *Report of the Moderation and Peer Review Panels PBRF 2018 Quality Evaluation (2019)* which provide context for the changes sought and options proposed.

recommended that the PBRF adopt a 'more capacious definition of research excellence that encompasses the production of research, engagement and impact relating to that research and support for vibrant, diverse research cultures.'

The PBRF Review Panel that reported to the Minister in 2021 also sought feedback from the sector on how the Quality Evaluation reflected and valued *research excellence*. The panel noted in its report that although the PBRF definition of research was intentionally broad, there were widely held concerns 'that the fund privileges certain kinds of research, discouraging the application of existing knowledge to problems specific to New Zealand, engagement with communities and undervaluing the impact of research.' The panel considered that while some of these views were based on 'myths' about the assessment framework, there nonetheless remained valid concerns and criticisms that it did not adequately recognise the diversity of research excellence in Aotearoa New Zealand. Thus, the panel's final (and oft-cited) recommendation to adopt a 'more capacious' definition of research excellence emanates from this finding.

In 2021, the TEC released its [second discussion paper](#), 'Towards a more holistic understanding of research excellence: PBRF research and research excellence definitions', in which it proposed to modify the current definitions of 'research' and 'research excellence' utilised in the PBRF assessment and to amend the current definitions significantly to embrace more 'capacious' and contextualised understandings of research and research excellence. Massey University has lodged a submission to that discussion process (see Appendix 3).

The issue of impacts was also important to this discussion. The PBRF Review panel noted that, for instance, that the Quality Evaluation appeared to place much less value on research which was focussed more on achieving *impacts or outcomes for stakeholders* than it did on *outputs*. The panel was of the view that this was partially because it 'can be harder to explain and validate' such research. Therefore, the panel argued, it was more likely that researchers were privileging more 'traditional' or orthodox outputs in assembling their Evidence Portfolios (such as journal publications and monographs), as these were perceived as less 'high risk'. It follows, then, that this would have the effect of disadvantaging researchers who because of the nature of their research are less likely to produce such outputs, and of even disincentivising impact, engagement, and practice-led research.

It is worth noting too that in the 2018 Quality Evaluation, while the majority of the 13 panels welcomed the opportunity to include an elaboration of the main research definition, most were concerned to clarify the *inclusion or exclusion* of specific forms of activity or output. However, the Creative and Performing Arts, Education, Māori Knowledge and Development panels, and to some extent, the Engineering, Technology and Architecture and Pacific Research panels, all produced elaborations which materially expanded on and moderated the PBRF research definition. Interestingly, it was noted that the prevailing disciplinary norms operating within and guiding these panels, in contexts where research is routinely applied, practice or community-based, offered some 'real time' examples and indication of the limitations of the current PBRF definition of research.

The recent SRG paper has also proposed broadening the existing definition of research by explicitly including rangahau, Mātauranga Māori and kaupapa Māori, Pacific research, community, action, practice-based and applied research, as well as by specifying what is *not* included. Rather than set

out features of excellent research (which might include, for example, originality, rigour, significance, or reach), the current definition articulates a set of activities through which research excellence is achieved: the creation, application, and dissemination of knowledge, as well as contributions to the research environment through supporting colleagues. These activities overlap substantially with the widened definition of research.

As per the University's submission, Massey supported option 2, to not include a standalone definition of research excellence, but ensure that the research definition and Quality Categories collectively define and broaden research excellence in line with Cabinet's instructions.

The SRG recently made several preliminary decisions about the overall approach it would like to recommend to the TEC and some draft wording in relation to what it has identified as the key components of the definition, including:

- The PBRF definition of research
- How to acknowledge and articulate Māori research and Pacific research in the Guidelines and/or in the Panel-Specific Guidance
- A definition of research excellence
- The Quality Category descriptors

As noted above, the SRG considered two options for changes to the definition of research: 1) a more detailed definition; 2) a briefer definition supported by detailed elaborations in the Māori Knowledge and Development panel and Pacific panel's Panel-Specific Guidance. Following sector feedback, the SRG has decided to develop and recommend the more detailed definition. The SRG has also made some minor changes to the proposed wording that was consulted on. The SRG has also decided to consult further before agreeing wording that refers to Māori research and Pacific research.

The draft wording the SRG is considering is:

*In Aotearoa New Zealand our distinctive research culture and environment draws on diverse epistemological traditions of critical inquiry, experimentation, and knowledge-creation. For the purposes of the PBRF, research, including rangahau, Mātauranga Māori, kaupapa Māori, and Pacific ways of knowing, being, and conducting research, is defined as a process of investigation or inquiry leading to new, recovered, or reinterpreted knowledge or understanding which is effectively shared and capable of rigorous assessment by experts.*

*Research includes work that embodies new insights of direct relevance to the specific needs of iwi, hapū, marae, communities, government, scholarship and teaching, industry and commerce, and may be developed through collaborative and practice-led processes involving stakeholders from those constituencies. It can be an individual or collective process and may be embodied in the form of artistic works, performances, designs, policies, or processes that lead to novel or substantially improved insights.*

For further clarification, in terms of the PBRF, research includes:

- *contributions to the intellectual underpinning of subjects, disciplines, and epistemologies (for example, dictionaries, scholarly editions, and teaching materials that embody original research)*

- *Applications of existing knowledge to produce new or substantially improved materials, devices, products, designs, policies, or creative outputs*
- *recovery and revitalisation of knowledge previously suppressed (for example, the study of raranga, whakapapa narratives, rongōa, navigational knowledge), or lost (for example translation studies, historical or literary archival studies, or ecological research)*
- *the synthesis and analysis of previous research to the extent that the insights generated are new.*

Research does not include:

- *routine testing and data collection lacking analysis, interpretation and/or evaluation*
- *preparation for teaching that does not embody original research (for example, collation of existing research and research outputs into handbooks or textbooks)*
- *the legal and administrative aspects of intellectual property protection and commercialisation activities.*

It is anticipated that the Quality Category descriptors require revision to reflect the PBRF Definition of Research and will be consulted on further on that basis. There appears to be strong support from the sector for this approach. We also understand that the new Quality Category descriptors could better reflect research impact and collaboration, and that care should be taken not to define reach and significance in purely geographical terms.

#### *Te Ara Paerangi Future Pathways Green Paper*

In parallel with the TEC consultation, the Ministry of Business, Innovation and Employment (MBIE) last year released Te Ara Paerangi Future Pathways Green Paper and sought wide engagement from the research sector. Massey University made a submission on the broader issues raised in and by this document (see Appendix 4).

Te Ara Paerangi Future Pathways is a multi-year programme focused on the future of New Zealand's research system. The programme seeks to start an open and wide-ranging conversation on a range of issues facing the research system, how these issues might be addressed, and how to take advantage of emerging opportunities. The Future Pathways programme looks to create a research, science and innovation system that continues to be critical to New Zealand's success. The Te Ara Paerangi Future Pathways Green Paper is the start of a multi-year discussion seeking to start an open and wide-ranging conversation on a range of issues facing the research, science, and innovation system. This paper speaks to the need to best position New Zealand's research system for the future, with this research system needing to be:

1. Modern
2. Future-focused
3. Strengthening the role of Māori and how the system can achieve outcomes for Māori
4. Building and supporting excellent and impactful research that address challenges facing New Zealand such as climate change and pandemic responses.
5. Leveraging future economic opportunities in a rapidly changing world
6. Building novel and transformative options for the new economy of the future, as it continues to support current jobs and industries; and
7. Ensuring our social research has a role to play and its importance in decision making and policy formation

While this discussion paper was principally focussed on the priorities, shape and structure of the national research 'system', it also spoke to research excellence.

The paper noted that strong research leadership and fit-for-purpose accountability mechanisms will need to ensure projects within a priority are meeting the highest standards of research excellence and impact. Research excellence, the paper noted, will remain an important guiding principle of the RSI system but will look different in different research contexts. The paper suggested that research priorities will need to value different modes of excellence, depending on the field and type of research being undertaken.

The paper defined excellence, in the context of research as 'the ongoing pursuit of the best thing possible in the context in which research takes place, and can apply to all types of research, including basic, applied, strategic and experimental development. It is well-designed, well-performed, well-reported research, recognised as such through a variety of different ways, including peer review and mātauranga Māori. It is also context specific. Excellence will be assessed differently for different types of research, fields of research and different activities.'<sup>31</sup> However, this tends not to be 'excellence' for its own sake, but one that is highly applied.

## Conclusion/Summary

While the definition of research excellence is changing (and is likely to change further as criteria regarding the PBRF assessment is refined over coming months), it is critical that our University researchers maintain awareness of these changes and understand how we can align these into our own research activity and planning. An obvious way to do this is to adapt the new TEC definition of a 'more capacious definition of research' into our internal preparations for the 2025 PBRF Quality Evaluation round, which is well underway via the Research Evaluation and Development Initiative (REaDI), designed to support and position our researchers for future success.

There are, however, also wider implications of going down this pathway. How might we ensure that these new conceptions of research excellence align with those valued and understood by our 'end users' and research partners and collaborators? How can we do this in ways that reflect the diversity across our fields of research, while also considering 'assessing excellence' alongside impact? In short, it is becoming increasingly clear that 'excellence' will in the future not only be assessed by our scholarly peers, but also by those who will utilise and benefit from it. Moreover, we are going to need to engage in co-design, partnership, and collaboration from the outset of a research project or endeavour, ensuring that the research questions developed at the commencement of a research project are intimately shaped with and by research collaborators. In other words, these partnerships and discussions will need to be 'front loaded' in our research design and planning.

As noted earlier, it is also important that we recognise the need to move beyond the simple metrics of publications, to reflect the quality, diversity, and benefit of other types of research outputs in areas such as creative arts and humanities. It is also imperative, given the thrust of Māori, Pacific and Indigenous research priorities that impact and outcome are critical indicators of research efficacy,

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<sup>31</sup> Te Ara Paerangi Future Pathways Green Paper.

success and, in many respects 'excellence'. But as also noted, this is not an 'either/or' and we need to take a sufficiently nuanced approach to continue to support metric-based assessments of research excellence alongside more holistic evaluations. We do not, in other words, need to 'throw the baby out with the bathwater'. This type of thinking and planning has the potential to shift our University into a much more sophisticated mode of understanding and positioning for research excellence, while at the same time, recognising that dominant (normative) measures of research excellence exist and are often 'hard wired' into wider scholarly and academic practices.

In sum, and in the context of increasingly constrained resources, our focus must shift from internalised debates about 'tall poppies', to one where we can evidence the strength of our research excellence through our impact as well as and alongside the measures we will need to use in the future to define quality.

DATE:	4 April 2022
AUTHOR:	Academic Board Secretary, Christabelle Marshall
SUBJECT:	CUAP PROPOSAL SUMMARY REPORT

## Recommendation

- Academic Board recommend the following CUAP proposals to the Vice-Chancellor and forward to CUAP for approval or noting.

## CUAP Proposals

- 1 CUAP New Qualification and New Specialisations:
  - 1.1 Bachelor of Screen Arts with Honours and 7 new specialisations AB22/04/72
- 2 CUAP New Qualifications:
  - 2.1 Diploma in Screen Arts AB22/04/73
  - 2.2 Graduate Diploma in Screen Arts AB22/04/74
  - 2.3 Postgraduate Diploma in Screen Arts AB22/04/75
  - 2.4 Graduate Diploma in Information Sciences AB22/04/76
- 3 CUAP New Specialisation:
  - 3.1 Global Communication AB22/04/77
  - 3.2 Business Analytics (Bachelor of Business) AB22/04/78
- 4 CUAP Qualification Amendment and New Specialisations:
  - 4.1 Bachelor of Creative Media Production and 7 new specialisations AB22/04/79
- 5 Qualification Review Report and Response:
  - 5.1 Graduate Certificate in TEAL Report AB22/04/80
  - 5.2 Graduate Certificate in TEAL Response AB22/04/81



**MASSEY UNIVERSITY**  
COLLEGE OF SCIENCES

COLLEGE OF SCIENCES  
COLLEGE BOARD

Electronic Meeting  
Thursday 20 January – Tuesday 25 January 2022

MINUTES - PART I

PARTICIPATED: Professor Simon Hall (Chair), Professor Ray Geor, Professor Paul Kenyon, Professor Monty Sutrisna, Professor Julian Heyes, Dr Jennifer Tate, Associate Professor Chris Scogings, Professor Jon Huxley, Professor Suzanne Wilkinson, Christina Eagle.

1. ACADEMIC DECISIONS

- 1.1 Non-CUAP Qualification Amendment 2022 - UBBSC Bachelor of Business\_Bachelor of Science CSB22/1/1
- 1.2 Short Course Quality Auditor Education programme Module 1 CSB22/1/2

RESOLVED: THAT DOCUMENTS CSB22/1/1 AND CSB22/1/2 BE APPROVED FOR FORWARDING TO ACADEMIC COMMITTEE.

CHAIR  
Carried



COLLEGE OF SCIENCES  
COLLEGE BOARD

A meeting of the College Board was held on  
Thursday 17 February 2022 at 2.00 PM via Zoom

MINUTES – PART I

PRESENT:

Professor Simon Hall (Chair), Christina Eagle, Professor Ray Geor, Professor Julian Heyes, Professor Peter Lockhart, Associate Professor Liz Norman, Professor Jamie Quinton, Professor Wendi Roe, Professor Chris Scogings, Associate Professor Jennifer Tate.

IN ATTENDANCE: Diana Kessler, Mary O'Carroll, Grace Selvaraj.

VISITORS: Micaela Eastwood for agenda item 8.

1. WELCOME

The Chair welcomed members to the first College Board meeting of the year. The Chair acknowledged new members and co-opted Professor Jamie Quinton into this meeting. Professor Wendi Roe attended as proxy for Prof Jon Huxley.

2. APOLOGIES

Prof Paul Kenyon  
Prof Jon Huxley  
Prof Suzanne Wilkinson

The meeting was moved to agenda item 8.

3. MINUTES FOR APPROVAL

3.1 Confirmation of Minutes November 2021 Part I

CSB22/2/4

RESOLVED: THAT THE MINUTES OF PART I OF THE MEETING HELD IN NOVEMBER 2021 BE  
CONFIRMED AS AN ACCURATE RECORD.

CHAIR  
Carried

4. MATTERS ARISING

None

## 5. ACTION LIST

5.1 Action list January 2022

CSB22/2/5

NOTE: Mark item 4 as completed.

NOTED

## 6. CHAIRPERSON'S REPORT

The Chair updated the Board on the following matters:

- Fiona Coote from OAQRA has advised the Chair that while transitioning to the new ToR the Board can operate with 50% of the total position and decisions will be a majority vote of the positions currently filled. We currently have this operational quorum. Remaining positions include student representatives for Manawatū and Distance, School representatives and a Professorial representative. If a School has a package of documents to be presented at CSB, then the Academic/Postgrad Lead can be invited to assist the Board and their Head of School.
- Grace Selvaraj is leaving after serving this Board for a number of years. The Chair moved a vote of thanks from the Board for Grace's work (motion passed).
- Final results are coming in for Summer School 2021. Thank you to Academic Leads and teaching teams for processing results.
- The Pūrehuroatanga Steering Group have identified some low performing courses for Māori and Pacific student pass rates, the Chair will work with the First Year Lead Prof Chris Anderson, Professor Jon Procter and Professor Peter Lockhart on this data. Prof Ray Geor advised that there will be action required on these courses.

ACTION: Chair to send list of priority course to CSB members.

- The Chair and DTL A/Prof Liz Norman are members of a COVID Teaching & Learning group that advises COVID Operations group who in turn take matters to CMT. CMT has reinstated the ability to make temporary changes to courses assessments. In 2020 and 2021 this board gave the Chair the authority to approve these. It would be useful if this were provided again.

RESOLVED: That authority be delegated to the Chair to approve temporary assessment changes in consultation with the course coordinator, academic lead and DTL A/Prof Liz Norman. Changes will be presented at the following Board meeting for noting.

HEYES/SCOGINGS  
Carried

- A body of work of what can and cannot be delivered face to face by the College for Internal and Block course offering for Semester One is nearing completion and will be circulated so teaching teams can advise their classes via stream sites.
- The university is required to undertake contact tracing of both staff and students and interact with the Ministry of Health. We are also required to provide information to the Ministry of Education and Tertiary Education Commission. The Chair and A/Prof Liz Norman have met with

the individual organising that function and it appears that there will be limited involvement by individual teaching teams.

There was a discussion regarding this including the following:

- There is detailed information regarding how to manage contact tracing in the classroom that will be made available next week.
- It is important to know if class are cancelled for contact tracing purposes.
- Massey has a Health and Safety team that should be the first point of contact and they will contact the Ministry of Health.
- Due to privacy requirements staff are not to reveal the name of any person with COVID.

DTL A/Prof Liz Norman updated the Board on the following matters:

- Amelioration options have been approved by CMT with some minor changes. Temporary assessment changes are allowed but need to be made soon so students can be informed. Temporary changes will not be reflected on SMS, this needs to be explained on stream sites. Previously assessment minimums and compulsory assessments were waived this is not the case anymore. If this is an issue a temporary change can be requested.
- If there are queries regarding vaccination matters these should be referred to the vaccination email address.
- Late enrolments will not be accepted.
- Vaccination passes are not held in the system and therefore cannot be shared or transferred.
- A/Prof Liz Norman recorded thanks to Diana Kessler and team for their work behind the scenes in managing student admissions and vaccine passes. They are doing their best to mitigate student withdrawals.

PVC Prof Ray Geor updated the Board on the following matters:

- Prof Ray Geor recorded thanks to Diana Kessler on behalf of the College for the work that is being undertaken. Enrolments for the College are soft this year due to a lot of factors. Please support your teams as they manage the uncertainties.
- A/Prof Catherine Whitby is the Postgraduate Director for the College. She will soon convene the College's Postgraduate Committee and start a programme of work, including working with supervisors and postgraduate students on recalibrating expectations in light of the lengthy COVID situation.
- Welcome to Prof Jamie Quinton who will be joining us soon as Head of the School of Natural Sciences. A/Prof Jen Tate has been doing an excellent job in her role as Interim Head of School.
- Te Huringa o te Tai the University project working on streamlining general administration and finance administration across the University is currently underway.
- The VC in her webinar referred to the SLT planning last week where fairly detailed KPIs were signed off. Colleges will need to respond on how activities align for the strategy for the overall duration and for 2022.

## 7. COURSE OFFERING CHANGES

7.1 Course Offering Changes approved by the DPVC November 2021 to February 2022

CSB22/2/6

7.2 Course offerings changed from Distance to Block

CSB22/2/30

NOTED

## 8. ACADEMIC AUDIT

Micaela Eastwood gave a presentation on the Academic Audit process this is now available via SharePoint CSB22/2/37. Micaela will confirm to the Chair the timescale for input from the College. The link to the enhance theme website mentioned is <https://www.enhanceunz.com/>

ACTION: The Chair will circulate the documents including the 30 points to Academic Leads and Postgraduate Leads.

[ Micaela Eastwood left the meeting]

The meeting was moved to agenda item 3.

## 9. ACADEMIC DECISIONS

9.1 Course Amendment 141362 Food Formulation Technology

CSB22/2/7

9.2 Course Amendment 228371 Statistical Modelling for Engineers and Technologists

CSB22/2/8

9.3 Course Amendment 228798 Individual Research Project

CSB22/2/9

9.4 Course Amendment 280341 Environmental Technology

CSB22/2/10

9.5 Course Amendment 282260 Manufacturing Engineering and Computer Aided Design

CSB22/2/11

9.6 Course Amendment 282371 Mechanics and Materials

CSB22/2/12

NOTE: Documents CSB22/2/8 TO CSB22/2/12 are late for this year, the year implementation has been changed to 2023. Assessment changes have been approved as temporary amendments for 2022. There were queries about these proposals and they have been deferred.

RESOLVED: THAT DOCUMENT CSB22/2/7 BE APPROVED FOR FORWARDING TO ACADEMIC COMMITTEE FOR NOTING AND THAT, DOCUMENTS CSB22/2/8 TO CSB22/2/12 BE DEFERRED.

HEYES/SCOGINGS  
Carried

9.7 New Course 141720 Advanced Food Quality

CSB22/2/13

- 9.8 New Course 281780 Advanced Electronic Circuits CSB22/2/14
- 9.9 Non-CUAP Qualification Amendment Bachelor of Engineering with Honours CSB22/2/15
- 9.10 Non-CUAP Specialisation Amendment Electronics and Computer Engineering Major - Bachelor of Engineering with Honours CSB22/2/16
- 9.11 Non-CUAP Qualification Amendment Master of Engineering Studies CSB22/2/17
- 9.12 Non-CUAP Specialisation Amendment Electronics and Computer Engineering - Master of Engineering Studies CSB22/2/18
- 9.13 Non-CUAP Qualification Amendment Master of Food Safety and Quality CSB22/2/19
- 9.14 Non-CUAP Qualification Amendment Bachelor of Food Technology with Honours CSB22/2/35
- 9.15 Non-CUAP Specialisation Amendment Food Product Technology Major -Bachelor of Food Technology with Honours CSB22/2/20
- RESOLVED: THAT DOCUMENTS CSB22/2/13 TO CSB22/2/20 AND CAB22/2/35 BE APPROVED FOR FORWARDING TO ACADEMIC COMMITTEE FOR APPROVAL.
- HEYES/ EAGLE  
Carried
- 9.16 CUAP Qualification Amendment Graduate Diploma in Information Sciences CSB22/2/21
- RESOLVED: THAT DOCUMENT CSB22/2/21 BE APPROVED FOR FORWARDING TO ACADEMIC COMMITTEE FOR APPROVAL.
- SCOGINGS/ROE
- 9.17 Non-CUAP Specialisation Amendment Bachelor of Science Mathematics Major CSB22/2/22
- 9.18 Non-CUAP Specialisation Amendment Bachelor of Science Mathematics Minor CSB22/2/23
- RESOLVED: THAT DOCUMENTS CSB22/2/22 AND CSB22/2/23 BE APPROVED FOR FORWARDING TO ACADEMIC COMMITTEE FOR NOTING.
- SCOGINGS/HEYES
- 9.19 Non-CUAP Specialisation Amendment Graduate Certificate in Arts Mathematics CSB22/2/31
- 9.20 Non-CUAP Specialisation Amendment Graduate Diploma in Arts Mathematics CSB32/2/32
- 9.21 Non-CUAP Specialisation Amendment Bachelor of Arts Mathematics Major CSB22/2/33
- 9.22 Non-CUAP Specialisation Amendment Diploma in Arts Mathematics CSB22/2/34

NOTED

## 10. TEACHING AND LEARNING

None

## 11. ANY OTHER MATTERS

11.1 Academic Board Subcommittees Revised Terms of Reference CSB22/2/24

NOTED

11.2 Election for appointment of elected representatives to College Board

ACTION: Chair to begin work on this in the coming weeks.

11.3 Memo by DAQ - Early Notice Bachelor of Business CSB22/2/25

11.4 Bachelor of Business Early Notice CSB22/2/26

The Chair recorded thanks to Prof Chris Scogings, Dr Teo Susnjak and team for working with the Massey Business School and improving the outcome for Massey University.

NOTED

11.5 Equivalence Policy Review for consultation CSB22/2/27

Send any feedback for collation to A/Prof Liz Norman or [Sciences.Admin@massey.ac.nz](mailto:Sciences.Admin@massey.ac.nz)

11.6 Cross-College Elective Course Communication CSB21/11/281

Send any feedback for collation to A/Prof Liz Norman or [Sciences.Admin@massey.ac.nz](mailto:Sciences.Admin@massey.ac.nz)

## 12. EXCLUSION OF THE PUBLIC

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

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

Document: CSB22/2/4 Part II, CSB22/2/28 and CSB22/2/29 will be discussed in Part II of this meeting.

The Chair noted that Mary O'Carroll, Grace Selvaraj and Diana Kessler will be in attendance in Part II.

CBB 2022/02/52Rev1

Minutes Part 1



MASSEY UNIVERSITY  
COLLEGE OF BUSINESS BOARD

Meeting held on 15 February 2022

By Video Conference at 10 am

Zoom ID: 82339686193

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	PRESENT	Assoc Professor Jo Cullinane (Chair), Assoc Prof Sandy Bulmer (CBAPC, Chair), Professor Stephen Croucher (HoS, SCJM), Professor Stephen Kelly (PVC), Dr Sam Richardson, Professor Jens Mueller (Director - MED), Dr Angela Feekery, John Murrie, Dr Niki Murray, JS Imbeau, Claudia Silva, Dr Vishnu Menon, Assoc Professor Elizabeth Gray (DTL), Dr Natalia D'Souza, Assoc Professor Jo Bensemman (HoS, SoM), Professor Jonathan Elms (DoR), Professor Mohan Dutta, Assoc Professor Claire Matthews (DAQ), Alison Pavlovich, Dr Farah Palmer (Assoc Dean – Māori), Professor Martin Berka (HoS, SoEF), Professor Hatice Ozer-Balli, Madison Farrell (Student Rep), Chrissy Yang (Student Rep)		
	IN ATTENDANCE	Jade Zhou (Business Manager), Preetha Saji (Secretary) Carnette Pulma (former CBB Secretary)		
	APOLOGIES	Professor Bevan Catley, Ashok Poduval (SoAv, HoS), Professor Fawzi Laswad (HoS, SoAcc), Professor Gabriel Eweje, Alison Gustafson (Service Leader – Student Advice and Information), Jean Jacoby (Director – Education Futures)		
	MIHIMIHI	CBB Chair rendered a mihi to formally open the Board meeting.		
	WELCOME			
2	MINUTES FOR APPROVAL from CBB meeting on 18 <sup>th</sup> January 2022		RESOLVED THAT the minutes be approved with minor amendments as a true and accurate record.	<a href="#">CBB 2022/02/25</a> CBB 2022/02/25REV1
	<a href="#">Suggested amendment</a>			
	<ul style="list-style-type: none"> <li>5.1 Under 2022 priorities – bullet point 1 – remove 'in' after 'needs'</li> </ul>			

No.	Item	Details	Decision	Paper No.
	<ul style="list-style-type: none"> <li>5.1 Under 2022 priorities – bullet point 5 – ‘internalisation’ should be ‘internationalisation’</li> <li>7.2 Under Discussion – first para – ‘student’ (line 3) should be ‘students’</li> <li>7.2 Under Discussion – second para – ‘chosen is’ (line 3) should be ‘chosen that is’</li> <li>8.4 Para 1 – ‘students’ (line 5) should be ‘student’s’</li> </ul> <p><a href="#">Update</a> The wording was corrected in the new version of this document i.e. now CBB 2022/02/25REV1.</p>	CULLINANE		
3	INTEREST: DECLARATION AND DISQUALIFICATION		NONE	
4	MATTERS ARISING - PART 1			
4.1	Action Sheet from the last meeting on 18 January 2022		NOTED	<a href="#">CBB 2022/02/26</a>
4.2	<p>AQA Academic Audit Presentation slides</p> <p>- Presentation by Micaela Eastwood and Fiona Coote from the Office of Academic Quality, Reporting and Assurance on 18<sup>th</sup> January 2022 regarding Massey Cycle 6 Academic Audit process</p> <p>4.2.1 AQA Guide, APP 1 – Questions, Resources, and Examples</p> <p>- Frequently asked questions on AQA objectives, guidelines, practice, effectiveness, and improvements.</p> <p>4.2.2 AQA Guide, APP 2 – Audit Framework and Expected Evidence Summary</p> <p>- The overall scope for Cycle 6 Academic Audit is teaching, learning, support, and outcomes for students. This framework applies to all students, all delivery, and all staff who teach, supervise, or support teaching and supervision.</p>		NOTED	<a href="#">CBB 2022/01/22</a> <a href="#">CBB 2022/01/23</a> <a href="#">CBB 2022/01/24</a>
4.3	<p>Emergency Assessment Changes</p> <p>- Email from CBB Chair DPVC Assoc Professor Jo Cullinane re Chair’s Action on CBB approved emergency assessment arrangements in line with the CMT Amelioration Standing Order for Semester 1 and Double semester 2022.</p> <p><a href="#">Update</a> The DPVC distributed the Semester 1,2022 Ameliorations proposed to CMT to the CBB committee members for information on Thursday 17<sup>th</sup> February 2022.</p>		NOTED and ENDORSED	<a href="#">CBB 2022/02/51</a>
5	REPORTS			
5.1	<p>Pro Vice-Chancellor</p> <p>The PVC’s report focussed on:</p> <ul style="list-style-type: none"> <li>The implications of the pandemic for teaching in Semester 1. The PVC outlined the anticipated changes to course delivery as a result of the resurgence in the pandemic, with the key changes being the moving online of the lectures in the core courses and teaching in small course offerings.</li> <li>University remains committed to teaching face-to-face where possible and safe. The University is ensuring that it is complying with or exceeding advice from the Ministry, rules and regulations around social distancing and mask-wearing.</li> <li>Work is being done to ensure that classroom environments are suitable, including in relation to distancing and ventilation.</li> <li>It is to be noted that the COVID-19 problem is going to be around for a while so this is our first new step towards trying to learn to live with it.</li> </ul>			
5.2	<p>Chairperson</p> <ul style="list-style-type: none"> <li>The DPVC noted that the report for this month could be very similar to that for January.</li> </ul>			

No.	Item	Details	Decision	Paper No.
		<ul style="list-style-type: none"> <li>Much time is taken up with COVID-19 and helping the University and College is prepare for teaching for Semester 1.</li> <li>Work leading the University Academic Progression Activity continues.</li> <li>An update of the College Business Continuity Plan has been completed recently.</li> </ul>		
5.3	Director Academic Quality	<ul style="list-style-type: none"> <li>The DAQ reported that the publishing of Summer School results was about to start, following the recent conclusion of the Summer School exam period.</li> <li>CMT has recently approved the amelioration arrangements for Semester 1 2022, which have been made available on the MBS C19 Teams site and drew attention to a key change in the retention of compulsory assessments and sub-minimas. <ul style="list-style-type: none"> <li>In a follow-up comment, it was noted the CMT approved amelioration arrangements had not been circulated to College Board, and this will be done subsequent to the meeting by the Chair.</li> <li>Another key change to the last two years was the introduction of a reassessment option as an outcome for Aegrotat applications.</li> </ul> </li> <li>Work being done to implement the University's vaccine policy, with students who have not completed the vaccine task having now been withdrawn or (in the case of most MBS students) transferred to the Distance intake of the programme and distance course offerings. MBS has a very limited number of programmes where a transfer to distance mode is not possible.</li> </ul>		
5.4	Director of Teaching and Learning	<ul style="list-style-type: none"> <li>Stream sites are now open to students for Semester 1.</li> <li>The "Best Practice Guidelines for Shared Stream Sites" PD Session was well-attended. It has been added into the HR calendar for wider benefit of the university.</li> <li>The DTL will continue to collaborate with Assoc Dean Māori Dr Farah Palmer with regards to Paerangi.</li> <li>There are changes associated with student care and support being rolled out by the University. James Collings (Student Life Services Manager, Student Services) is heading a team to undertake student communications for those students who have not done any engagements with their Stream.</li> </ul>		
5.5	Director of Research	<ul style="list-style-type: none"> <li>Application for Massey University Research Funding 2022 will be open end of this month. Further information will be forthcoming.</li> <li>Steady progress being made with PhD and Master of Business Studies students COVID-19 Vaccine mandate work.</li> </ul>		
5.6	Associate Dean Māori	<ul style="list-style-type: none"> <li>Māori mentors ready for semester 1, 2022. Stream communication is being set up for the 1<sup>st</sup> year students and information is passed to the BBus 100-level coordinators so that the Māori students can directly communicate with their mentors.</li> <li>Associate Professor Jason Mika is leaving Massey University and his leadership and contribution will be greatly missed.</li> </ul>		
5.7	Student Representatives	The Student Reps had no matters they wished to highlight.		
6	MATTERS REFERRED FROM ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA)			
6.1	Equivalence Policy Review for Consultation	<p>-College board to provide recommendations on the Equivalence policy review on the changes that have occurred to systems, processes, and circumstances since the last review. Feedback to be provided to Phil Bronn, OAQRA by 29 March 2022.</p> <p><a href="#">Feedback/ Comments</a></p> <ul style="list-style-type: none"> <li>DAQ would like to amend the definition of a course offering to be changed to "delivered in a specific mode" rather than "the internally, distance or by block mode"</li> <li>Under Responsibilities – Point 2 – "the assessment design is equivalent and that any variations in the assessment are</li> </ul>	NOTED	<a href="#">CBB 2022/02/28</a>

No.	Item	Details	Decision	Paper No.
	<p>agreed by all the teaching staff". DAQ suggests this process requires higher-level approval at least from HoS or Chief Examiner.</p> <ul style="list-style-type: none"> <li>Page 3 – "If a student has a computer and appropriate internet access, they will have equivalent opportunities. Where this is not the case alternative arrangements need to be considered." DTL requested clarity on who is responsible for considering the alternative arrangements, what kind of arrangements are in scope and who has the oversight of these arrangements.</li> <li>Feedback on Akari Categorisation - Type and Title. Can the "title" be amended?</li> <li>Page 3- what should be the definition of appropriate internet access – broadband access or public library. Clarity on " What is the minimum level of access for any course specified in policy? "</li> <li>Academic Board representative can seek feedback by email before presented to Academic Board.</li> </ul> <p><a href="#">Suggested amendment</a> Portfolio part 1 does not track changes to the original document.</p> <p><a href="#">Update</a> Portfolio Part 1 was re-done to reflect tracking changes on Pages 60-72. New version uploaded to committee documents</p>			
7	MATTERS REFERRED FROM ACADEMIC BOARD (AB) /TEACHING AND LEARNING COMMITTEE (TLC)			
	None			
8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)			
8.1	Daft minutes (Part 1) received from CBAPC January 2022 meeting		NOTED	<a href="#">CBB 2022/02/29</a>
	COURSE AMENDMENTS 2022 INDIVIDUAL PROPOSALS			
	School of Management	<p>Items 8.2-8.5 <a href="#">Notes</a> Part of the short-term actions recommended at the 'Activate Your Programme' series workshops focused on 152.xxx courses within Bachelor of Sport Management, providing students with a coherent and consistent learning experience.</p> <p>Bachelor of Sport Management courses have been through the Activate programme, and as a result of recommendations from the team changes has been made to LO's and assessments in 8.2, 8.3, and 8.4 (which are similar) and 8.5 from test to case-study which is meant to improve the student experience.</p>		
8.2		COURSE AMENDMENT 2022 152.238 Professional Development for the Sport Industry - To modify learning outcomes (LOs) and assessments	RESOLVED THAT documents CBB2022/02/30-33 all be approved and forwarded to Academic Committee for noting.	<a href="#">CBB 2022/02/30</a>
8.3		COURSE AMENDMENT 2022 152.236 Sport Business - To update all learning outcomes and assessments		<a href="#">CBB 2022/02/31</a>
8.4		COURSE AMENDMENT 2022 152.237 Sport Event Management - To update learning outcomes and assessments.	BENSEMANN / IMBEAU	<a href="#">CBB 2022/02/32</a>

No.	Item	Details	Decision	Paper No.
8.5		COURSE AMENDMENT 2022 152.133 Sport Facility Management - To change Assessment 3 from "Test" to "Case Study"		<a href="#">CBB 2022/02/33</a>
Course Amendment 2023				
8.6	School of Communication, Journalism and Marketing	COURSE AMENDMENT 2023 219.704 International and Intercultural Communication - To include a restriction against 219.304 (Intercultural Communication) - To ensure students do not repeat a course if progressing towards a postgraduate programme.	RESOLVED THAT this document be approved and forwarded to Academic Committee for noting.  CROUCHER / FEEKERY	<a href="#">CBB 2022/02/34</a>
NON-CUAP QUALIFICATION CHANGE 2023				
8.7	Massey Business School	QUALIFICATION AMENDMENT 2023 UBBSS Bachelor of Business - To add additional regulation for timely completion of core courses This change aligns with objectives from MBS Strategy (2019-2023) with its intention to improve completion rates in Bachelor of Business.  <u>Notes</u> These changes have come out of the preparation for the review of the Bachelor of Business which was undertaken last year. Three changes with broad consensus are proposed, and early notices sent out and some feedback already received.  Proposed regulatory change as part of BBus which outlines the benefits that will occur to students if the regulation requires them to take a core course. This kind of change was endorsed by Academic Committee as an approach which could be usefully extended to other university programmes .  <u>Update</u> Proposal forwarded to Academic Committee for approval.	RESOLVED THAT this document be approved with minor changes and forwarded to Academic Committee for approval.  CULLINANE	<a href="#">CBB 2022/02/35</a>
CUAP NEW SPECIALISATION CHANGE 2023				
8.8	Massey Business School	UBBSS1BSAN1 Business Analytics - To introduce a new major - Business Analytics major - to the Bachelor of Business programme This proposed new major will fill the gap or meet the industry demands for business analytic skills at an undergraduate level.	RESOLVED THAT this document be approved (with minor changes) and forwarded to Academic Committee for approval.	<a href="#">CBB 2022/02/50</a>

No.	Item	Details	Decision	Paper No.
		<p><a href="#">Note</a> The conversation is progressing with parties who are interested in the construction of this major.</p> <p>Some questions and concern were raised by the CBAPC members i.e. similar courses. CBAPC Chair reassured that refining will be happening as the document progresses and restrictions will be in place so that students do not take similar courses.</p> <p>Courses have been created in Akari CM, course coordinators are identified, and work is progressing with the major and LO's, assessment formats.</p> <p>Some SoEF staff are concerned about the overlap of the existing SoEF courses and proposed new courses. Also, SoEF has staff expertise in the proposed area hence concerned about the dilution of the areas - Economics and Analytics.</p> <p>Some SoM staff are concerned with the process and the content but is supportive of the new specialisations, particularly Business Analytics.</p> <p><a href="#">Update</a> The PVC working with Head of Schools to agree some further amendments, but an agreement was not reached by 4.00 PM on Friday 18 February 2022 hence CBB Chair has agreed with the PVC to withdraw the proposal for Business Analytics and aim for April AC and hope to still make it through to CUAP Round 1.</p>	<p>[The Chair will monitor the scale of the changes proposed and if they are more than minor the proposal would be brought back to CBB members for an electronic vote].</p> <p>CULLINANE</p> <p><a href="#">Update</a> Chair emailed CBB members on Friday 18 February 2022 that agreement was not reached on the proposed amendments.</p> <p>Therefore a Chair's Action on CBB's behalf to UN-APPROVE the proposal CBB 2022/02/50.</p>	
8.9		<p>UBBSS1GLCM1 Global Communication To introduce a new major – Global Communication - to the Bachelor of Business programme</p> <p>This new major will fill the gap or meet the industry demands for graduates with communication skills and an understanding of how to communicate in a global context.</p> <p><a href="#">Notes</a> The conversation is progressing with SCJM and CoHSS. CoHSS has an</p>	<p>RESOLVED THAT this document be approved with minor changes and forwarded to Academic Committee for approval.</p> <p>CULLINANE</p>	<p><a href="#">CBB 2022/02/37</a></p>

No.	Item	Details	Decision	Paper No.
		<p>interest in the general area of media and communication.</p> <p><a href="#">Update</a></p> <ul style="list-style-type: none"> <li>Minor feedback from CoHSS was incorporated on the BBus CUAP proposal to add the Global Communication major (plus associated courses).</li> <li>Proposal forwarded to March 2022- Academic Committee approval.</li> </ul>		
<b>OTHER DOCUMENT</b>				
8.10	<p>Master of Management Alternative Admission Gateway - To allow Master of Management students who have completed the equivalent of at least 60 credits at postgraduate level and attained a minimum GPA of C+, exemption from the requirement to complete the core courses. As this is not a credit, students are required to complete an alternative course of 30 credits.</p> <p>See <a href="#">CBAPC minute</a> 10.1 for extensive discussion on the GPA issue</p> <p><a href="#">Notes</a> Students looking for a second Master's degree can utilize the University's Recognition of Prior learning option. These students have already met the Learning outcomes for 115758 and 115759 by completing their first Post Graduate studies at other Institutes.</p> <p><a href="#">Feedback</a> Examine whether Te Tiriti requirements/implications are met for the courses.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>GRAY / SILVA</p> <p><a href="#">ACTION</a> DTL to work with Subject majors to determine that Te Tiriti requirement for the course is met</p>		<a href="#">CBB 2022/02/38</a>
<b>9 OTHER DOCUMENTS</b>				
9.1	<p>Aegrotat and Impaired Performance (AEG/IP) consideration Updated memo prepared by the DAQ to address concerns on the consistency of decisions around AEG/IP appeals within College processes. A version of this paper was previously tabled at the November meeting.</p> <p><a href="#">Notes</a></p> <ul style="list-style-type: none"> <li>Hundreds of applications are received every year for AEG/IP consideration each year which is initially processed by college office and then forwarded to Administrators. Inconsistency across the process exists such as students apply to different colleges based on their study, courses being sent to different schools and coordinators.</li> <li>College Teaching and Learning committee has provided feedback and agreed to look at a new process which is captured in this new document. College staff will assess all the application to make sure they are in line with the regulations and determine the extent of the impairment, which will then be forwarded to the coordinators.</li> <li>Offering Coordinators will not receive any information about the nature of the impairment. This will reduce the</li> </ul>	<p>RESOLVED THAT this document be approved</p> <p>MATTHEWS / GRAY</p> <p><a href="#">ACTION</a> DTL to work with the Student Services team to see the long-term applications such as requesting a service – personal support for AEG/IP</p>		<a href="#">CBB 2021/11/319Rev2</a>

No.	Item	Details	Decision	Paper No.
		<p>number of people seeing the student's private information.</p> <ul style="list-style-type: none"> <li>The application will be approved/declined by HoS and then forwarded back to college for processing.</li> <li>Recommendation to be submitted to AC on changes at university level.</li> </ul> <p><a href="#">Update</a> Document moved forward as a one-year trial.</p>		
10	OTHER BUSINESS			
	None			
	SUBSIDIARY COMMITTEES			
11	COLLEGE RESEARCH COMMITTEE (CRC)	Draft minutes (Part 1) received from MBS-CRC meeting on 2nd February 2022	NOTED	<a href="#">CBB 2022/02/36</a>
12	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&L)	Draft minutes (Part 1) received from MBS T&L January 2022 Jan meeting	NOTED	<a href="#">CBB 2022/02/39</a>
13	MASSEY BUSINESS SCHOOL ACCREDITATION STEERING GROUP (ASG)	No minutes (Part 1) received from ASG		
14	MASSEY BUSINESS SCHOOL ASSURANCE OF LEARNING COMMITTEE (AOL)			
14.1	Minutes (Part 1) received from AOL February 2nd, 2022, Meeting		NOTED	<a href="#">CBB 2022/02/40</a>
14.2	Master of Health Service Management (MHSM) Assurance of Learning Implementation Plan -A set of five (5) Programme Learning Goals (PLGs) and Outcomes (PLOs) identified as pillars for the MHSM programme, aiming for a more operational MHSM graduate profile. This is to be implemented by semester 2, 2022.		RESOLVED THAT this document be approved  MATTHEWS / GRAY	<a href="#">CBB 2022/02/41</a>
14.3	Master of Professional Accounting (MPAcc) Assurance of Learning Implementation Plan -A set of six (6) Programme Learning goals and outcomes for the MPAcc to be implemented from 2022. These PLO's are introduced and given a preliminary assessment to identify any significant weakness in student performance during the first year of study.  <a href="#">Note</a> MPAcc is very similar to the MPAF implementation plan with slight change in courses.		RESOLVED THAT this document be approved  MATTHEWS / PAVLOVICH	<a href="#">CBB 2022/02/42</a>
15	SHARED PROGRAMMES AND PROGRAMMES WITH COLLEGE REPRESENTATION			
15.1	COMMUNICATION QUALIFICATIONS COMMITTEE (CQC)	No minutes (Part 1) were received from CQC		
15.2	BUILT ENVIRONMENT PROGRAMMES COMMITTEE (BEPC)	No minutes (Part 1) were received from BEPC	<a href="#">ACTION</a>	
15.3	PRIMARY PROGRAMMES COMMITTEE (PPC) (FORMERLY KNOWN AS AGRICULTURAL PROGRAMMES COMMITTEE (APC))	No minutes (Part 1) were received from PPC	Chair to check if these committees are still operational. If not to be removed from the CBB agenda	

No.	Item	Details	Decision	Paper No.
16	SUPPLEMENTARY ITEMS - PART 1			
	None			
17	<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>			



**MASSEY UNIVERSITY**  
**COLLEGE OF CREATIVE ARTS**  
TOI RAUWHĀRANGI

COLLEGE BOARD

Confirmed Minutes Part 1

Friday 19<sup>th</sup> November 2021 10.00am to 11.30am

Meeting Room: via ZOOM

Members:

Professor Rebecca Sinclair (Chair)  
Professor Brian Lucid  
Professor Huhana Smith  
Associate Professor Faith Kane  
Associate Professor Ngatai Taepa  
Associate Professor Andre Ktori  
Professor Heather Galbraith  
Dr Vicki Karaminas  
Dr Oli Wilson  
Dr Bridget Johnson  
Dr Scott Wilson  
Dr Marcus Moore  
Bryce Galloway  
Tristram Sparks  
Claire Hackett  
Jess Chubb  
Phoebe Bertelsen (MAWSA)  
Fiona Lu (MAWSA)  
Kevin Veale

In attendance: Teresa Hartley (Academic Registrar)  
Joy Wearne (University Library)  
Claire Hurley

Apologies: Bryce Galloway  
Associate Professor Ngatai Taepai

## Agenda Part I

## 1. Confirmation of Minutes from:

## 1.1 17 September 2021 – Part I

CCACB2021/11/68

MOVED: that the Minutes Part 1 of the meeting of 17 September 2021 be approved as a true and correct record.

Jess Chubb / Huhana Smith

## 2. Matters arising from previous meetings

There were no matters arising from the September meeting for Part 1.

3. Chairperson's Report  
Professor Rebecca Sinclair

Today is the last College Board of the year. Rebecca thanked everyone for participating and contributing to the discussions over the past year.

There's been a recent change to Terms of Reference for College Board to make them more uniform. The new Terms of Reference don't include representation from a non-College academic but do include the power to co-opt up to four members so we will use this power to continue to have representation from a non-College academic.

Claire Robinson has now left the College and Rebecca is Acting PVC. Applications for the new PVC have now closed and a short-list made. The Vice Chancellor is hoping to make an appointment prior to Xmas. Rebecca is acting PVC officially until 8 February 2022.

Vaccinations – reinforce that there is a consultation within the University regarding what our vaccination policy should be. Rebecca encourages people to feed into the consultation process.

Covid preparedness – Faith will talk about this in her report. Now with the traffic light system there will be new things for us to think about. Our delivery is predominantly on campus and we really need to think about what this means for us.

We have had an approach by the advocacy in MAWSA regarding our culture with critique and feedback and the way student work and students are interacted with and fed back to and discussed by staff. This is an issue we need to look at and not be afraid to look at ourselves critically. An opportunity for development and growth.

4. Report and Items from Director Academic  
Associate Professor Faith Kane

Covid traffic light system. Keen to make sure everyone has a clear understanding of how the traffic light system will work for the College. We will put in place a college wide working group to nut out what this might look like.

TEC Code of Conduct – this is coming into force in January 2022 and includes implementing the new CRM tool where we will need to report interactions with students.

5. Report from Director Teaching and Learning  
Associate Professor Faith Kane

6. Academic Board, Academic Committee, other committees and the Office of Academic Quality Reporting and Assurance  
Jess Chubb

Consultation around the Equivalence Policy will be happening in the new year.

6.1 Graduating Year Review Report (for noting)

CCACB2021/11/69

In 2022 the College has GYRs for:

- Bachelor of Creative Media Production (Hons)
- Bachelor of Commercial Music (Hons)
- Master of Creative Enterprise

6.2 Qualification Review Schedule (for noting)

CCACB2021/11/70

In 2022 the College has Qualification Reviews for:

- Bachelor of Maori Visual Arts
- Postgraduate Diploma in Maori Visual Arts
- Master of Maori Visual Arts

6.3 Cross-College Elective Course Communication (for discussion)

CCACB2021/11/71

Feedback due to Fiona Coote: 18 March 2022

Jess to draft and communicate to College Board in February.

7. Report from Director Research  
Dr Oli Wilson

Senior Leadership Team has approved three-year funding for the READi project.

At the next College Board meeting Oli will be announcing new appointments in the research space.

8. Report from Director Postgraduate  
Professor Heather Galbraith  
Nothing to report

9. Report from College Professoriate and Maori Professoriate  
Dr Vicki Karaminas / Dr Huhana Smith
- Nothing to report from Vicki  
Huhana advised that the hui with Michael Ahie was cancelled.
10. Report from the Kaihautu Toi Māori  
Associate Professor Ngatai Taepa
11. Quality Enhancement Committee – Postgraduate  
There are no items from the Postgraduate QEC
12. Quality Enhancement Committee – Undergraduate  
Narrative Summary of Proposals: CCACB2021/11/72
- 12.1 CUAP New Qualification – Bachelor of Screen Arts with Honours CCACB2021/11/73
- a) 100 level New Courses:
- i) 289.117 Factual Production CCACB2021/11/74
  - ii) 289.150 Professional Practice I CCACB2021/11/75
- b) 200 level New Courses
- i) 289.200 Perspectives on Creative Practice CCACB2021/11/76
  - ii) 289.213 Media Technology Production CCACB2021/11/77
  - iii) 289.217 Factual Production CCACB2021/11/78
  - iv) 289.218 Animation Project CCACB2021/11/79
  - v) 289.219 Visual Effects Project CCACB2021/11/80
  - vi) 289.222 Film Project CCACB2021/11/81
  - vii) 289.223 Media Technology Project CCACB2021/11/82
  - viii) 289.226 Immersive Media Project CCACB2021/11/83
  - ix) 289.227 Factual Project CCACB2021/11/84
  - x) 289.230 Game Project CCACB2021/11/85
  - xi) 289.240 Audio Production CCACB2021/11/86
  - xii) 289.250 Professional Practice II CCACB2021/11/87
  - xiii) 289.292 Special Topic IIC CCACB2021/11/88
- c) 300 level New Courses
- i) 289.300 Advanced Critical Practice CCACB2021/11/89
  - ii) 289.323 Screen Production Development CCACB2021/11/90
  - iii) 289.333 Major Project CCACB2021/11/91
  - iv) 289.340 Studio and Location Audio CCACB2021/11/92
  - v) 289.341 Advanced Audio CCACB2021/11/93
  - vi) 289.350 Professional Practice III CCACB2021/11/94
  - vii) 289.391 Screen Arts Special Topic IIIB CCACB2021/11/95
- d) 700 level New Courses
- i) 289.750 Professional Practice IV CCACB2021/11/96
- 12.2 New Specialisations
- a) Animation CCACB2021/11/97
  - b) Factual Production CCACB2021/11/98
  - c) Film Production CCACB2021/11/99
  - d) Game Development CCACB2021/11/100
  - e) Immersive Media CCACB2021/11/101
  - f) Media Technology CCACB2021/11/102
  - g) Visual Effects CCACB2021/11/103

12.3 CUAP New Qualification – Diploma in Screen Arts	CCACB2021/11/104
12.4 CUAP New Qualification – Graduate Diploma in Screen Arts	CCACB2021/11/105
12.5 CUAP New Qualification – Postgraduate Diploma in Screen Arts	CCACB2021/11/106
12.6 CUAP Qualification Amendment – Bachelor of Creative Media Production	CCACB2021/11/107
a) New Specialisations	
i) Animation	CCACB2021/11/108
ii) Factual Production	CCACB2021/11/109
iii) Film Production	CCACB2021/11/110
iv) Game Development	CCACB2021/11/111
v) Immersive Media	CCACB2021/11/112
vi) Media Technology	CCACB2021/11/113
vii) Visual Effects	CCACB2021/11/114

Discussion:

Jess Chubb provided an overview of the new Programme, Majors and courses. The main proposal is the Bachelor of Screen Arts with Honours which has the bulk of the rationale for the new qualifications and significantly amended Bachelor of Creative Media Production which will become the new Bachelor of Screen Arts (3 years).

Kevin Veale asked to have formally Minuted the concern from College of Humanities and Social Sciences regarding the lateness of consultation due to circumstances beyond the control of CoCA and the overlap between Colleges of courses with similar content.

Timeline: The final date the proposal needs to be at the Academic Committee in March 2022, so preferably first presented at the February which will allow time for any amendments prior to the March AC meeting.

Rebecca commented that this is an evolution of the Bachelor of Creative Media Production. Introducing a 4-year Bachelor with Honours degree is in line with other qualifications in the College.

Scott Wilson advised that the primary changes from the BCMP to the BSA have occurred as a result of extensive consultation with industry. Majors have been developed in order to meet current and future trends. There's also a shift in focus with the more critically focussed courses – bringing critical thinking to the work students are making as a way of providing links between courses horizontally while the students move through the degree vertically.

Andre commented that it also provides an opportunity to offer four professional practice courses (one at each level). Making sure students are looked after as they enter the programme and their progression through, and after they have exited the programme.

Rebecca added that the Professional Practice suite of courses (course titles to be confirmed). These courses are a connecting together overview of all the learning the students are undertaking.

Rebecca talked about pass/fail for all courses except where the student is exiting the degree, ie. end of year 3 or end of the Honours year so

students are not disadvantaged applying for scholarships and postgraduate study.

Heather Galbraith – progression to postgraduate study, specifically Masters and PhD. It would be useful to have some more detail about the 4<sup>th</sup> year Honours and which aspects might formulate the GPA. It's not just a pass required to enter postgraduate but a high pass. Having an assurance that the candidate has an ability for advanced critical reflection. Jess advised that there will be adequate time to further discuss this in early 2022.

Scott commented that they are working on how to ensure that a predominantly practice based honours year can also demonstrate academic rigour and critical acumen. This is an ongoing conversation which could be picked up later.

Brian Lucid – would like to discuss the process moving forward. What are the checks and balances with this process to ensure that consultation within the College has occurred? He agrees in principle with the proposal but is concerned that the process hasn't been done in the right order.

Jess assured the Board that the proposal (if approved today) will not be forwarded to Academic Committee until there has been consultation within the College.

We need to make clear that the feedback is of an academic nature. The proposal needs to be approved through College Executive so that there is support for the proposal from a management and financial viewpoint.

Last date for documents for February Academic Committee. 25 January 2022.

MOVED: that the proposal is approved in principle for the suite of new Bachelor of Screen Arts with Honours qualifications, and its associated qualifications, specialisations and courses subject to further internal consultation within the College which will be reported to College Board members via round robin to confirm whether a special College Board meeting is required in January.

Faith Kane / Bridget Johnson

Votes for: 11

Abstaining: 2

Votes Against: 0

13. Library  
Joy Wearne

Craig (Subject Librarian) is working on a copyright report which focusses on copyright of non-text-based material. He has received feedback from library staff but would now like to obtain feedback from academic staff in the College. Rebecca asked that Bronwyn Holloway-Smith be included in the College consultation.

New journal for next year. INTL journal for sustainable fashion and Textiles.

14. MAWSA  
Phoebe Bertelsen

MAWSA received an anonymous letter which is being dealt with by advocacy and we're working through this situation. Phoebe said she liked what Rebecca said about reflecting on ourselves. MAWSA has released an anonymous reporting form which has been welcomed by students.

Handover to the newly elected MAWSA Executive. The new student representative for College Board will be Kate Winsley. Phoebe would love to stay on the CoCA CB if possible. Andre and Rebecca thanked Phoebe for all the work she has done for the College during the past year and look forward to a continued association with her in 2022.

Rebecca is liaising with the Advocacy Team about the current situation.

15. Student Advice and Information  
Claire Hurley

Claire advised that she has been approached by Greg Gilbert on how we can work closer together. Student Advice receive a lot of feedback from students, and it could be useful for the College to receive this. Claire will continue to work with Greg to determine useful reporting for the College.

16. General Business

CoCA College Board Meeting Schedule for 2022

CCACB2021/11/115

These dates were noted and Teresa will send out calendar invites.

#### EXCLUSION OF THE PUBLIC

The Chair will move that members of the press and public now be 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.

Grounds: Section 9, of the Official Information Act

(2) (a) to protect the privacy of natural persons, including that of deceased natural persons.

(2) (i) to enable organisations holding the information to carry on, without prejudice or disadvantage, commercial activities.



**MASSEY UNIVERSITY**  
**COLLEGE OF CREATIVE ARTS**  
TOI RAUWHĀRANGI

COLLEGE BOARD – Special Meeting

CONFIRMED MINUTES Part 1

Wednesday 19<sup>th</sup> January 2021 1.00pm to 2.00pm

Meeting Room: CoCA Long Box and via ZOOM

Members:

Professor Rebecca Sinclair (Chair)  
Professor Brian Lucid  
Professor Huhana Smith  
Associate Professor Faith Kane  
Associate Professor Ngatai Taepa  
Associate Professor Andre Ktori  
Professor Heather Galbraith  
Dr Vicki Karaminas  
Dr Oli Wilson  
Dr Bridget Johnson  
Dr Scott Wilson  
Dr Marcus Moore  
Bryce Galloway  
Tristram Sparks  
Claire Hackett  
Jess Chubb  
Phoebe Bertelsen  
Kate Winsley (MAWSA)  
Kevin Veale

In attendance: Teresa Hartley (Academic Registrar)  
Joy Wearne (University Library)  
Claire Hurley

Apologies: Professor Brian Lucid  
Dr Marcus Moore  
Phoebe Bertelsen  
Kate Winsley

## Minutes Part I

Rebecca welcomed everyone and acknowledged the passing of our colleague Lee Jensen, a significant academic staff member who is a very big loss to many of us in different ways.

Rebecca also acknowledged that we have a new PVC, Dr Margaret Petty, who will be chairing College Board in future. She is currently in Queensland and will be joining the College virtually on 8<sup>th</sup> February and in person when she is able to travel to New Zealand.

## 1. Confirmation of Minutes from:

## 1.1 19 November 2021 – Part I

CCACB2022/01/02

MOVED: that the Minutes Part 1 of the meeting of 19 November 2021 be approved as a true and correct record.

Jess Chubb / Oli Wilson

## 2. Quality Enhancement Committee – Undergraduate

## Notes from Consultation with Schools of Design and Art

CCACB2022/01/03

Jess advised that the CUAP proposals for the Bachelor of Screen Arts with Honours and associated qualifications were approved at the November meeting subject to consultation within the Schools of Design and Art. The consultation took place at the end of last year which was a little rushed. What's been taken from the consultation was the need for holistic College wide academic development looking across shared content, electives and overarching structures. This will be an ongoing discussion and doesn't affect the CUAP proposals.

Andre Ktori assured the Board that there will be time for consultation as the content is being developed this year. The professional practice courses are being retitled as Professional Cultures 1, 2, 3 and 4.

Tristram Sparks said that this feels like an issue of semantics. Professional Cultures courses appear like the Creative Citizen and Critical and Contextual Studies courses in the Design and Fine Arts degrees. Also the consultation process has been far from ideal, felt rushed and felt like a box-ticking exercise. He would like to hear at some point how this consultation will go forward and how Concept and VCD in particular will be included in some of the ongoing conversations.

Rebecca asked that the School of Music and Media come back to College Board with a plan for ongoing conversations with the Schools of Design and Art.

ACTION: School of Music and Media to provide a plan for ongoing conversations with the School of Design and School of Art in the development of the Bachelor of Screen Arts with Honours.

Rebecca commented that the Creative Citizenship courses are not the same as the Professional Cultures courses. Explicitly it's the space within

the qualifications where all the separate components of the degree come together and are understood in terms of the overall learning as well the cultural practices. There is some crossover but it's not identical to Creative Citizenship courses in the Design and Fine Arts degrees. It's a good place to have some ongoing sharing of the content of these courses and the Design and Fine Arts shared core.

Jess commented that there also needs to be ongoing conversations with Heather Galbraith regarding progression to postgraduate study.

MOVED: that the suite of new Bachelor of Screen Arts with Honours qualifications, and its associated qualifications, specialisations and courses CUAP proposals be confirmed to progress to Academic Committee.

Jess Chubb / Dr Scott Wilson  
CARRIED

Jess advised that the proposal will be forwarded to College Executive prior to the Academic Committee meeting for approval from a management/feasibility point of view.

Narrative Summary of Proposals:	CCACB2022/01/03
2.1 CUAP New Qualification – Bachelor of Screen Arts with Honours	CCACB2021/11/73
a) 100 level New Courses:	
i) 289.117 Factual Production	CCACB2021/11/74
ii) 289.150 Professional Practice I	CCACB2021/11/75
b) 200 level New Courses	
i) 289.200 Perspectives on Creative Practice	CCACB2021/11/76
ii) 289.213 Media Technology Production	CCACB2021/11/77
iii) 289.217 Factual Production	CCACB2021/11/78
iv) 289.218 Animation Project	CCACB2021/11/79
v) 289.219 Visual Effects Project	CCACB2021/11/80
vi) 289.222 Film Project	CCACB2021/11/81
vii) 289.223 Media Technology Project	CCACB2021/11/82
viii) 289.226 Immersive Media Project	CCACB2021/11/83
ix) 289.227 Factual Project	CCACB2021/11/84
x) 289.230 Game Project	CCACB2021/11/85
xi) 289.240 Audio Production	CCACB2021/11/86
xii) 289.250 Professional Practice II	CCACB2021/11/87
xiii) 289.292 Special Topic IIC	CCACB2021/11/88
c) 300 level New Courses	
i) 289.300 Advanced Critical Practice	CCACB2021/11/89
ii) 289.323 Screen Production Development	CCACB2021/11/90
iii) 289.333 Major Project	CCACB2021/11/91
iv) 289.340 Studio and Location Audio	CCACB2021/11/92
v) 289.341 Advanced Audio	CCACB2021/11/93
vi) 289.350 Professional Practice III	CCACB2021/11/94
vii) 289.391 Screen Arts Special Topic IIIB	CCACB2021/11/95
d) 700 level New Courses	
i) 289.750 Professional Practice IV	CCACB2021/11/96
2.2 New Specialisations	
a) Animation	CCACB2021/11/97

b) Factual Production	CCACB2021/11/98
c) Film Production	CCACB2021/11/99
d) Game Development	CCACB2021/11/100
e) Immersive Media	CCACB2021/11/101
f) Media Technology	CCACB2021/11/102
g) Visual Effects	CCACB2021/11/103
2.3 CUAP New Qualification – Diploma in Screen Arts	CCACB2021/11/104
2.4 CUAP New Qualification – Graduate Diploma in Screen Arts	CCACB2021/11/105
2.5 CUAP New Qualification – Postgraduate Diploma in Screen Arts	CCACB2021/11/106
2.6 CUAP Qualification Amendment – Bachelor of Creative Media Production	CCACB2021/11/107
a) New Specialisations	
i) Animation	CCACB2021/11/108
ii) Factual Production	CCACB2021/11/109
iii) Film Production	CCACB2021/11/110
iv) Game Development	CCACB2021/11/111
v) Immersive Media	CCACB2021/11/112
vi) Media Technology	CCACB2021/11/113
vii) Visual Effects	CCACB2021/11/114

Meeting closed: 1.25pm.



**MASSEY UNIVERSITY**  
**COLLEGE OF CREATIVE ARTS**  
TOI RAUWHĀRANGI

COLLEGE BOARD

CONFIRMED MINUTES Part 1

Friday 18<sup>th</sup> February 2022 10.30am to 12.00pm

Meeting Room: via ZOOM

Members:

Professor Margaret Petty (Chair)  
Professor Rebecca Sinclair  
Professor Brian Lucid  
Professor Huhana Smith  
Associate Professor Faith Kane  
Professor Ngatai Taepa  
Professor Andre Ktori  
Professor Heather Galbraith  
Dr Vicki Karaminas  
Dr Oli Wilson  
Dr Bridget Johnson  
Dr Scott Wilson  
Dr Marcus Moore  
Bryce Galloway  
Tristram Sparks  
Claire Hackett  
Jess Chubb  
Phoebe Bertelsen  
Kate Winsley (MAWSA)  
Kevin Veale

In attendance: Teresa Hartley (Academic Registrar)  
Joy Wearne (University Library)  
Claire Hurley

Apologies: Dr Oli Wilson  
Bryce Galloway

Presentation: Micaela Eastwood from the Office of Academic Quality, Reporting and Assurance joined the meeting at 11.30am for a presentation regarding the AQA Academic Audit – Self-Review (2022) and Site Visit (2023). Jess Chubb is the CoCA contact for this review. A copy of the presentation is available from Teresa Hartley.

## 1. Confirmation of Minutes from:

1.1 19 January 2022 – Part I (special CB meeting)

CCACB2022/02/05

MOVED: that the Minutes of the special College Board Meeting held on 19<sup>th</sup> January 2022 be approved as a true and correct record.

Rebecca Sinclair / Vicki Karaminas

## 2. Matters arising from previous meetings

Rebecca reported that the BSA(Hons) went to Academic Committee in February, and we have received feedback and questions. The responses will be incorporated into the CUAP proposal and presented at the March Academic Committee meeting where hopefully it will be approved.

Bachelor of Screen Arts with Honours:

ACTION: School of Music and Media to provide a plan for ongoing conversations with the School of Design and School of Art in the development of the Bachelor of Screen Arts with Honours. ONGOING

3. Chairperson's Report  
Professor Margaret Petty

Margaret reported that everything is very new, she's delighted to be here and doesn't have a lot to report at this stage. Please take care of yourselves and let her know if you need her help.

4. Report and Items from Director Academic / Director Teaching and Learning  
Associate Professor Faith Kane

The priority at the moment is to get everything in place for Semester 1 as much as we can in view of the Covid environment. We're working really hard to make sure students know what's happening and that we can give as much information up front as to what the semester will look like.

5. Academic Board, Academic Committee, other committees and the Office of Academic Quality Reporting and Assurance  
Jess Chubb

6.1 Bachelor of Commercial Music – Graduating Year Review (for noting)

CCACB2022/02/06

Jess reported that there's one commendation and one recommendation.

The recommendation is to continue with the qualification and to continue discussions with staff, students and industry as to the

appropriateness of the degree's name, especially the term 'commercial'.

Andre commented that this discussion is ongoing but at this stage there doesn't appear to be a suitable alternative name.

The GYR was noted by College Board.

The Qualification Review will be presented and discussed at the March College Board meeting.

Equivalence Policy Review – Jess advised that the Equivalence Policy is being reviewed. The document was not included in meeting papers and Jess will email the document to CB members following this meeting.

Feedback is due to Academic Committee by 29 March – Jess will collate a draft response for discussion at the March CB meeting.

6. Report from Director Research  
Dr Oli Wilson

No report from Director Research.

7. Report from Director Postgraduate  
Professor Heather Galbraith

Heather reported that in the postgraduate space we are navigating through appropriate processes for being on campus similar to undergraduate students but with less teaching and more self-directed research. Postgraduate students are in solo spaces or limited number shared spaces. We're working on communication going out to postgraduate students early next week.

Looking at impaired performance processes and procedures particularly for taught courses and research masters. The protocol in place last year due to the impact of covid has effectively been rolled over and we want to ensure that this protocol will meet the needs of CoCA postgraduate students.

Awaiting on information regarding the intake of INTL students – advocating for postgraduate students who have started their study offshore and want to come to NZ to complete.

Lot of PhD candidates going to confirmation and coming up for in-person examination which is proving a little bit challenging but we're working through this on a case-by-case basis.

8. Report from College Professoriate and Māori Professoriate  
Dr Vicki Karaminas / Dr Huhana Smith

Vicki: On behalf of the Professoriate and we really look forward to working with you. Vicki to organise an informal get together of the College Professoriate when Margaret is in New Zealand.

Huhana: Nothing much to report. Covid interrupted the Māori Professoriate meeting with the Chancellor last year and have a conversation re Te Tiriti led.

Margaret asked about the comment at Academic Board regarding the drop in Māori student enrolments this year and wondered if this is covid related. Rebecca said that we hadn't crunched the numbers in the College so will ask for the data to see whether this has impacted us.

Huhana commented that the work of Nicolette Sheridan from the College of Health regarding covid responses and the complexity we're dealing with is worth looking at.

9. Report from the Kaihautu Toi Māori  
Professor Ngatai Taepa

No report from the Kaihautu Toi Māori.

10. Quality Enhancement Committee – Postgraduate

There are no items from the Postgraduate QEC

11. Quality Enhancement Committee – Undergraduate

There are no items from the Undergraduate QEC

12. Library  
Joy Wearne

We're gearing up for semester one and what this might look like for the library. Welcome Margaret and when you're on campus it would be great to welcome you to the Library space on campus.

13. MAWSA / Student Representatives  
Kate Winsley / Phoebe Bertelsen

Kate: settling into this role.

Margaret asked how's the mood with fellow students.

Everyone is keen to get back onto campus.

Phoebe: a lot of waiting for communication but keen to know when we can come onto campus and how long can we be there.

Rebecca said that we're working really hard to get these communications out to students and update Stream sites.

14. Student Advice and Information  
Claire Hurley

Claire advised on the vaccine passes. They have had students bringing them to campus and Claire's team are assisting with uploading these. Some confusing messages regarding vaccine passes and students who have uploaded their passes but are still getting reminders. Some students have been withdrawn from courses as they haven't uploaded their vaccine pass and then they upload it and need to be reinstated. Claire thanked the College for the wonderful support of her team.

Next week there are drop-in sessions every morning. Claire has a reasonably new team who have not previously experienced a semester 1 intake.

15. General Business

Jess: There's now a new amelioration process for semester one only relating to any emergency assessment changes that are required. College Boards can now temporarily approve changes to assessment weightings or type for S1, e.g. change from graded pass to Pass/Fail. These need to be approved by College Board and noted at Academic Committee. Jess to share this information with the School Administrators to make sure they are aware of this amelioration if they have enquiries from their academic staff.

Kevin: Advised that there is concern from students in College of Humanities and Social Sciences regarding the current protest at parliament and surrounding areas including the arterial transport routes into Wellington. They are looking at providing support to students over the next 2-3 weeks when hopefully the protests will be over.

Margaret and Rebecca to have a chat about the impact on CoCA students and whether we can do anything to support this situation.

EXCLUSION OF THE PUBLIC

The Chair will move that members of the press and public now be 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.

Grounds: Section 9, of the Official Information Act

(2) (a) to protect the privacy of natural persons, including that of deceased natural persons.

(2) (i) to enable organisations holding the information to carry on, without prejudice or disadvantage, commercial activities.



COLLEGE OF  
HUMANITIES AND  
SOCIAL SCIENCES

## COLLEGE BOARD MEETING

Friday 18<sup>th</sup> February 2022 at 10.00am

### MINUTES PART I

Micaela Eastwood from the Office of Academic Quality, Reporting and Assurance provided an overview on the AQA Self-Review report and Site Visit for the Massey Cycle 6 Academic Audit process. Micaela outlined the process of the audit, which is undertaken by the Academic Quality Agency, which is an external body assuring academic quality across all NZ universities.

A copy of the presentation is attached and the full presentation can be found on the Sharepoint site from this [link](#):

Questions/comments included:

Professor White asked if there were any issues regarding Māori and Pasifika students from the last audit that we should be aware of?

A: An update will be provided on progress made on the recommendations from the last audit.

Associate Professor Coleman commented that she was interviewed during the last audit.

The idea of the audit is so that we can improve, people should be honest with their answers.

One of the themes is 'embeddedness' this year. Our college has policies, procedures, and guidelines but they are often not visible or accessible to staff. This is something that the college will have to think about.

Fiona Coote will be able to elaborate on the process, which is usually that the report is received before meeting with different groups of staff. It would be good to have people prepared before attending a panel meeting.

Is the process that the panel receives the self-review report prior to the audit and ask to see specific staff?

Also are staff prepared before-hand?

The understanding is yes, but not sure if this is consistent.

There is usually a group of 5-6 academic called together to speak.

Associate Professor Coleman advised staff to consider it an honour to be asked to contribute to the process.

- PRESENT:** Professor Cynthia White, Associate Professor Robyn Andrews, , Associate Professor Jenny Coleman, Professor Bill Fish, Andrea Flavel, Professor Darrin Hodgetts, Dr Nick Holm, Professor Ingrid Horrocks, Dr Karen Jillings, Associate Professor Jenny Poskitt, Associate Professor Peter Rawlins.

**APOLOGIES:** Professor Andrew Brown, Professor Lisa Emerson, Professor Kerry Taylor, Associate Professor Fiona Te Momo.

**IN ATTENDANCE:** Micaela Eastwood, Office of Academic Quality, Reporting and Assurance, Trish Hutton, College Board Secretary.

## 2. CONFIRMATION OF MINUTES:

Confirmation of Part I Minutes of the meeting held on Friday 19<sup>th</sup> November 2021

**HSS CB 21/11/293**

**Moved from the Chair:** That Part I minutes of the meeting held on 19<sup>th</sup> November 2021 be confirmed as a true and accurate record.

**Carried**

## 3. MATTERS ARISING:

### 3.1 Action List – February 2022

**Item 1** Class-Qualification Representatives Guidelines DTL/TLC for discussion and possible feedback to CB November meeting.

**Ongoing report still to be presented to College Board.**

**Item 2** Student Representative Kelly Hall to provide a report on Student Voice/Views to College Board.

**Kelly no longer a representative on CB Delete this action.**

**Item 3** Review assessment patterns -

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

**On-going/update due in 2022.**

**Item 4** Cross-College Elective Course Communication

The document was forwarded to APC to socialise with the College programme teams.

It was agreed that the Chair, APC would provide feedback to Fiona Coote, Manager, Office of Academic Quality, Reporting and Assurance by 18 March on behalf of College Board.

**Confirm with APC Chair that the feedback has been forwarded.**

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

Professor White reported on the following:

### ➤ **New appointments**

Professor Hēmi Whaanga has been appointed as Head of Te Pūtahi-a-Toi. He comes to us from the Faculty of Māori and Indigenous Studies, University of Waikato and brings considerable connections, research funding and projects. Professor Whaanga specialises in the use of technology, virtual tourism, AI, has links to international and indigenous networks.

It is noted that Dr Margaret Forster has done an excellent job in the Acting Head of School role.

### ➤ **Maree Brannigan, who has been appointed as the College Business and Relationship Development Manager**

We had to disestablish our International Manager role because of the advent of Kaplan and the centralisation of international within the university.

Maree will look after international but will mainly be working on our relationships, partnerships, and opportunities particularly to diversify our income.

Maree was formerly the Head of the Waiouru Army Museum, and prior to that was Head of Tatai Angitu (Institute of Education) at Massey.

- Associate Professor Fiona Te Momo has been appointed as Albany Regional Director. Would like to record our thanks to Dr Damien Rogers, our former Regional Director.

What is significant about the three appointments is the stakeholder relationships.

- Linked to this you may recall Professor White mention SHAPE (Social Sciences, Humanities and the Arts for People and the Environment) this focusses on the values and relevance of what we do. Professor White has asked Professor Richard Shaw to work with Deborah Walker and Maree Brannigan to firm up work around our external facing communications which will be used internally to form what we do. This is an exciting piece of work.
- Enrolments – the college is around 300 EFTs short of our target, but we hope to gain these further through the year. There has been a big impact on the smaller number of students coming through NCEA across the whole university.

There has been a lot of background work going on in the teaching and learning space with Omicron, vaccine passes etc has created a lot of work. A notification will go out to the college shortly advising how we will approach semester one teaching in the light of Omicron. We intend to have a one-stop-shop where information will be available for staff.

#### 4.1 Revised CB Terms of Reference

HSS CB 22/02/003

The Terms of Reference have been approved at Academic Board.

During the review of the Terms of Reference in 2014 it was suggested that academic staff members chaired both sub-committees, rather than the Directors.

Professor White advised that since then the Chair of Teaching and Learning has reverted to the Director of Teaching and Learning chairing the committee. The PVC now recommends that the Director of Academic Programmes, Associate Professor Jenny Coleman takes over the chair position for Academic Programmes Committee.

Professor Andrew Brown has completed three years and has done a stellar job as Chair.

Professor White requested Professor Brown and Associate Professor Coleman to work together on the hand-over.

Under the newly approved Terms of Reference there are wider issues regarding membership.

Associate Professor Coleman and the College Board Secretary will liaise on organising the elections with a view to the new Terms of Reference coming into effect in May 2022.

**Noted**

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

There was nothing further to report.

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

##### 6.1 DAP Report – February 2022

HSS CB 22/02/004

**Noted**

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

**HSS CB 22/02/026**

MINUTES Part I

18 February 2022

- 7.1** Report from Chair, Academic Programmes Committee **HSS CB 22/02/005**
- 7.2** APC Minutes Part I 28 June 2022 **HSS CB 22/02/006**
- Noted**

**8. REPORT FROM DIRECTOR, TEACHING & LEARNING – Professor Lisa Emerson**

- 8.1** DTL Report – February 2022

**There was no report**

**9. REPORT FROM CHAIR, TEACHING & LEARNING COMMITTEE – Professor Lisa Emerson**

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

**There was no report**

- 9.2** CTLC Minutes Part I 26 October 2021

**HSS CB 22/02/007**

- 9.3** CTLC Minutes Part I 30 November 2021

**HSS CB 22/02/008**

**Noted**

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

- 10.1** Research Director's Report

**There was no report**

- 10.2** College Research Committee Minutes 16.09.21

**HSS CB 22/02/009**

**Noted**

**11. TE TIRITI COMMITMENTS:**

- 11.1** No documents received.

**There was nothing to report**

**12. STUDENT REPRESENTATIVE'S DISCUSSION ITEMS**

**There was nothing to report**

**13. ACADEMIC PROPOSALS:**

- 13.1** Early Notice Master of Education Refresh **HSS CB 22/02/010**

Associate Professor Coleman asked for this item to be unstarred as we need to record the following for the minutes.

One of the signalled recommendations was to remove the Counselling and Guidance specialisation from the MEd and Postgraduate Diploma Education which was a key pathway to the Master of Counselling Studies, because it is being removed from the MEd and the PGDipEd we will need to look at an alternative pathway for this by putting forward a dedicated named qualification.

As this document will be going to Academic Committee it is noted that there is minimal mention to this. It states it no longer aligns with the Graduate Profile for the refreshed MEd. Given that this is the largest specialisation in terms of EFTS, the proposal looks a little minimal and there may be questions asked at Academic Committee.

It is suggested amending the Early Notice to acknowledge that we will have to look at another pathway.

Associate Professor Poskitt responded that the PGDip Counselling and Guidance will be aligned with the Master of Counselling, it was hoped that the relevant document would have come through committee at the same time as the Early Notice.

Professor White requested Associate Professor Coleman and Associate Professor Poskitt to confer on the amendments.

**Moved:** That College Board approves the Early Notice with minor amendments as noted above.

**Noted/Carried**

### 13.2 MRC Summary Sheet

**HSS CB 22/02/011**

Associate Professor Coleman introduced the document.

**Moved:** That College Board approves the document to be forwarded to Academic Committee for noting

**Coleman/Fish  
Carried**

### 13.3 Non-CUAP Qualification Amendment BA/BBus

**HSS CB 22/02/012**

Associate Professor Coleman introduced the document which is to close the qualification to new enrolments with a view to retiring the conjoint degree BA/BBus.

There were some recent changes to RPL (Recognition of Prior Learning) regulations and the implications of that for the conjoint degrees is that it would facilitate a decrease in the number of credits that students would need to complete in the conjoint degrees. There have been some discussions around this, and it would require additional regulations within the conjoint degrees to ensure that they retain their integrity. That would have been complicated, along with the fact that the College of Business strongly recommended that the conjoint degrees be retired (BA/BBus and BSc/BBus).

It was suggested that the College comply with the decision.

The implementation date is from 2022, we would need to check how many students are enrolled in the conjoint degree and if it closed this year the students would have to decide whether they enrol in BA or BBus. The College preference would be to close to new enrolments from 2023.

Professor White requested Associate Professor Coleman to follow up with Massey Business School. We need to look at trends and keep our programmes and courses as relevant as possible and to work within the Humanities and Social Sciences backgrounds and look for new areas of innovation.

**Moved:** That College Board approves the document subject to consultation with Massey Business School around the year of implementation, and balancing student interest.

Note: Massey Business School will forward to Academic Committee for approval.

**Coleman/Holm  
Carried**

### 13.4 Non-CUAP Qualification Amendment PGCert in Planning

**HSS CB 22/02/013**

### 13.5 Non-CUAP Qualification Amendment PGDip in Planning

**HSS CB 22/02/014**

Associate Professor Coleman introduced the document which is adding a new Māori course to both specialisations. The course has previously been added to the Masters degree and follows that it should also be added to the PGCert and PGDip in Planning.

**Moved:** That the documents be approved for forwarding to Academic Committee for approval.

**Coleman/Horrocks**  
**Carried**

**13.6** Memorandum- deferral of the GYR for PGCert/PGDip Learning Support

**HSS CB 22/02/015**

Associate Professor Coleman introduced the document requesting for a deferral of the Graduating Year Review. A clear rationale has been provided for this request.

**Moved:** That College Board recommends approval of the deferral and forward to Fiona Coote who would follow up.

**Coleman/Rawlins**  
**Carried**

**14. DOCUMENTS FOR CONSULTATION:**

**14.1** Equivalence Policy Review

**HSS CB 22/02/016**

Associate Professor Jenny Coleman introduced the document on behalf of Professor Emerson. Refer to Page 5 Policy Changes Summary

There is a significant shift in the underlying principles proposed to one that focuses on equity rather than compliance. It takes a facilitated approach, that there is consistency in the approach taken by the university and that there is efficiency in the university systems to facilitate equitable access.

There is a commitment to future proof against disruptive events so that students are not disadvantaged.

There is also a change in scope. Our current policy is focused on courses, the revised document brings the focus to course, qualifications, and specialisation levels.

There is an issue with Stream as this sits outside of Curriculum Manager, Student Management, and the Massey website, staff and coordinators can make changes on Stream that are not aligned to what is formally approved for a particular course.

Four options are offered around that issue:

1. to align Stream with other systems
2. to have only one Stream site per course
3. to retain the status quo
4. to add Stream to the equivalence policy (this would be reliant on staff to do the right thing)

Equivalence remains as only required for a single semester.

Comments included:

Option 1 – this would probably be a very expensive solution for the university. The way the College have handled the rollover of Stream sites by removing the learning outcomes from the landing pages and having links to the university course description has addressed the problem in quite a simple way. We are getting quite good mechanisms already.

Option 4 - Staff may not realise that they can check their courses in Akari to see what is officially approved.

Part of the problem could be solved by the mapping of the assignment drop-boxes to SMS, but this appears to be broken.

It states that 'Where a change is required to a learning outcome or assessments, this can be done up to two weeks prior to semester starting' - is that the case?

Short answer is not really, any changes require College Board approval.

The feedback should include:

The mapping of assignment drop boxes to SMS partially addresses the issue of possible inconsistencies with Stream. By removing the learning outcomes from the landing pages in Stream and having links to the university course description pages could address the problem. But it still does not prevent staff from making changes of the assessment if it is kept within the approved grading percentages.

The wording of the policy does allow for some responsiveness to different student cohorts.

We would suggest some alternative wording around the 'up to two weeks prior' as it is misleading the way it is written.

That College Board supports Option 4.

The feedback is to be sent to Phil Bronn, OAQRA by 29 March 2022 for collating and returning to Academic Committee in April 2022.

#### 15. DOCUMENTS FOR INFORMATION:

15.1	Memo/Update on the Bachelor of Communication	HSS CB 22/02/017
15.2	Early Notice: Bachelor of Business	HSS CB 22/02/018
15.3	College of Creative Arts CUAP – suite of qualifications in Screen Arts	HSS CB 22/02/019
15.4	CoHSS Manawatu College Forum Minutes 08 September 2021	HSS CB 22/02/020
15.5	CoHSS Albany Forum Minutes 18 August 2021	HSS CB 22/02/021
		Noted

#### 16. GENERAL BUSINESS:

#### 17. LATE ITEMS:

17.1	Non-CUAP Amendment Bachelor of Business	HSS CB 22/02/024
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Associate Professor Coleman advised the board that this proposal to change the completion requirements of the core courses did not impact in any way on our college and it was unclear why it has been sent to College Board.

Noted

The Board noted the proposal and was supportive of the change to the completion requirements of the core courses.

17.2	Global Communication (new specialisation BBus)	HSS CB 22/02/025
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Associate Professor Coleman advised the document is for feedback and noting, which is to introduce a new specialisation in Global Communication in the Bachelor of Business.

The College has already provided feedback on this from other areas of the college around consultation and academic issues.

There are issues that College Board needs to think about regarding consultation.

- Seek clarification from the university on what consultation means.  
The CUAP handbook notes that the outcome of consultation should be recorded, should we

as a Board ask for this to be reinforced.

- Timing issues regarding consultation, we are receiving documents after they have been approved by the other College and before consultation. It cannot be effective communication if it comes after the fact.
- The processes of communication and the role of the respective committees.

Should College Board formally request a review alongside Massey Business School of the scope and terms of reference of the College Qualifications Committee?

As a college, we need to be clear on what we want.

Academic issues:

- premised on the concern of Massey Business School moving into the media studies and politics disciplinary areas, we have already given feedback about the need to clarify and focus on business communications.  
i.e., Course 219212 and 219213 we suggested a change of focus to business in the Titles and Prescriptions that need to orientate towards business.
- Market research and competitor analysis: there is nothing that states that Massey University already offers a considerable amount in communication and no mention of the BC.
- Graduate Profile: we have suggested that they delete clauses 2 and 3 and replace them with clauses that align with the key attributes of the BBus.

Does College Board support and reiterate these issues?

Why is this a 200 level instead of 100 level as it is an introduction to Global Communication?

Further discussion focussed on looking at where we could expand as a college. Suggestions included putting together group discussions to review the Bachelor of Communication. We are now in a totally different environment, and we need to look at areas where we could expand.

We need evidence of some great thinking which would be transformative for our college.

We need to look at what does Communication and Creative Communication look like within our college, we need smart ideas to move forward.

Professor White will talk to HoUs and look for a way forward.

Associate Professor Coleman will provide the feedback on behalf of the board on the academic issues.

**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 24 February 2022  
 held via Zoom at 2:00pm.

MINUTES – Part I [Public]

PRESENT: Viv Smith (Acting Chair), Jonathan Elms, Bill Fish, Craig Johnson, Ian Laird, Linda Palmer, Matt Roskruge, Suzanne Wilkinson, Oli Wilson.

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

1. APOLOGIES

Apologies were received from Giselle Byrnes, Jason Mika, Tracy Riley and Regina Scheyvens.

The meeting opened with a karakia offered by Oli Wilson.

The Acting Chair welcomed to the meeting Craig Johnson, alternate for Tracy Riley.

Regina Scheyvens' term as Academic Board representative on the URC has ended, as she was no longer a member of Academic Board. Members thanked her in her absence for her valuable contribution to the work of the committee.

Jason Mika had also stepped down from the committee, as he was leaving Massey University to take up a position at another institution. In his absence, the committee acknowledged his valuable and thoughtful contributions to URC and wished him all the best in his future endeavours.

Suzanne Wilkinson left the meeting at 3:35pm.

2. CONFIRMATION OF Part I MINUTES OF MEETING HELD – 25 November 2022 (URC 22/002)  
 Resolved that the minutes of the last meeting be adopted as a true and correct record, subject to correction of 'Jonathan' to 'Elms' in Item 7.5.

(Wilson/Laird)  
 (All)

## 3. ACTION ITEMS AND MATTERS ARISING

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
1	Giselle Byrnes	Discussion of issues associated with Massey Business School engagement with the Marsden Fund.	Giselle Byrnes, Viv Smith and Jonathan Elms	March 2022
2	Giselle Byrnes	Share State of Open Access paper with College Research Committees, for discussion of feedback at April URC meeting.	College Research Directors/ Associate Deans Research	April 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
4	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	Completed
5	Giselle Byrnes	Consider options for supporting the University's engagement with the Red Dot Design Ranking.	Giselle Byrnes and Snow Wang	Completed
6	Giselle Byrnes	Set up a SharePoint site to share feedback on the paper, including college and school submissions on Te Ara Paerangi Future Pathways Green Paper.	Giselle Byrnes, Jo Whittle and Mel Barnes	Completed

Action item 5: The College of Creative Arts was reevaluating the value of the Red Dot Design Ranking as a metric. Oli Wilson offered to update the committee on this at a future meeting.

Action item 6: Members have been provided with access to the SharePoint site for sharing feedback on the Te Ara Paerangi Future Pathways Green Paper. The closing date for submissions was extended to 16 March 2022. As part of the consultation phase, the Ministry of Business, Innovation and Employment (MBIE) was hosting a series of online discussions with researchers and other stakeholders. Those wishing to participate would need to register directly with MBIE. Members attending any of these discussions were encouraged to share their feedback with the committee.

## 4. STRATEGIC DISCUSSION

The Acting Chair provided an update on the University's response to the ongoing COVID-19 situation, in particular the preparations for the country's move from Phase 2 to Phase 3 of the Red Traffic Light system. Mandatory vaccination requirements would be retained, but the required isolation period for those testing positive and for their household contacts would be reduced. Work was underway to standardise advice and practice across the University around mask wearing, social distancing and notification requirements.

Members noted the positive figures for external research income in 2021, totalling \$83.2M. Income associated with the renewed contract for the Riddet Centre of Research Excellence had made a significant contribution to this result, in addition to high levels of research activity by

researchers right across the University, under very challenging conditions. The first months of 2022 had seen a comparative reduction in submissions to external research funding rounds, a trend which could be seen across universities generally. This was at least in part due to general fatigue across the research community, associated with the extended and multiple impacts of the pandemic. The Health and Safety team continued to monitor the numbers of staff and students with COVID-19 and the numbers isolating as close contacts or awaiting test results. Members were invited to share any data or anecdotal feedback on the impacts of the pandemic on staff with the Chair.

5. RESEARCH OPERATIONS MONTHLY REPORT (URC 22/003)

Noted. The discussion highlighted the number of preliminary 'expressions of interest' proposals submitted in the 2022 round of the Marsden Fund. This year there were 112 preliminary proposals submitted, which was slightly fewer than the 127 submitted in the 2021 round. This change was attributed to the disruptions and fatigue caused by Covid-19, and could also reflect the increased focus on submitting quality proposals that were more developed than in previous years.

The Health Research Council (HRC) has announced additional funding for emerging researchers currently funded across a range of HRC grants. The additional funding was aimed at alleviating the impacts the COVID-19 pandemic on the ability of researchers to carry out their research. There were 13 eligible projects at Massey that are eligible for this additional funding, for a total of \$420,888.

Members noted comparative research income figures from 2015 to 2021, showing a relatively steady increase in research revenue year on year. It was also noted that the income figures differed between those reported by the Research Finance team in Research Operations and those included in the University's Annual Plans, due to inconsistencies in the way in which research income was coded. Work was underway to help to resolve these inconsistencies.

The release of the research pages on the Massey website was delayed until the end of February. A considerable amount of time had been devoted to the development of the website content, working to a tight deadline. The committee acknowledged the key input from Marise Murrie in developing content in concert with the web design team.

6. GRADUATE RESEARCH SCHOOL & ETHICS MONTHLY REPORT (URC 21/126)  
Noted.

7. ITEMS FOR DISCUSSION AND APPROVAL

7.1. Updated URC Terms of Reference (URC 22/005)

The Terms of Reference (ToR) of the URC have been revised to take into account recent changes to the Academic Board ToR. As a sub-committee of Academic Board, the revised URC ToR will be provided to the Board for approval at its March meeting. Changes included clarification of the role of College Research Committees as sub-committees of the University Research Committee, and changes to membership to: include the Director of Research Ethics, remove the requirement for two elected members of the Academic

Board, increase the student representation to up to three, and allow for research masters students to be eligible for membership.

Members recommended increasing the early career researcher representation on the committee to a maximum of two. The extent to which the work of the committee would be relevant to masters-level students was queried, with a general preference for retaining the existing requirement for doctoral-level student representation. The ToR stipulated a two-year term for student representatives. Members were concerned that the time students had available to participate in the committee would change over the course of their studies, and suggested that the term be reduced to one year, with the option to extend the appointment for a further year.

The ToR required each member to nominate a named alternate. It was noted that this would be challenging for student and early career representatives. Members suggested that these positions be exempted from the requirement to name alternates.

Approved, subject to presentation of the suggested amendments to the Chair for her consideration.

(Elms/Laird)  
(ALL)

7.3 Research rankings (Verbal item)

The QS Rankings contact list was submitted and all identified contacts were emailed to request their participation. A great deal of effort was taken to ensure that the contact list was accurate and relevant, and over 400 responses to the email were received.

QS Subject Rankings results were expected to be released in March. These results will be based on the 2021 reputation survey. THE Sustainable Development Goals (SDG) Impact Rankings results will be released in April, followed by Shanghai Subject Rankings and QS Rankings in May and June respectively.

7.4 CoCA College Research Committee Annual Report 2021 (22/006)

The report summarised the activity of the College Research Committee in 2021, supported by the College Research Team which met fortnightly. URC commended the report and noted the research highlights and achievements for the College.

Noted and confirmed. (ALL)

8. ITEMS FOR NOTING

8.1 Researchers and research teams featured in *Rangahau* 2022 (URC 22/007)

Noted. Massey University Press was preparing the 2022 edition of *Rangahau*, featuring researchers and research teams who were leading or involved in excellent, transdisciplinary research in the area of the SDGs. Members agreed that the edition included a wide range of excellent work aligned with the SDGs, although it was noted that Massey's contributions to health-related research was under-represented. Options for ongoing promotion of the contributions of Massey researchers to the SDGs were discussed, including possible video features on the Massey website and continued collation of SDG-related research activity in each College.

- 8.2 New Zealand & IIT Delhi Research Collaboration Development Seed Fund – call for proposals (URC 22/008)  
Noted.
- 8.3 Summary of Massey SciVal usage (URC 22/009)  
Noted. This paper presented data on the use of SciVal by Massey University staff in 2020 and 2021, and noted increases in the number of users and visits to the site, as well as an increase in the range of report types accessed. There remains considerable potential to increase strategic use of the resource going forward.
- 8.4 Massey University submission on PBRF Sector Reference Group Consultation Paper 2: PBRF research and research excellence definitions (URC 22/010)  
Noted.
- 8.5 The Conversation research engagement report January 2022 (URC 22/011)  
Noted.
- 8.6 Royal Society Te Apārangi medals and awards 2022 (URC 22/012)  
Noted.
- 8.4 Academic Committee Minutes November 2021 Part I (URC 22/013)  
Noted.
- 8.5 Doctoral Research Committee Minutes November 2021 (URC 22/014)  
Noted.
9. GENERAL BUSINESS  
With the clarification in the updated URC ToR that College Research Committees were sub-committees of URC, it was agreed that URC would note the confirmed minutes of College Research Committees throughout the year. Confirmed minutes should be sent to the URC Secretary for inclusion on the URC agenda.

Oli Wilson offered a karakia to close the meeting.

MEETING CLOSED AT 4:00 pm.

THE NEXT MEETING WILL BE HELD ON Thursday 24 March 2022.

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

NUMBER	RESPONSIBLE FOR ITEM	ITEM	RESPONSIBLE FOR ACTION	DUE DATE
1	Giselle Byrnes	Discussion of issues associated with Massey Business School engagement with the Marsden Fund.	Giselle Byrnes, Viv Smith and Jonathan Elms	March 2022
2	Giselle Byrnes	Share State of Open Access paper with College Research Committees, for discussion of feedback at URC.	College Research Directors/ Associate Deans Research	April 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

CONFIRMED



## MASSEY UNIVERSITY

### ACADEMIC COMMITTEE MEETING

Tuesday 8 February 2022 at 1.30 pm

By Zoom

### MINUTES - PART I

Present: Giselle Byrnes (Chair), Jess Chubb, Jenny Coleman, Fiona Coote, Stephen Croucher, Jo Cullinane, Simon Hall, Jacqui Hofmann, Damian Lodge, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, Linda Palmer, Rebecca Sinclair, Cynthia White, Ina Te Wiata

In Attendance: Leanne Robinson (Secretary)

#### 1. INTRODUCTION

- 1.1 Welcome: The Chair welcomed everyone to the first meeting of the year and shared a karakia.
- 1.2 Apologies: none
- 1.3 Confirmation of Agenda:
  - 1.3.1 Items 4.2.3 and 8.2 were 'unstarred'
  - 1.3.2 Items 7.1 and 7.2 were removed from the agenda
  - 1.3.3 Fiona Coote added a general business item at the end of Part I

- 1.4 Confirmation of Minutes – 9 November 2021

AC22/02/03

RESOLVED: that the Minutes of the Meeting held on 9 November 2021 be approved as a true and accurate record.

Hall/O'Donoghue  
Carried

#### 1.5 Matters Arising:

- 1.5.1 The Chair referred to paragraph 4, page 2 of the Minutes and spoke about the discussion that substantive comments and concerns that had not been resolved through a process of consultation be shared with the full Committee which supports the quality and assurance process. Previously we have done a really good job of engaging and consulting on proposals prior to these being presented to the Academic Committee. This is an efficient process to help ensure the Academic Committee's meeting time is utilised well. The previous good practice of putting in the mahi and cross-College discussions before proposals are discussed by this Committee is one we ought to return to.

- 1.5.2 There was a request to have the agenda documents sent out at least five working days prior to the meeting to allow time to engage with the documents and consult with other staff to resolve matters before the meeting. The Chair apologised for the delay in releasing the agenda and explained that she wished to include the revised Terms of Reference (ToR) for both the Academic Committee and the Learning and Teaching Committee. It was agreed that in future, papers will be sent out no later than five (5) working days prior to the meeting and any late documents, to be approved by the Chair in advance, will be released separately.

## 1.6 Action List

AC22/02/05

Discussed and updated.

## 2. CHAIR'S REPORT

The Chair would like to revisit our processes around how we function as a committee, not just with regards to cross-College consultation, but how we can align our planning with the management decision-making of the University. This includes aligning the work of this committee with our key strategic objectives. For instance, the SLT has agreed that the Provost (Academic Committee Chair) and the five College Pro Vice-Chancellors will develop an academic plan for the University and this is a piece of work that would, as part of a development and consultation process, benefit from the advice of this committee.

The new Massey University Strategy 2022-2027 was approved by the Council in December last year and this will trigger a considerable amount of work, particularly with regards to supporting plans and curriculum planning issues.

In response to the Academic Board's suggestions for the ToR for this Committee and the Learning and Teaching Committee, the Chair has been working on the drafts to ensure they support the Board's intention of providing timely academic advice to Council.

The Chair advised that with COVID, the CMT has reconvened, not so much to signal a state of crisis, but to provide the University with a clear framework for decision-making and this facilitates agility in terms of responding to the current dynamic situation. The communication released last week and shared with Academic Committee members regarding ameliorations provided clarity in terms of this urgent decision-making. In summary, in an emergency, the remit of making temporary changes is with the CMT and reported to this Committee. Decisions regarding permanent and ongoing changes to our offer (including assessments) will be the responsibility of this Committee and then reported to the CMT. In this way, the CMT and Academic Committee will be aligned and connected.

## 3. ACADEMIC DISCUSSION/DECISION

### 3.1 Audit Update

Fiona Coote provided an update on the Cycle 6 Academic Audit. A Self-review Working Group has been established. This Group has met twice and begun working to identify evidence for the 30 guideline statements. An Academic Audit SharePoint site has been created. Fiona encouraged everyone that is not on the Group to check the guideline

statements and any evidence that they consider relevant to send to her. Micaela Eastwood has a document register and once all possible evidence is identified, the Group will categorise it against relevance, appropriateness, what to reference etc. The report template is being updated with information already available. The Group is working with the Communication Team to develop a communication plan. The Self-review is due to Academic Quality Agency by 31 October 2022. Micaela and Fiona are currently doing a roadshow to the College Boards to alert them about the upcoming audit. To help ensure the wider University is aware of the audit, the Vice-Chancellor will reference this in her forthcoming All-Staff webinar.

### 3.2 Academic Progression Working Group AC22/02/43

Jo Cullinane briefly spoke to the document and give an overview of the phase two work proposed for the Working Group. The two points highlighted were: keeping guardianship over the work completed last year by ensuring the regulatory changes are being executed in practice; and work around 'performance' and this is mostly framed around Aegrotat and Impaired Performance. In addition, due to COVID and ameliorations, an urgent proposal paper for a new procedure, to sit alongside the University Emergency Management Policy, will be available for the Committee (also noted above under Chair's Report).

The Chair thanked Jo for her leadership of this Working Group and commented that the work undertaken by the Group will also align with the work of CMT.

### 3.3 Academic Committee Revised Terms of Reference AC22/02/44

### 3.4 Learning and Teaching Committee Revised Terms of Reference AC22/02/45

The Chair spoke to these documents by providing background information and updated information since the ToR were first presented to the Academic Board. The Chair has met with the Chair of the Academic Board to discuss options of how this Committee and the Learning and Teaching Committee can support the Academic Board to provide good and timely advice to the Council. The Academic Board has sought clarity on the distinct purposes and roles of the Academic Committee and the Learning and Teaching Committee respectively. In sum, Academic Committee's focus is on 'what we teach', while the Learning and Teaching Committee's focus is on 'how we teach'. It has been suggested that both the Committees collapse into one, but this would not be viable due to the workload. Secondly, given the necessity of considering CUAP proposals and other mandatory review processes, collapsing the Committees into one could result in eclipsing the work Learning and Teaching Committee.

After discussion and consideration, it is proposed that in order to better align the two committees, that the Learning and Teaching Committee reports through to Academic Board via Academic Committee and becomes a sub-committee of the Academic Committee; in addition to the revised ToR focussing its role more clearly, the Learning and Teaching Committee will also be an advisory body on all regulations. The major proposed changes to the Committees' ToR are listed on page 2 of each document (AC22/02/44 and AC/02/45). This Committee is asked to review and approve the revision of the Academic Committee's ToR.

The following main points were noted from the discussion:

If the Learning and Teaching Committee is to become a sub-committee of the Academic Committee, could this be more explicit in the ToR?

On the Learning and Teaching Committee's ToR, an amendment was suggested to point 5. Membership, add 'including those in attendance' to the final line of the table.

On the Academic Committee's ToR, under point 3. Responsibilities the following points were made:

- clarity required on who approves non-CUAP proposals
- queried whether the reference to 'being Tiriti-led' should now be our commitment to Tiriti or 'aspiring to be Tiriti'
- could the statement that refers to contributing to the academic quality agenda be more specific
- what does the statement referring to the provision of formal responses from external bodies in practice mean? The Chair gave an example of an external body; last year the Government released a Digital Skills Strategy, and the University was asked to comment.

With the Teaching and Learning Committee being an advisory body to the Academic Committee, the success of these two Committees' ToR will be dependent on Academic Committee commissioning the Teaching and Learning Committee to provide advice and then acting on it. The Chair agreed with this point and thinks it is important that the Chair of the Teaching and Learning Committee is a member of the Academic Committee and suggested that reports from the Teaching and Learning Committee be a standing item on the Academic Committee's agenda.

Concern was expressed that the Teaching and Learning Committee has a large membership but not many teaching staff. It was suggested that the number of teachers could increase and to consider having staff in attendance rather than members.

The Chair thanked the members for their comments and suggestions.

RESOLVED: that document AC22/02/44 be approved, with minor amendments on the above issues and subject to the next iteration being shared via email with the members, and forwarded to Academic Board.

Chair  
Carried

#### 4. COLLEGE OF BUSINESS

##### 4.1 New Course:

219211 Interpersonal Communication

AC22/02/06

RESOLVED: that document AC22/02/06 be approved.

Cullinane/Croucher  
Carried

##### ★ 4.2 Non-CUAP Qualification Amendments:

4.2.1 Bachelor of Communication

AC22/02/07

4.2.2 Bachelor of Business / Bachelor of Science

AC22/02/08

4.2.3 Bachelor of Arts / Bachelor of Business

AC22/02/09

DEFERRED Document AC22/02/09 to go to the College of Humanities and Social Sciences February Board meeting before seeking Academic Committee's approval.

4.2.4 Executive Master of Business Administration AC22/02/10

★ 4.3 Non-CUAP Specialisation Amendments:

4.3.1 Journalism Minor (Bachelor of Communication) AC22/02/11

4.3.2 Journalism Major (Bachelor of Communication) AC22/02/12

4.3.3 Communication Management Minor (Bachelor of Communication) AC22/02/13

4.3.4 Communication Management Major (Bachelor of Communication) AC22/02/14

4.3.5 Public Relations Major (Bachelor of Communication) AC22/02/15

4.3.6 Public Relations Minor (Bachelor of Communication) AC22/02/16

4.3.7 Business Administration (Postgraduate Certificate in Business) AC22/02/17

RESOLVED: that documents AC22/02/07 - AC22/02/08 and AC22/02/10 - AC22/02/17 be approved.

Chair  
Carried

4.4 Memorandum and Early Notice Qualification Amendment: AC22/02/18  
Bachelor of Business

The College of Business representative advised that this qualification is strategically important to the university so the College keeps it under close scrutiny and continuous review and improvement. A standard periodic Qualification Review was undertaken on this qualification at the end of last year, but the College prepared for that by doing its own preparation and stakeholder analysis in order to inform the Programme Team's submission document and discussions with the Panel. There are several matters that have been discussed with the Qualification Review Panel that await their report, but that is not expected to be available until mid-2022. The CoB has agreed with Registry that we will not implement changes in CUAP Round Two. Therefore any changes CoB implement following the Qualification Review could not be implemented until 2024. This Early Notice is proposing changes for implementing in 2023 Round One.

A College representative queried CoB's view that we may need to make changes to certain qualifications every year. The suggestion was put that we might have a fuller discussion around the shared aim of the moratorium agreed to last year, relative to a continual improvement approach, noting that CUAP proposals are not included in the moratorium, which focusses on minor academic changes only. Some views were expressed about the nature of the current cross-college consultation process in general terms. It was acknowledged that a key challenge was the unavailability of College Board meetings in some Colleges in from mid-November to February meaning CUAP Round 1 proposals essentially had to be completed in October.

It was agreed that it would be helpful to have clarification on what constitutes consultation and to set up processes, so it becomes an automatic practice.

The College of Sciences thanked the Massey Business School for their very efficient and effective consultation about the proposed new Business Analytics major.

The Chair commented that with the moratorium currently in effect, the number of proposals this Committee is being asked to consider today is much less than for February 2021.

- ★ 4.5 Summaries of Minor Regulatory Changes:
  - 4.5.1 November 2021 AC22/02/19
  - 4.5.2 January 2021 AC22/02/20

Documents AC22/02/18 - AC22/02/20 were noted.

## 5. COLLEGE OF CREATIVE ARTS

- 5.1 Supporting Memorandum – Summary of CUAP documents presented to Academic Committee for approval AC22/02/21
- 5.2 CUAP New Qualification and New Specialisations:
  - Bachelor of Screen Arts with Honours AC22/02/22
  - New Specialisations:
    - Animation
    - Factual Production
    - Film Production
    - Game Development
    - Immersive Media
    - Media Technology
    - Visual Effects
- 5.3 CUAP New Qualification:
  - Diploma in Screen Arts AC22/02/23
- 5.4 CUAP New Qualification:
  - Graduate Diploma in Screen Arts AC22/02/24
- 5.5 CUAP New Qualification:
  - Postgraduate Diploma in Screen Arts AC22/02/25
- 5.6 CUAP Qualification Amendment and New Specialisations:
  - Bachelor of Creative Media Production AC22/02/26
  - New Specialisations:
    - Animation
    - Factual Production
    - Film Production
    - Game Development
    - Immersive Media
    - Media Technology
    - Visual Effects

## 5.7 23 New Courses

AC22/02/27

The College of Creative Arts representative advised that proposals (AC22/02/22 – AC22/02/27) are not seeking the Academic Committee's approval today. This decision is because once the agenda was released, further feedback was received on the proposals. Committee members were invited to give further feedback at today's meeting.

A full discussion was held, and the many points raised were noted by the College's representatives.

The College representative thanked members for their constructive written and verbal feedback, and this will be considered when amending the proposals.

The amended proposals will be on the March agenda.

The Chair acknowledged the positive engagement and the collegial manner in which the discussion was conducted.

## 6. COLLEGE OF HEALTH

- ★ 6.1 Summary of Minor Regulatory Changes – November 2021 AC22/02/28

Document AC22/02/28 was noted.

## 7. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

## 7.1 Course Retirements:

7.1.1 249284 Introduction to Equity and Inclusion in Education AC22/02/29

7.1.2 254210 Historical Perspectives on Education AC22/02/30

## 7.2 Short Course and Micro-Credential Approval Applications:

7.2.1 Response and Recovery Leadership Development Programme Part 1 AC22/02/31

7.2.2 Response and Recovery Leadership Development Programme Part 2 AC22/02/32

Documents AC22/02/29 - AC22/02/32 were WITHDRAWN because they were approved by Academic Committee at the November 2021 meeting.

- ★ 7.3 Summary of Minor Regulatory Changes – November 2021 AC22/02/33

Document AC22/02/33 was noted.

## 8. COLLEGE OF SCIENCES

- 8.1 Early Notice – Qualification Amendment AC22/02/34  
Graduate Diploma in Information Sciences

The College of Sciences representative said that the purpose of this proposal is to remove all the endorsements. This decision is primarily based on student demand. Previously the endorsement has limited the students course choices because often a course of interest is outside their selected endorsement, consequently the student changes to 'no endorsement'. From discussions with prospective employers, they indicated they are interested in the skills of the graduate rather than in the name of the endorsement.

8.2 Short Course Quality Auditor Education Programme Module 1 AC22/02/35

The College of Sciences representative identified this proposal has the title missing. The title to be included is:

Recognition of Professional Development  
Short Course for Credit  
Proposal Details

Document AC22/02/35 to be amended.

★ 8.3 Summary of Minor Regulatory Schedule Changes - November 2021 AC22/02/36

Document AC22/02/34 - AC22/02/36 were noted.

9. FOR INFORMATION

9.1 CUAP Round 2 Proposals

Fiona Coote alerted the Committee that due to the change in the Academic Board's meeting dates for this year and CUAP deadlines, all CUAP Round 2 proposals must be approved at the June Academic Committee meeting.

9.2 Workforce Development Councils

A reminder that Damian Lodge is scheduled to provide an update on the Workforce Development Councils at the March meeting and is welcome to provide accompanying documents.

10. DOCUMENTS FOR NOTING

11. MOVING INTO PART II

EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT, EXCLUDING

- Secretary

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

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

Subject	Reason for Proposed Exclusion
<u>Item 1</u> - Minutes (Part II) of 9 November 2021	These matters were considered in Part II of the meeting held on 9 November 2021 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 2</u> - Matters Arising	These matters were considered in Part II of the meeting held on 9 November 2021 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 3</u> – Qualification Review Reports	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j).
<u>Item 4</u> – Qualification Review Report Response	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j).



## MASSEY UNIVERSITY

### ACADEMIC COMMITTEE MEETING

Tuesday 8 March 2022 at 1.30 pm

By Zoom

### MINUTES - PART I

Present: Giselle Byrnes (Chair), Jess Chubb, Jenny Coleman, Fiona Coote, Jo Cullinane, Simon Hall, Claire Matthews, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, Linda Palmer, Rebecca Sinclair, Cynthia White, Ina Te Wiata

In Attendance: Leanne Robinson (Secretary), Jean Jacoby (for Part I)

#### 1. INTRODUCTION

1.1 Welcome: The Chair welcomed everyone to the meeting and Simon Hall shared a karakia.

1.2 Apologies: Stephen Croucher (Claire Matthews attended as proxy), Jacqui Hofmann  
Jill McCutcheon (for lateness, joined meeting 2.30 pm)

1.3 Confirmation of Agenda:

1.3.1 Item 10.2 was 'unstarred'

1.4 Confirmation of Minutes – 8 February 2022

AC22/03/48

#### AMENDMENTS:

Item 9.1 CUAP Round 2 Proposals – add “and CUAP deadlines”

Fiona Coote alerted the Committee that due to the change in the Academic Board's meeting dates for this year “*and CUAP deadlines*”, all CUAP Round 2 proposals must be approved at the June Academic Committee meeting.

Item 4.4 Memorandum and Early Notice Qualification Amendment: Bachelor of Business

The College of Business representative suggested the notes for this item be revised. The Chair requested that the suggested revision be circulated to the members for approval and the Minutes be ratified at the April meeting.

1.5 Matters Arising:

1.5.1 Cynthia White acknowledged Fiona Coote and Micaela Eastwood, Office of Academic Quality, Reporting and Assurance, for the audit update presentation to the College

of Humanities and Social Sciences College Board. The presentation was user-friendly, and the open discussion elicited questions and some rich discussion.

#### 1.6 Action List AC22/03/50

Discussed and updated.

## 2. CHAIR'S REPORT

The Chair reported that she finalised the Academic Committee's proposed Terms of Reference (ToR) for the Academic Board to discuss, alongside the proposed Learning and Teaching Committee ToR, at their March meeting. We can expect clarification on the ToR shortly.

The Chair has been working to ensure that the *Pūrehuroatanga* suite of initiatives aligns with this Committee's work priorities for this year, particularly relating to the curriculum with the course incubator model, and it is supported by the Academic Operations team across her portfolio. The Chair and the Deputy Vice-Chancellor Students and Global Engagement, Tere McGonagle-Daly, will be visiting the College Boards to share an update on the course incubator project as well as other initiatives related to the curriculum enhance part of the *Pūrehuroatanga* work.

## 3. ACADEMIC DISCUSSION/DECISION

### 3.1 Audit Update

Fiona Coote provided a brief update and said the Self-review Working Group has completed the initial evidence identification phase. The next stage is to gather the information together and analyse the relevance of it and then discern what is appropriate and specific for the guideline statements. The timeline has been finalised and allows for an extensive consultation period with the College Boards, Academic Committee, Teaching and Learning Committee, and Academic Board. The communication plan is being worked on and a University-wide communication will go out shortly. The Vice-Chancellor talked about the audit in her webinar. Fiona thanked the Colleges for allowing the audit roadshow presentation to be held at their respective Board meeting. One student representative has been appointed to the Working Group and expect to recruit another student shortly.

### 3.2 Academic Progression Working Group

Jo Cullinane reported that the Group has reconvened under the new ToR and now have student representatives. The Group has met and has begun to revitalise the work as part of phase two. Phase one was to replace Academic Standing via the new Academic Progression Regulations and the Group is working with ITS on the necessary SMS changes. The phase one work has been approved by Academic Board but there are a few unresolved details being worked on. The Group will come back to Academic Committee if they need any advice on how to progress them. Phase two is looking at Aegrotat (AG), Impaired Performance (IP), fees appeals, and is what the Group refers to as the 'performance support'. From the recent meeting there was a clear view that what people seek is a new University-wide system that is integrated and philosophically respects the developments that underpin and support *Pūrehuroatanga*. The Group is considering doing what they refer to as a 'fundamental shift' which may include a philosophical change that encourages students to

participate in further assessment rather than claim inferred grades (and perhaps this might then limit the use of AG.) This practice may help students avoid a sense of becoming overwhelmed by the complexity of the University's processes and systems.

#### 4. COLLEGE OF BUSINESS

##### 4.1 CUAP New Specialisation:

Global Communication (Bachelor of Business)

AC22/03/52

The College of Business proposes to introduce the Global Communication as a new major in the Bachelor of Business; this is a replacement for the Strategic Communication major that is now closed to new enrolments. The intention of this new major is to revitalise the Bachelor of Business. The College of Business representative thanked the College of Humanities and Social Sciences for their valuable feedback on this proposal. The minor amendments were noted. The College of Humanities representative thanked the College of Business for noting the two minor amendments to the Graduate Profile.

##### AMENDMENTS:

Graduate Profile (add the italicised words)

2. Understand the influence of media systems and trends in shaping international politics *and business*.
3. Understand the impact of *organisational* culture on activism, democracy, community, and media.

RESOLVED: that document AC22/03/52 be approved subject to the agreed amendments and forwarded to Academic Board for recommendation to the Vice-Chancellor and CUAP for approval.

Chair  
Carried

##### ★ 4.2 Non-CUAP Qualification Amendments:

4.2.1 Bachelor of Business

AC22/03/53

4.2.2 Bachelor of Arts / Bachelor of Business

AC22/02/09

4.2.3 Qualification Master of Management Alternative Admission Gateway

AC22/03/54

RESOLVED: that documents AC22/03/53, AC22/03/54 and AC22/02/09 be approved.

Chair  
Carried

##### ★ 4.3 Course Offering Assessment Changes for Semester 1 and Double Semester, 2022

AC22/03/55

##### ★ 4.4 Summary of Minor Regulatory Changes – February 2022

AC22/03/56

Documents AC22/03/55 and AC22/03/56 were noted.

## 5. COLLEGE OF CREATIVE ARTS

- 5.1 Supporting Memorandum – Summary of CUAP documents presented to Academic Committee for approval AC22/02/21Rev1

Document AC22/02/21Rev1 was noted.

- 5.2 CUAP New Qualification and New Specialisations:  
Bachelor of Screen Arts with Honours AC22/02/22Rev1  
New Specialisations:

- Animation
- Factual Production
- Film Production
- Game Development
- Immersive Media
- Media Technology
- Visual Effects

- 5.3 CUAP New Qualification:  
Diploma in Screen Arts AC22/02/23Rev1

- 5.4 CUAP New Qualification:  
Graduate Diploma in Screen Arts AC22/02/24Rev1

- 5.5 CUAP New Qualification:  
Postgraduate Diploma in Screen Arts AC22/02/25Rev1

- 5.6 CUAP Qualification Amendment and New Specialisations:  
Bachelor of Creative Media Production AC22/02/26Rev1  
New Specialisations:

- Animation
- Factual Production
- Film Production
- Game Development
- Immersive Media
- Media Technology
- Visual Effects

The College of Creative Arts representative spoke to the suite of proposals re-presented to Academic Committee. The revised proposals have considered and attempted to integrate all the Colleges' feedback. The College thanked all those present for their feedback and together with the meetings with the recipients has helped recognise how they were perceived and has resulted in developing stronger proposals. The College representative also thanked Jess Chubb for all her work in collating the changes into the revisions. The College of Humanities and Social Sciences representative said that the revised proposals are stronger. The Chair said the covering

memorandum is very important as it is clear in regards to outlining the key issues in these proposals.

RESOLVED: that documents AC22/02/22Rev1 – AC22/02/26Rev1 be approved and forwarded to Academic Board for recommendation to the Vice-Chancellor and CUAP for approval.

Chair  
Carried

5.7 23 New Courses

AC22/02/27Rev1

RESOLVED: that document AC22/02/27Rev1 be approved.

Chair  
Carried

6. COLLEGE OF HEALTH

- ★ 6.1 Memorandum – Advising of Urgent Changes to Assessments  
Course Offering Assessment Changes for Semester 1, 2022

AC22/03/57  
AC22/03/58

Documents AC22/03/57 and AC22/03/58 were noted.

7. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

- 7.1 Early Notice – Qualification Amendment  
Master of Education suite

AC22/03/59

The College of Humanities and Social Sciences representative advised that resulting from a qualification review undertaken in 2019, the Master of Education, Postgraduate Diploma in Education and the Postgraduate Certificate in Education propose to significantly amend the qualifications.

The proposed details are outlined in the Early Notice but a key change is to reduce the number of specialisations: removal of Teaching and Learning in the Masters programme, and in the Postgraduate Diploma removal of Counselling and Guidance, and Teaching and Learning, and one specialisation will have a title change (changed from Inclusive Education to Equity, Diversity and Inclusion).

Document AC22/03/59 was noted.

- ★ 7.2 Non-CUAP Qualification Amendments:
  - 7.2.1 Postgraduate Certificate in Planning
  - 7.2.2 Postgraduate Diploma in Planning

AC22/03/60

AC22/03/61

RESOLVED: that document AC22/03/60 and AC22/03/61 be approved.

Chair  
Carried

- ★ 7.3 Summary of Minor Regulatory Changes – February 2022 AC22/03/62

Document AC22/03/62 was noted.

## 8. COLLEGE SCIENCES

- 8.1 CUAP Qualification Amendment: AC22/03/63  
Graduate Diploma in Information Sciences

The College of Sciences representative thanked the Massey Business School's colleagues for their suggestions that improved the three proposals.

The College of Sciences representative requested a minor amendment to the Graduate Profile to ensure the word 'specialisation' was not misconstrued.

Replace: '...competencies in their area of specialisation that prepare them to take up a range of professional roles...'

With: '...competencies in their area to prepare them to take up a range of professional roles...'

RESOLVED: that document AC22/03/63 amendment be approved.

Chair  
Carried

The query was raised whether this proposal that intends to remove all the endorsements from the qualification should be a non-CUAP proposal because the Computer Science endorsement is still available for enrolment.

Subsequent to the meeting, it was confirmed that it is a CUAP proposal but due to a system error the Computer Science endorsement remained open. An additional proposal was raised to formally close this endorsement immediately. The Chair approved both proposals out of session and the Committee members were advised of the outcome.

Chair  
Approved out of session

## 8.2 New Courses:

- 8.2.1 141720 Advanced Food Quality AC22/03/64

The College of Sciences representative requested the following minor amendments to the Learning Outcomes:

Replace: LO1: Demonstrate an understanding of the scientific aspects associated with food safety (including food contamination) and food quality by reviewing these aspects.

LO2: Demonstrate a sound understanding of the International and National food legislative framework and its implementation by reviewing the key principles applied, the key documents issued and tools used to accomplish food safety.

- With: LO1: Review and critically analyse scientific aspects associated with food safety (including food contamination) and food quality.  
 LO2: Review and critically analyse key principles in the International and National food legislative framework and its implementation, including tools used to accomplish food safety.

## 8.2.2 281780 Advanced Electronic Circuits

AC22/03/65

The College of Sciences representative requested the following minor amendments to the Prescription:

Replace: This course covers the designing and building of advanced electronic circuits and systems. The topics are a blend of sensor interfacing, instrumentation and low-noise amplifiers, oscillators and filters, MOSFET circuits, power amplifiers, and power supply design.

With: This course covers the designing and building of advanced electronic circuits and systems. The approach to design is through advanced application of sensor interfacing, instrumentation and low-noise amplifiers, oscillators and filters, MOSFET circuits, power amplifiers, and power supply design.

## 8.3 Non-CUAP Qualification Amendments:

- |  |            |
|--|------------|
| 8.3.1 Master of Food Safety and Quality        | AC22/03/66 |
| 8.3.2 Bachelor of Engineering with Honours     | AC22/03/67 |
| 8.3.3 Master of Engineering Studies            | AC22/03/68 |
| 8.3.4 Bachelor of Food Technology with Honours | AC22/03/69 |

## 8.4 Non-CUAP Specialisation Amendments:

- |  |            |
|--|------------|
| 8.4.1 Electronics and Computer Engineering<br>(Master of Engineering Studies)              | AC22/03/70 |
| 8.4.2 Electronics and Computer Engineering Major<br>(Bachelor of Engineering with Honours) | AC22/03/71 |
| 8.4.3 Food Product Technology Major<br>(Bachelor of Food Technology with Honours)          | AC22/03/72 |

RESOLVED: that documents AC22/03/64 - AC22/03/72 be approved subject to the agreed amendments.

Hall/Norman  
Carried

## ★ 8.5 Summary of Minor Regulatory Changes - February 2022

AC22/03/73

Document AC22/03/73 was noted.

## 9. FOR INFORMATION

## 10. DOCUMENTS FOR NOTING

- ★ 10.1 Aegrotat/Impaired Performance Consideration AC22/03/74  
Temporary Form During COVID-19 Emergency

- 10.2 Amelioration Procedure AC22/03/75

Jo Cullinane explained that this proposal is from a sub-group of a sub-group and partly reflects the work that the Working Group has been doing but partly reflects the membership of that Working Group who are also on the COVID Teaching and Learning Group. This proposal has been established to provide a clear process for dealing with emergencies before they arise. The proposal has arisen from 'living in the COVID environment' and having to make emergency decisions but not having a clear oversight beforehand. This proposal addresses how to look at emergency arrangements with course delivery and looks at the major areas that we consider to be important during an emergency. Jo commented that the points in the table might need to be revised and observed that Academic Committee is the guardian for the operational quality assurance mechanisms and responsible for keeping the table updated to ensure it is fit for purpose.

In response to the point raised by the College of Creative Arts about how much flexibility is there within the parameters that are set, Jo suggested that at the end of the table there could be some programmes that are listed as caveats because there are programmes that do not fit within the standard structure. The Chair supported this suggestion because the whole of University approach could create injustices.

Jo supported the suggested from the College of Humanities and Social Sciences representative who expressed support for the principles behind the proposal and suggested it might be useful for the Colleges' Teaching and Learning Committee, or equivalent, view the proposal so it could be considered from a programme perspective. The Chair said it would be helpful to be aware of all responses and ensure the process is not a 'top down' approach to decision making.

In conclusion, it was agreed that the draft proposal, without further amendment, be sent to the College Boards, and they are welcome to send it to their Learning and Teaching Committees, and the University Learning and Teaching Committee for their feedback and to aim for the final proposal to go to Academic Board in June.

## 11. MOVING INTO PART II

## EXCLUSION OF THE PUBLIC

## THE CHAIRPERSON MOVED THAT, EXCLUDING

- Secretary

WHO HAD, IN THE OPINION OF THE ACADEMIC COMMITTEE, KNOWLEDGE THAT COULD BE OF ASSISTANCE, MEMBERS OF THE PRESS AND PUBLIC BE NOW EXCLUDED FROM THE MEETING SO THAT FOR THE UNDERNOTED REASONS THE FOLLOWING MATTERS MAY BE DISCUSSED WITHOUT PUBLIC

DISCLOSURE; THE COMMITTEE BEING SATISFIED, WHERE APPROPRIATE, THAT THERE ARE CONSIDERATIONS WHICH OUTWEIGH THE PUBLIC INTEREST OF DISCLOSURE.

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

Subject	Reason for Proposed Exclusion
<u>Item 1</u> - Minutes (Part II) of 8 February 2022	These matters were considered in Part II of the meeting held on 8 February 2022 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 2</u> - Matters Arising	These matters were considered in Part II of the meeting held on 8 February 2022 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 3</u> – Qualification Review Report Response	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j)).