

Academic Board Agenda Part I

Wednesday 15th June 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 27 April 2022 – Part I | | (Decision) | Chair | AB22/06/109 | 4-9 |
| 1.6 | Matters Arising | | (Info) | Chair | | |
| 1.7 | Action Schedule - Part I | | (Info) | Chair | AB22/06/110 | 10 |
| 1.8 | Academic Board Work Plan 2022 - Part I | | (Info) | Chair | AB22/06/111 | 11 |
| STRATEGIC UPDATES | | | | | | |
| 2.1 | Chair's Report – Part I | 1.35-1.45 | (Info) | Chair | | |
| 2.2 | Vice-Chancellor's Report – Part I | 1.45-1.55 | (Info) | Vice-Chancellor | AB22/06/112 | 12-20 |
| 2.3 | Provost Report | 1.55-2.05 | (Info) | Provost | Verbal | |
| 2.4 | Student Report | 2.05-2.10 | (Info) | Fiona Lu | Verbal | |
| 2.5 | Pūrehuroatanga Update | 2.10-2.25 | (Info) | Provost | AB22/06/113 | 21-37 |
| 2.6 | Meeting Protocols- Revised | 2.25-2.30 | (Decision) | Chair | AB22/06/114 | 38-39 |
| ACADEMIC PROGRAMMES | | | | | | |
| 3.1 | CUAP Specialisation Retirement, Bachelor of Arts | 2.30-2.35 | | Provost | AB22/06/115 | 40-46 |

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|---------------------|--|-----------|--------------|-----------|-------------|-------|
| | Public and Professional Writing Minor | | | | | |
| 3.2 | Academic Changes from 2020 to 2022 in Response to COVID-19 | 2.35-2.45 | (Info) | Provost | AB22/06/116 | 47-59 |
| 3.3 | Open Access Publishing Paper | 2.45-3.00 | (Info) | Librarian | AB22/06/117 | 60-63 |
| 3.4 | Equivalence Policy Review | | (Discussion) | Provost | AB22/06/118 | 64-87 |
| PAPERS FOR NOTING ★ | | | | | | |

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|-------|---|--|--------|--|-------------|---------|
| 4.1★ | College of Business College Board Minutes 15 March 2022 Part I | | (Info) | | AB22/06/119 | 76-87 |
| 4.2★ | College of Business College Board Minutes 26 April 2022 Part I | | (Info) | | AB22/06/120 | 88-103 |
| 4.3★ | College of Humanities and Social Sciences College Board Minutes 19 November 2021 Part I | | (Info) | | AB22/06/121 | 104-109 |
| 4.4★ | College of Humanities and Social Sciences College Board Minutes 18 March 2022 Part I | | (Info) | | AB22/06/122 | 110-113 |
| 4.5★ | College of Humanities & Social Sciences College Board Minutes 22 April 2022 Part I | | (Info) | | AB22/06/123 | 114-118 |
| 4.6★ | College of Sciences College Board Minutes 17 March 2022 Part I | | (Info) | | AB22/06/124 | 119-123 |
| 4.7★ | College of Sciences College Board Minutes 21 April 2022 Part I | | (Info) | | AB22/06/125 | 124-128 |
| 4.8★ | College of Health College Board Minutes 15 February 2022 Part I | | (Info) | | AB22/06/126 | 129-133 |
| 4.9★ | College of Creative Arts College Board Minutes 13 April 2022 Part I | | (Info) | | AB22/06/127 | 134-138 |
| 4.10★ | Academic Committee Minutes 7 April 2022 Part I | | (Info) | | AB22/06/128 | 139-147 |
| 4.11★ | University Research Committee Minutes 24 March 2022 Part I | | (Info) | | AB22/06/129 | 148-152 |
| 4.12★ | University Research Committee Minutes 28 April 2022 Part I | | (Info) | | AB22/06/130 | 153-157 |
| 4.13★ | University Research Committee Annual Report 2021 | | (Info) | | AB22/06/131 | 158-167 |

EXCLUSION OF PUBLIC

| | | | | | | |
|-----|-----------------------------|------|------------|-------|--------|------|
| 5.1 | Public Exclusion Resolution | 3.00 | (Decision) | Chair | Verbal | ---- |
|-----|-----------------------------|------|------------|-------|--------|------|



MASSEY UNIVERSITY COUNCIL

MINUTES OF THE ACADEMIC BOARD

HELD VIA VIDEOCONFERENCE
on

WEDNESDAY 27 April 2022 AT 1.30 PM

PART I

PRESENT: Associate Professor Claire Matthews (Chair), Provost Professor Giselle Byrnes, Marla Beissel, Professor Barry Borman, Dr Maria Borovnik, Professor Dianne Brunton, Jacalyn Clare, Professor Stephen Croucher, Associate Professor Jo Cullinane, Professor Chris Cunningham, Professor Meihana Durie, Professor Lisa Emerson, Michaela Futter, Professor Ray Geor, Professor Simon Hall, Professor Tasa Havea, Professor Huia Jahnke, Fiona Lu, Professor Steven Kelly, Angus McClay, Professor Jill McCutcheon, Tere McGonagle-Daly, Professor Jane Parker, Professor Margaret Petty, Professor Julieanna Preston, Distinguished Professor Peter Schwerdtfeger, Professor Rebecca Sinclair, Associate Professor Fiona Te Momo, Professor Carol Wham, Professor Cynthia White, and Professor Georg Zellmer.

IN ATTENDANCE: Alistair Davis, Council Member
Christabelle Marshall, Academic Board Secretary

1. PROCEDURAL MATTERS

1.1 Introduction

The Chair welcomed everyone, and noted the meeting was quorate.

1.2 Karakia Timatanga/ Mihi Whakatau/ Welcome

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

1.3 Apologies

Apologies were noted and accepted by the Board as follows:

For Absence: Vice-Chancellor Professor Jan Thomas, Associate Professor Jenny Coleman, Professor Nicolette Sheridan, and Associate Professor Oli Wilson.

For Early Departure: Professor Rebecca Sinclair

1.4 Declaration of Interests/ Register of Interest

1.5 Confirmation of Minutes - Part I – 16 March 2022

AB22/04/61

RESOLVED:

(Borovnik/Te Momo)

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

CARRIED

1.6 Matters Arising

RESOLVED:

(Matthews/Cullinane)

THAT that the electronic ballot in respect of releasing decisions made in Part II to Part I of Academic Board on 16 March be ratified.

CARRIED

Professor Meihana Durie noted progress on the karakia guidelines and confirmed that this will now be presented at Academic Board in June.

1.7 Action Schedule- Part I

AB22/04/62

The Board noted the Action Plan.

1.8 Academic Board Work Plan 2022- Part I

AB22/04/63

The Board noted the Academic Board Work Plan 2022.

2. STRATEGIC UPDATES

2.1 Chair's Report

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

- The Chair noted the unopposed appointment of Professor Julieanna Preston to the Doctoral Research Committee.
- The Agenda Setting Working Group had its second meeting in early April. The Chair encouraged board members to put forward agenda suggestions to this group for consideration.
- Noted congratulations to Professor Michael Belgrave for his significant contributions to the New Zealand History Curriculum.

Meeting Protocols

AB22/04/64

The Chair spoke to the meeting protocols document that had been constructed over the last few months. It was noted that many of the protocols had previously been discussed and verbally approved, with this document intended to formally document protocols for the Board.

The Chair noted the additional suggestion of agenda focus groups, within which Board members would be allocated a high priority item on the agenda, for which they would lead the discussion.

Comments were made by the Board as follows:

- Noted concern regarding 'speaking once to an item' versus enhancing and encouraging robust debate and discussions.
- Board members noted the importance of a balance between prescriptive protocols and flexible guidelines that enable authentic discussion and welcomed a revision of this protocol.
- A Board member suggested that flexibility around speaking to items may be addressed through the role of the Chair- to regulate speakers and the flow of discussions.
- The Provost noted that if Academic Board is to hold an in-person meeting, members would need to fund attendance through their respective departments.
- The Provost also noted a desire to see the protocol document reference behaviour that is respectful, civil and mana enhancing.
- The Chair acknowledged time constraints during meetings and noted the possibility of extending the duration of or increasing the frequency of meetings.
- The Chair welcomed the rewording of a meeting protocol to restrict moving and/or offensive backgrounds.

Action: The Chair noted the meeting protocols will be further revised and brought to Academic Board's June meeting.

2.2 Vice Chancellor's Report

AB22/04/65

As the Vice-Chancellor was an apology, the report was taken as read and noted by the Board.

Action: Formal congratulations to be sent to those recipients of the teaching excellence awards and to the two staff members that were elected Fellows to the Academy of the Royal Society Te Apārangi.

2.3 Provost Report

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

Academic Committee:

- Noted the substantial work undertaken recently with CUAP Proposals.
- Discussed the Academic Progression Regulations and how these are being supported and implemented.
- Discussed the Academic Audit Cycle 6
- Qualification Review process has commenced, with an update due to the Board later in the year.

University Research Committee

- Discussed Open Access Publishing, noted that this item will come to Academic Board in a future meeting.
- Discussed PBRF preparations, internally through REaDI support project and externally through the TEC and papers from the PBRF sector reference group.
- Reflected on MBIE's Te Ara Paerangi green paper and what that might mean for the research eco-system.
- Continued monitoring of research rankings performance and how we can support the UN's sustainable development goals.
- Work around He Rautaki Rangahau continues.

2.4 Student Item

The student membership had decided that one student representative will have the responsibility to present a student report to each Academic Board meeting.

A student member noted that student associations have recently been involved with the AQA and have found discussions around this to be insightful and beneficial. Student associations have also started to work on the Disability Action Plan (DAP), however there is a lack of clarity around the process. The student members requested further information regarding the DAP and whether this will be presented at Academic Board in the future.

The Provost responded and noted that the university was requested to create a Disability Action Plan by the TEC. The DAP will be submitted as part of the Investment Plan. It was noted that the Investment Plan progresses through the management route, SLT and then onto Council, however there was acknowledgement that it may be beneficial for this document to pass through Academic Board for information and discussion.

3. ACADEMIC PROGRAMME

3.1 Research Excellence Paper

AB22/04/66

The Provost spoke to the Research Excellence paper, noting this edition is a revision of the paper presented to Academic Board in June, 2021. The current paper seeks to update the definitions around research and research excellence. The current revision has amalgamated College Board feedback and has reflected on how research excellence is defined within the current University Strategy and what this means for working towards being a Te Tiriti o Waitangi led university. This paper has also considered various discussion papers emanating from the TEC and MBIE and has attempted to address many of the critiques that were noted in 2021. The Provost noted that this paper will be discussed at University Research Committee in the coming days.

The Chair noted that this paper will be presented to Council at their May meeting and sought the Board's advice to bring forward to that meeting regarding this paper.

Comments were made by the Board as follows:

- Need for a balance of focus between local and global definitions of research excellence.
- Need for a flexible definition, applicable for wide range of subjects.
- Importance of attracting and retaining research talent.
- Noted that research does not have to be collaborative to attain research excellence.
- The impact of research and how this is measured can be controversial.
- Need to consider the advancement of knowledge.
- Importance of research rankings and attracting international students.
- Noted paper lays the foundation for discussion and highlighted the complexities involved in unravelling this topic.
- Need to consider the pandemic and how this has impacted research and research excellence.
- Noted collaborative models differ significantly between disciplines and subject areas. Suggested opportunity to expand this section to enhance understandings of the varied collaborative models.
- Need to balance and maintain the mana of both excellence and impact.
- Suggested replacement of footnotes with a reference list for ease of readability.

- Need to ensure that comparative analysis is not used to determine research excellence or rankings within indigenous research. Need to use culturally appropriate methods and definitions of research excellence.
- Empower new Māori researchers within this document.

The Provost noted that URC would be discussing this paper promptly and would provide further comments and advice regarding this iteration. It was noted that all advice would inform a further iteration of this document.

Action: Advice/comments made by the Board to be provided to Council for its May meeting.

3.2 CUAP Proposal Summary Report

AB22/04/71

The Provost spoke to the report and summarised each proposal in turn. The Board noted the report and each proposal as presented.

RESOLVED: (Byrnes/Sinclair)
THAT documents AB22/04/72-AB22/04/79 AS LISTED IN AB22/04/71 be recommended to the Vice-Chancellor for approval and forwarded to CUAP for approval or noting.

CARRIED

RESOLVED: (Byrnes/White)
THAT documents AB22/04/80 and AB22/04/81 AS LISTED in AB22/04/71 be received by the Board.

CARRIED

Distinguished Professor Graham Hingangaroa Smith joined the meeting at 2.40pm.

4. PAPERS FOR NOTING

- | | | | |
|---|-----|---|------------|
| ★ | 4.1 | College of Sciences College Board Minutes January 2022 Part I | AB22/04/82 |
| ★ | 4.2 | College of Sciences College Board Minutes 17 February 2022 Part I | AB22/04/83 |
| ★ | 4.3 | College of Business College Board Minutes 15 February 2022 Part I | AB22/04/84 |
| ★ | 4.4 | College of Creative Arts College Board Minutes 19 November 2021 Part I | AB22/04/85 |
| ★ | 4.5 | College of Creative Arts College Board Minutes 19 January 2022 Part I | AB22/04/86 |
| ★ | 4.6 | College of Creative Arts College Board Minutes 18 February 2022 Part I | AB22/04/87 |
| ★ | 4.7 | College of Humanities and Social Sciences College Board Minutes 18 February 2022 Part I | AB22/04/88 |
| ★ | 4.8 | University Research Committee Minutes 24 February 2022 Part I | AB22/04/89 |
| ★ | 4.9 | Academic Committee Minutes 8 February 2022 Part I | AB22/04/90 |

Academic Board noted these documents.

5. MOVING INTO PART II - EXCLUSION OF THE PUBLIC

RESOLVED:

THAT the Academic Board exclude the public from the papers as noted in the table below, excluding Mr Alistair Davis, Distinguished Professor Graham Hingangaroa Smith, and Ms Christabelle Marshall.

| Subject | Reason for Proposed Exclusion | Section 48(1) grounds |
|---|--|-----------------------|
| <u>Item 1.</u> Confirmation of Minutes –16 March 2022. | For the reasons set out in the Part I minutes of the Academic Board of 16 March 2022 held with public present. | |
| <u>Item 2.</u> Matters Arising. | For the reasons set out in the Part I minutes of the Academic Board of 16 March 2022 held with public present. | |
| <u>Item 3.</u> Chair's Report | Improper gain or advantage | s7(2)(j) |
| <u>Item 4.</u> Vice-Chancellor's Report | Improper gain or advantage Personal privacy | s7(2)(j) s7(2)(a) |

This resolution was made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or the relevant part of the proceedings of the meeting in public as stated in the above table.

CARRIED

Part I of the meeting closed at 2.42 pm

Signature: _____

Date: _____

| | ACTION | RESPONSIBILITY | OPEN/CLOSED |
|---------------------------|---|--------------------|-------------------|
| June | Summary of COVID-19 related changes approved by CMT over the Pandemic | TLC | OPEN |
| June | Pūrehuroatanga Presentation | Provost | OPEN |
| June | Institutional Partnerships Policy Consultation | Provost/Tere | OPEN |
| June | Paper and discussion on Māori staff representation at Council | Fiona | OPEN |
| June | Report/ Presentation from Library on Open Access Publishing | Librarian | OPEN |
| | Chair to establish regular meeting schedule with subcommittee Chairs and Chair of Council | | OPEN |
| Feb June | AB Meeting Protocols | Claire | OPEN |
| 2022 | Develop Strategic Vision for AB | | OPEN |
| August | ESAP/NPE Progress Report | Provost/AC | OPEN |
| TBC | Karakia Guidelines | Meihana | OPEN |
| July/ August (TBC) | Institutional Partnerships Policy Update/ Approval | Provost/ Tere | OPEN |
| TBC | Presentation on next PBRF Round/ Research Direction | URC/ Provost | OPEN |
| August/ TBC | Cycle 6 Audit Cycle Update | Provost | OPEN |
| August | Update on Code of Practice | Tere | OPEN |
| TBC | Honorary Doctorates Process | TBC | OPEN |
| July TBC TBC | Review of Qualification Review Process- Timeline Academic Board Consultation Policy for endorsement | Provost | OPEN |
| April 2022 | Paper on Transnational Partnerships | Tere | CLOSED |
| April | Academic Freedom Policy Review | Provost | CLOSED |
| April | Research Excellence Paper | Provost | CLOSED |

| | 16 March 2022 | 27 April 2022 | 15 June 2022 | 13 July 2022 | 17 August 2022 | Other |
|---------------------------------|---|---|---|--|--|---|
| Location | Zoom | Zoom | Zoom | Zoom | Zoom | |
| Strategic / Academic Discussion | <ul style="list-style-type: none"> Meeting Protocols Strategic direction of the Board AB Review of Terms of Reference Academic Committee Terms of Reference Teaching and Learning Committee Terms of Reference University Research Committee Terms of Reference | <ul style="list-style-type: none"> Research Excellence Paper | <ul style="list-style-type: none"> Summary of Covid changes approved by CMT over the pandemic Pūrehuroatanga Presentation Open Access Publishing Karakia Guidelines AB Meeting Protocols | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Feb/March Induction Meeting |
| Academic Programme | <ul style="list-style-type: none"> Policy Reviews | <ul style="list-style-type: none"> CUAP Proposals Policy Reviews Procedure Reviews | <ul style="list-style-type: none"> Graduating Year Reviews CUAP Report Policy Reviews Procedure Reviews | <ul style="list-style-type: none"> Qualification Review Reports Graduating Year Reviews CUAP Report | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
| Papers for Noting | Confirmation of Minutes | Confirmation of Minutes | Confirmation of Minutes | Confirmation of Minutes | Confirmation of Minutes | <ul style="list-style-type: none"> |

| | |
|----------|--|
| DATE: | 3 June 2022 |
| AUTHOR: | Vice-Chancellor Professor Jan Thomas |
| SUBJECT: | VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: APRIL TO MAY 2022 |

Contents

| | |
|--|---|
| Executive Summary | 1 |
| Te Pou Rangahau – Research | 1 |
| Te Pou Ako – Teaching and Learning | 4 |
| Te Pou Tangata – People | 5 |
| Te Pou Hono – Connection..... | 6 |

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, attributes, and Te Tiriti foundation. 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 and its impact include:

- *Acclaimed Massey scientist receives rare honour*

In a rare honour, Distinguished Professor Peter Schwerdtfeger, Head of the New Zealand Institute for Advanced Study, has been [elected as a foreign member of the Finnish Academy of Science and Letters](#).

- *2022 Philippa Maddern ECR Publication Prize*
Dr Amanda McVitty, School of Humanities, Media and Creative Communication, has been awarded the prestigious 2022 Philippa Maddern ECR Publication Prize by the Australian and New Zealand Association of Medieval and Early Modern Studies. The prize was for an article published in the international journal *Gender & History*.
- *Professor Mohan Dutta recognised with Bridge Award*
The International Crisis and Risk Communication Conference, 'Bridging the Gaps' has awarded Professor Dutta [the Bridge Award for Excellence in Connecting Crisis and Risk Communication Research](#).
- *Rising sea levels*
Demonstrating the importance and impact of higher education research, I listened to an excellent [radio interview with Professor Bruch Glavovic](#), School of People, Environmental and Planning, and Joint Centre for Disaster Research, on rising sea levels in Aotearoa. It is part of the university's mission to contribute knowledge and evidence to inform and seek to mitigate the impacts of the world's big issues.

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

- *Grand Ideas Winners*
The [Grand Ideas competition](#) is for Massey University students, recent graduates, and staff who have a great idea for a commercial or social enterprise. Finals were on 20 April, with the following winners announced.
 - Winner 1st prize: Lucy Grunfeld – Comfi
 - Winner 2nd Prize: Nelson Harper – Precycle
 - Winner 3rd Prize: Muhammad Rehan - Robot for Gut Health
 - Te Tohu Whakapakari Whai Rawa Hāpori (Ākonga Award) – Māori student award: Tanaya Wikaira - Following the Moon, and John Te Amo - Wellbeing App
 - Best Undergraduate Pitch: Christine Ronson - Little and Fresh
 - Biggest Social Impact: Lucille Erwee - Women & Wealth
- *Manu Taupua role*
Piki Ake is a nationwide MBIE-funded programme aimed at redesigning the trajectory for Māori researchers across all New Zealand universities. It will broaden and strengthen the opportunities and pathways for Māori researchers, while at the same time maintain a focus on excellence and quality. The programme is underpinned by a strong commitment to Te Tiriti o Waitangi, and we are committed to demonstrating the spirit of genuine partnership in the support, operations and enactment of this project and the new Manu Tuapua role established within it.

The Manu Taupua - Regional Connector role is an 18-month fixed-term role at 0.4 FTE (full-time equivalent) funded from MBIE. The role is established under a partnership with the office of the Deputy Vice-Chancellor Māori and will be hosted in Research Operations. Its purpose is to focus

on how we can collectively remove barriers to Māori research development, progression, and retention as well as identify and build successful strategies for researcher development. The Manu Taupua role will, as part of a highly supportive team, be internally focussed in supporting the building of Māori research capacity and capability, while also being the key conduit through to the Pike Ake programme leader based at Te Pūkai Tara Universities New Zealand.

- *Pūnaha Hihiko: Vision Mātauranga Capability Fund projects 2013-2022*

The Ministry of Business, Innovation and Employment has funded 16 projects out of 52 submitted (30.7 per cent success rate) to the Pūnaha Hihiko: Vision Mātauranga Capability Funding round. Three of these projects are led by Massey University, receiving a total of \$636,214 (16.4 per cent) of the total funding awarded \$3,884,526. We are also the partner in one further project. This is an excellent result. The projects are below:

| Organisation | Project title | Partner organisation(s) | Funding (GST excl.) | Scheme |
|----------------------------|---|---|---------------------|-----------|
| Massey University | <i>He paku ā uta he paku ā rō wai</i> | Whakaki Lake Trust | \$227,580.00 | Connect |
| Massey University | <i>Kei hea tō karaka - a horticultural and food enterprise for Rangitāne o Manawatū.</i> | Rangitāne o Manawatū, The New Zealand Institute for Plant and Food Research Limited | \$249,930.00 | Connect |
| Massey University | <i>Māmā pūpū, māmā kina: restoring environmental and social wellbeing through the active restoration of marine taonga</i> | Te Rūnanga o Te Whānau | \$158,704.00 | Connect |
| Makaurau Marae Māori Trust | <i>Parahau</i> | Te Roopu Whariki, Massey University | \$250,000.00 | Placement |

- *Explorer Grant: Outcomes*

Explorer Grants support 'transformative research ideas' that have a good chance of making a revolutionary change to how we manage New Zealander's health. They are available in any health research discipline and are worth \$150,000 for a term of up to 24 months. Four applications were submitted in October 2021 with Dr Tracy Hale's project (PIN1ng down heterochromatin to prevent cellular ageing) awarded funding.

- *Emerging Researcher First Grants (ERFG): Outcomes*

Designed to support emerging researchers who are seeking to establish independent careers in health research, ERFGs fund up to a maximum of \$250,000 for three years, not including a salary for the first named investigator. Of the three applications submitted in October 2021, two have been successful, with one having transferred to another organisation:

- Dr Shinya Uekusa, School of Psychology, *Older informal caregiver experiences following the COVID-19 pandemic in Aotearoa, was funded \$233,907.*
- Dr Claire Badenhorst, Sport, Exercise & Nutrition, *Menstrual cycle status and iron deficiency diagnosis in healthy females, was funded \$249,999.*

Te Pou Ako – Teaching and Learning

Examples of the delivery of an excellent learning environment include:

- Associate Professor Jenny Poskitt, Institute of Education, has been appointed as an educational expert to the Royal New Zealand College of General Practitioners Academic Tahuu for a three-year term, to provide expert strategic advice for assessment and educational excellence. Dr Poskitt has also been invited to provide New Zealand expert input into a Learning Progression Project funded by the Carnegie Trust for Universities of Scotland.
- *Three alumni named Springboard Award*
Chevron Hassett, Ngāti Porou, Ngāti Rongomaiwahine, Bachelor of Design with Honours graduate; Turumeke Harrington, Kāi Tahu, Rangitāne, Ngāti Toa Rangatira, Master of Fine Arts graduate; and Jesse Austin-Stewart who is an early-career emerging artist and is currently completing his PhD focusing on accessibility in spatial audio, looking particularly at barriers of finance, education, and disability and hearing, have been named as [The Arts Foundation Te Tumu Toi Springboard Award recipients for 2022](#).
- *Work-Integrated Learning New Zealand Fellow Award*
Sport Practicum Coordinator and Chair of Massey's Work-Integrated Learning (WIL) committee, Professor Andy Martin was presented with [the award](#) at the annual WILNZ conference in Auckland last month, in recognition of his outstanding academic contribution to the WIL community.

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

- *Massey University College creates new pathway for success*
The [launch of Massey University College](#) in March marked the beginning of a new semester and a new path for success for international students wanting to start their study journey. MUC has been designed in partnership with Kaplan International as an official pathway to Massey University. It provides foundational skills and knowledge that prepare students to excel in their studies towards their chosen fields with the university.
- *Using data to get the right services to the right students, at the right time*
Pūrehuroatanga represents a five-year, coordinated and centralised body of work which aims to remove institutional barriers to success as well as providing targeted, and proactive and data-driven support for those learners who need it. It sits beneath the values framework of *Paerangi*, our University Learning and Teaching Strategy, and reflects our commitment to reduce and minimise the historical, educational and systemic barriers to success for all our learners, and especially for Māori and our Pacific learners.

Using data and insights to proactively support and engage students is the focus of one of several initiatives within [Pūrehuroatanga](#). The initiative called [Data Enabled Student Support](#), is a proactive approach to student engagement. It is coordinated by the Student Achievement team and utilises data and dashboards to better support student engagement and identify the strengths and challenges students face and to better resource students to succeed academically.

Further initiatives will be rolled out throughout this year and next. You can read more about the first quarter of 2022 [here](#).

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 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. 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>](#)

- 13 April – Next steps for Massey following Government announcement. From Professor Jan Thomas, Vice-Chancellor
 - 13 May – Massey University Collective Employment Agreement. From Ms Shelley Turner, Deputy Vice-Chancellor University Services
 - 25 May – University-wide closing and opening dates for the Christmas and new year period. From Ms Shelley Turner, Deputy Vice-Chancellor University Services
- *Academic Audit update*
 The initial evidence gathering phase of the Academic Audit is coming to an end. That evidence is now being analysed and narratives built around the evidence to form the self-review report. The draft report will be circulated in the first instance to members of the Academic Audit Working Group (AAWG) for their feedback and further input into the narratives.

Part of this cycle audit is to recognise and acknowledge the importance of the student voice. The Audit Panel will include, for the first time, a student member. As part of the site visit a cross-section of students will be interviewed. Massey has also included a student on the AAWG and has held four student focus group sessions. These were invaluable in getting the student perspective on the guideline statements and other areas the students wanted to comment on. Several common themes emerged from these sessions with a major one being communication. It also became clear that these students are unaware of a number of university policies and processes. The student feedback will be incorporated into the self-review report.

- *Vice-Chancellor's Webinar (to all staff) – May*
 On Friday 13 May, I held [my third staff forum](#) for 2022. While I included a general university update, the primary focus was the Massey strategic attribute of Sustainability and Climate Action, our work towards climate action, and the universities results in the Times Higher Education Impact Rankings – Sustainable Development Goals (SDGs) (details provided in the next section below). It was also an opportunity to demonstrate how this attribute is founded in Te Tiriti and weaves through and is enacted through all our strategic pou.

Te Pou Hono – Connection

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

- *Massey Graduation Ceremonies*
 It is [Massey graduation season](#) where the university community celebrate the fruit of their labour. At the pinnacle of their studies it is always a pleasure to see our doctoral graduates cross the stage. I was particularly delighted to [read about the knowledge contribution to fields of study and Aotearoa](#) through the doctoral scholarship of three Massey staff members who received their PhDs this graduation.
- *Times Higher Education Impact Rankings 2022 – Sustainable Development Goals (SDGs)*
 The Times Higher Education Impact Rankings measure global universities' success in delivering the United Nations' 17 SDGs.

The recently released results show Massey is 66th in the world across the 17 goals, with a standout success coming in SDG11 – Sustainable Cities and Communities, where the university ranked seventh in the world for its practices and research on sustainability. Massey also has the second highest number of SDGs ranked in the top 50 of all New Zealand universities.

Massey scored a number one placing across New Zealand universities for SDG11 - Sustainable Cities and Communities. It also scored four number two placings, for SDG1 - No Poverty, SDG2 - Zero Hunger, SDG6 - Clean Water and Sanitation, and SDG9 - Industry, Innovation and Infrastructure.

The number of participating universities has increased substantially year on year, which generates movement in ranking positions. In 2020, 768 universities from 85 countries participated in the Impact Rankings, which increased to 1240 universities from 98 countries in 2021. This year, 1524 universities from 110 countries and regions participated in the rankings.

Fuller details on the SDGs and Massey's performance are provided [<here>](#).

- *Massey University finalist at international education awards event*
 Massey is a finalist at the global education event PIEoneer Awards 2022 in two categories: Public/private partnership of the year and Progressive education delivery award. This achievement is the result of two years of collaboration between the university, Education New Zealand and AFS Intercultural Programs Inc (originally the American Field Service) on the development and delivery

of the [New Zealand Global Competence Certificate](#). The Awards recognise both individuals and organisations who are pushing professional standards, evolving their engagement or redefining the international student experience.

- *Refreshed look and new name for Massey's Pacific community*
 A new logo, pattern and name has been created to encompass Massey's Pacific staff and students, inspired by Pacific nations and their connection to Aotearoa New Zealand. As well as the new marketing assets, Pacific@Massey will now be known as [Pacific Massey](#).
- *Project to ensure Pacific voices are heard in education*
 Integrating Pacific cultural concepts and knowledge into classroom learning and in reporting to parents is at the heart of a project designed to bolster Pacific student achievement. See details [<here>](#).
- *Launch of new series of Conversations That Count - Ngā Kōrero Whai Take*
 Massey University is proud to partner with The Spinoff for season three of [Conversations That Count - Ngā Kōrero Whai Take](#). This podcast allows us to share the expertise of our academics and their research, alongside other industry leaders and activists, and provide balanced and informed discussions that people can listen to in their own time. The issues explored and discussed are focused on Aotearoa New Zealand's future, including the challenging issues but also opportunities. We aim to empower listeners through education and hope these episodes act as a catalyst for them to continue conversations within communities.
- *PaCE staff member receives Honorary Belgium Consulate appointment*
 Professional and Continuing Education Programme Coordinator Hilde Celie has recently been appointed as the [Honorary Consul of Belgium](#) for Wellington, Manawatū-Whanganui, Taranaki and Hawke's Bay regions.
- *The Manawatū Library Transformation Project*
 The Project Board met with the final detailed design and associated costs on the agenda. There was resounding support for the design, the integration of te ao Māori from the very beginning of the design process, and the centrality of building to the student experience.
- *UNESCO Chair on Sustainable Livelihoods*
 Professor Stuart Carr, School of Psychology, has been appointed as the UNESCO Chair on Sustainable Livelihoods, to be hosted by Massey University. The purpose of the Chair is to promote an integrated system of research, training, information and documentation on the contribution of sustainable livelihoods to the UN Sustainable Development Goals. It will facilitate collaboration between high-level, internationally-recognised researchers and teaching staff of Massey and other institutions in New Zealand as well as elsewhere in Africa, Asia-Pacific, Europe, and other regions of the world.
- *Massey University and Christ University make collaboration official*
 Massey University and India's Christ University have signed a memorandum of understanding and international collaboration agreement that will pave the way for greater academic cooperation between the two institutions. See details [<here>](#).

- *Lincoln and Massey Universities to collaborate on primary sector projects*
Five research projects which will benefit the primary sector have been announced as recipients of funding from the Massey-Lincoln and Agricultural Industry Trust Capability Development and Research. See details [<here>](#).
- *University Council hosts Palmerston North City Council*
Members of our Massey University Council and Senior Leadership Team hosted Palmerston North City Council (PNCC) elected members and senior staff on campus last week to show them some of our newest facilities and work under way here at Massey.

The visit included tours of the newly-restored Refectory building, Te Ohu Rangahau Kai and the Riddet Institute, and some of the newest facilities for the School of Veterinary Science.

The meeting was an opportunity to share Massey's new strategy, including goals, vision, partnerships and opportunities as well as hear from PNCC on their Te Tiriti o Waitangi work with mana whenua and the commissioned Food Strategy Review, as the city works towards becoming the food innovation capital of New Zealand.

- *New Zealand Defence Force partnership*
Massey's joint Governance Board with New Zealand Defence Force (NZDF) met last week to discuss the 2021 Annual Report, which highlights our strong partnership and collaboration.

This group comes together biannually as a part of the relationship agreement established in 2020. Under this agreement, currently serving, former service people, and civilian personnel of the NZDF are eligible for special NZDF tuition fee rates when enrolling in any qualification at Massey University.

We are very proud of our relationship with NZDF and to be able to support people in their life-long learning. Through our flexible learning options, NZDF personnel can receive qualifications that recognise their technical skills, no matter where they may be stationed or deployed.

- *Tāwharau Ora (School of Vet Sciences) opening*
Our partnership with Rangitāne o Manawatū, our Mana Whenua Iwi for Manawatū Campus continues to flourish and grow with many different initiatives and collaborations now under way. Each initiative gives critical emphasis to Pou Hono, the fourth pillar of our newly released Massey University Strategy. Pou Hono signifies our important connections to each Massey Campus including our Mana Whenua partners, who as Tangata Whenua hold the Kaitiakitanga of the lands upon which each Massey Campus stands.

Of all three Mana Whenua partners (including Ngāti Whātua ki Kaipara and Te Ātiawa) our longest most enduring association is with Rangitāne o Manawatū.

The recent opening of Phase 2 of the new Tāwharau Ora (School of Veterinary Science) Precinct, features a very significant installation of Rangitāne design and artistic features, both within the new buildings and externally.

Led by prominent Rangitāne o Manawatū artist, Warren Warbrick, in collaboration with leading Ngāti Pīkahu-Waewae and Ngāti Raukawa artist, Reweti Arapere (a graduate of the Toioho ki Āpiti

programme) the installation highlights Rangitāne kōrero pūrākau (narratives) pertaining to local bird life and ancient customs of bird and wildlife protection and care, relative to environmental care and sustainability.

Underpinning this work are a series of kaupapa or Māori cultural principles such as Kaitiakitanga, or stewardship, and Pūtaiaotanga, or environmental responsibility. These principles also recognise and uphold the commitment that Tāwharau Ora has undertaken in recent years to emphasise Te Tiriti o Waitangi priorities, that are also evident in other initiatives such as the Māori Student Admission Programme for veterinary science.

The opening of the new buildings were led by Rangitāne o Manawatū Kuia and Koroua including Whāea Debbie Marshall Lobb, Pāpā Manu Kawana and Matua Wiremu Te Aweawe. Many members of Rangitāne o Manawatū attended the opening, as well as many Massey University staff. The turn-out recognises the significant work undertaken since 2020 to increase Rangitāne o Manawatū presence and roles across our Manawatū Campus.

PŪREHUROATANGA: an update

Academic Board | June 2022

What is this about and why do we need this initiative?

- Overarching objective is to improve student success outcomes for all students with a particular focus on Māori and Pacific taura/students
- Student success measures are:
 - first year retention rate
 - cohort-based qualification completion rate
 - course completion rate
 - progression rate
- Measured for all students, as well as Māori and Pacific taura/students
- University's funding allocation is based on performance against these measures ('EPs') – these also align with our strategic mission

Student Retention (First Year)

- Our current target in this area is: Non-Māori, Non-Pacific (NMNP) at 75.1%, Māori at 64.1% and Pacific at 63% (for 2022)
- Sector target: NMNP 77.8 to 85.3%, Māori 69.4 to 83.3%, Pacific 61.2 to 82.4%

| Retention/First year retention | 2016 Actual | 2017 Actual | 2018 Actual | 2019 Actual | 2020 Actual | 2021 Actual | 2021 Target | 2022 Target | 2023 Target | 2024 Target |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Non-Māori, non-Pacific students degree (L07) | 70.6 | 71.5 | 75.3 | 77.5 | 75.1 | 76.6 ▲ | 69.0 | 75.1 | 75.2 | 75.3 |
| Māori degree (L07) | 58.3 | 57.7 | 57.2 | 56.8 | 62.8 | 64.9 ▲ | 64.0 | 64.1 | 65.4 | 66.8 |
| Pacific degree (L07) | 56.4 | 59.5 | 61.5 | 61.2 | 61.6 | 66.3 ▲ | 64.0 | 63.0 | 64.5 | 65.9 |

Reference: https://www.educationcounts.govt.nz/statistics/retention_and_achievement (Direct Progression and Attrition (Narrow) – filter “Total”, “Attrition Rate”)

Successful Course Completion

- Our current target in this area is: Non-Māori, Non-Pacific (NMNP) at 87.8%, Māori at 77% and Pacific at 69.4% (for 2022)
- Sector: NMNP is 88.7% to 93.5%, Māori is 78.6 to 89%, Pacific is 71.4 to 81.9%

| Successful Course Completion - SAC-funded students | 2016 Actual | 2017 Actual | 2018 Actual | 2019 Actual | 2020 Actual | 2021 Actual | 2021 Target | 2022 Target | 2023 Target | 2024 Target |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Non-Māori, non-Pacific students (L01-10) | 84.7 | 85.2 | 85.6 | 85.5 | 88.1 | 87.0 ▼ | 86.7 | 87.8 | 87.9 | 87.9 |
| Māori (L01-10) | 71.8 | 73.9 | 73.3 | 73.4 | 76.4 | 75.9 ▼ | 81.0 | 77.0 | 78.3 | 79.5 |
| Pacific (L01-10) | 64.4 | 62.0 | 62.0 | 61.3 | 67.9 | 64.7 ▼ | 75.0 | 69.4 | 71.5 | 73.6 |
| Non-Māori, non-Pacific students internal | 88.7 | 89.0 | 89.5 | 89.5 | 91.5 | 90.4 ▼ | | | | |
| Non-Māori, non-Pacific students distance | 78.3 | 78.7 | 79.7 | 80.0 | 84.1 | 83.7 ▼ | | | | |
| Māori internal | 79.2 | 81.5 | 82.3 | 81.8 | 81.1 | 83.2 ▲ | 86.4 | 81.1 | 81.9 | 82.7 |
| Māori distance | 64.4 | 66.4 | 65.5 | 67.3 | 73.4 | 72.2 ▼ | 75.3 | 74.4 | 76.0 | 77.5 |
| Pacific internal | 73.6 | 69.8 | 70.8 | 71.7 | 72.7 | 69.0 ▼ | 77.6 | 73.9 | 75.5 | 77.1 |
| Pacific distance | 54.6 | 53.8 | 53.7 | 53.9 | 64.7 | 62.5 ▼ | 70.1 | 66.5 | 68.9 | 71.3 |

Graduate Outcomes (Employment)

- Our current target in this area is: Non-Maori, Non-Pacific (NMNP) at 84.9%, Maori at 85.5% and Pacific at 88.9% (for 2022)

| Graduate outcomes (Massey's Graduate Destination survey) | 2016 Actual | 2017 Actual | 2018 Actual | 2019 Actual | 2020 Actual | 2021 Actual | 2021 Target | 2022 Target | 2023 Target | 2024 Target |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Overall student progression to employment (%) | 87.7 | 89.5 | 89.3 | 88.3 | 82.3 | 86.7 ▲ | 90.0 | 84.9 | 87.4 | 90.0 |
| Overall student engagement in further study (%) | 29.4 | 29.4 | 30.3 | 31.7 | 30.9 | 36.0 ▲ | 30.0 | - | - | - |
| Māori student progression to employment (%) | 88.8 | 93.7 | 92.5 | 87.5 | 83.3 | 85.3 ▲ | 90.0 | 85.5 | 87.8 | 90.0 |
| Māori student engagement in further study (%) | 30.3 | 31.9 | 32.0 | 33.5 | 29.2 | 38.2 ▲ | 30.0 | - | - | - |
| Pacific student progression to employment (%) | 82.6 | 96.5 | 85.7 | 79.8 | 88.4 | 86.0 ▼ | 90.0 | 88.9 | 89.5 | 90.0 |
| Pacific student engagement in further study (%) | 42.2 | 33.9 | 44.9 | 40.4 | 46.5 | 42.7 ▼ | 30.0 | - | - | - |

Course Completion Rates (All of Sector)

| Ethnic group | Bachelors degrees 7 | Graduate certificates/ diplomas 7 | Honours & postgrad. cert/dips. 8 | Masters 9 |
|-----------------|---------------------|-----------------------------------|----------------------------------|-----------|
| | | | | |
| European | 89% | 93% | 93% | 94% |
| Māori | 82% | 89% | 88% | 86% |
| Pacific Peoples | 75% | 85% | 85% | 85% |
| Asian | 89% | 93% | 94% | 94% |
| Other | 85% | 93% | 91% | 92% |
| Total | 88% | 92% | 93% | 93% |

| Age group | Bachelors degrees 7 | Graduate certificates/ diplomas 7 | Honours & postgrad. cert/dips. 8 | Masters 9 |
|-------------|---------------------|-----------------------------------|----------------------------------|-----------|
| | | | | |
| Under 18 | 91% | | 100% | |
| 18 to 19 | 87% | 83% | 91% | 100% |
| 20 to 24 | 89% | 95% | 95% | 96% |
| 25 to 39 | 84% | 92% | 91% | 92% |
| 40 and over | 85% | 91% | 90% | 90% |
| Total | 88% | 92% | 93% | 93% |

| Attendance status | Bachelors degrees 7 | Graduate certificates/ diplomas 7 | Honours & postgrad. cert/dips. 8 | Masters 9 |
|-------------------|---------------------|-----------------------------------|----------------------------------|-----------|
| | | | | |
| Intramural | 88% | 94% | 93% | 93% |
| Extramural | 80% | 90% | 91% | 92% |
| Total | 88% | 92% | 93% | 93% |

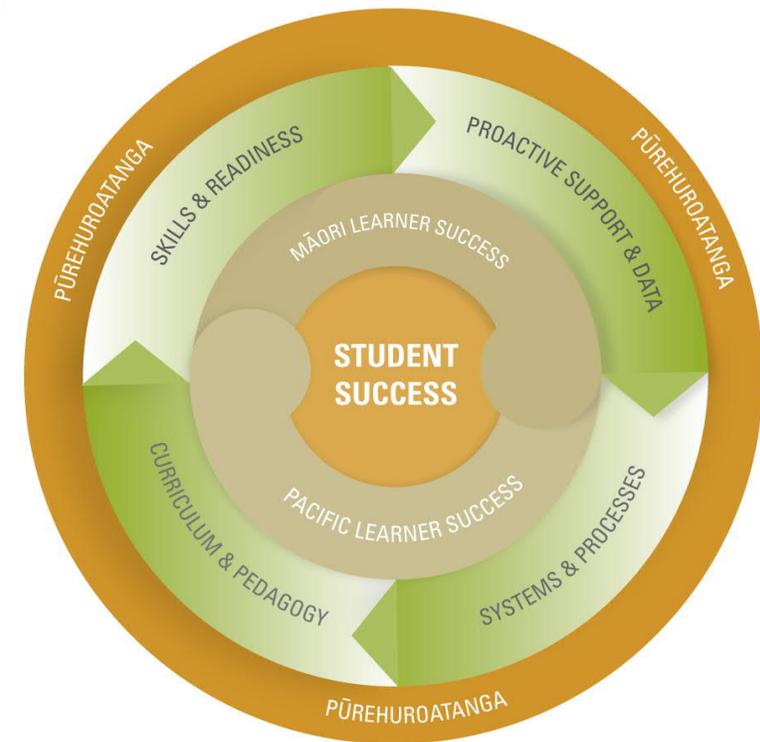
Reference: https://www.educationcounts.govt.nz/statistics/retention_and_achievement (Course Completion Rates, CSC.3, CSC.4 and CSC.7)

A reminder of what we are doing and why

- Pūrehuroatanga was established in early 2021 to:
 - provide a platform for collaboration for and coordination of University-wide effort to improve student success outcomes
 - guided by *Paerangi* and inspired by our ambition to deliver world-class teaching and learning experiences
 - scale up successful initiatives that are delivering positive outcomes and seek to minimise duplication of resource
 - take a ‘whole of institution’ approach, SLT-led, informed by Te Tiriti principles
 - ensure that the University removes barriers; i.e., students are not ‘the problem’

What is involved?

- Pūrehuroatanga is made up of six core streams of work:
 - **Ākonga Māori Success**
 - Pacific Learner Success
 - Curriculum and Pedagogy
 - Skills and Readiness
 - Systems and Processes
 - Proactive Support and Data



Make systemic improvements to ensure that:

- Students are prepared and well-informed for university study and that they are supported in their transition into University study
- Students have easy access to tools, resources, and staff support to assist them to make sound course selections
- Students of diverse cultures feel at home, understood, and supported so that they can thrive and grow during their time at Massey

Make systemic improvements to ensure that:

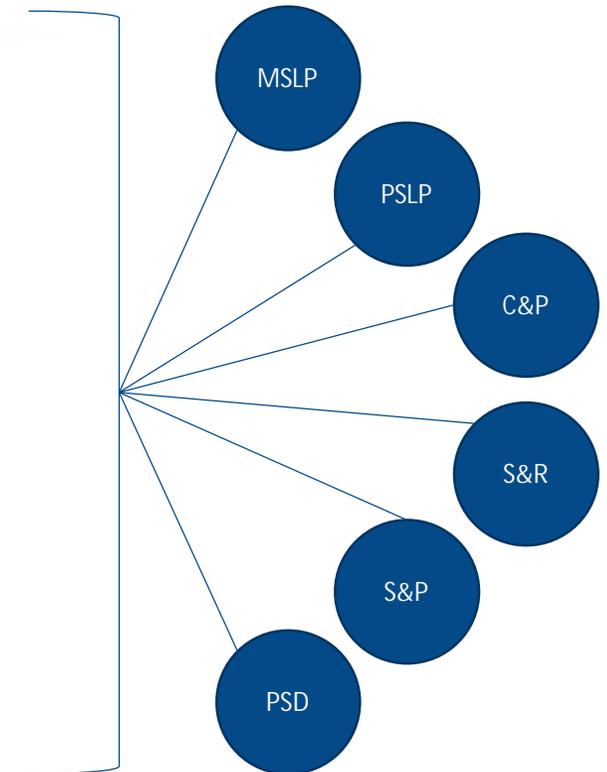
- Our academic offering is clearly structured and navigable, and designed to ensure a purposeful progression of learning for both on campus and distance/online students without compromising on academic quality and rigor
- Course design, delivery, and support should be constantly reviewed and adjusted to align to the unique needs of Massey's student profile in a dynamic environment
- A student's journey at Massey should be as smooth as possible with tools, technology, communication and administration processes that support the overall objective of student success

What technical problems are being addressed?

- Withdrawal without penalty changes - completed
- Case management tool to support and refer students – completed
- Streamlined student password – completed
- Browser based student admissions – completed
- Student fee payment plans – due June 2022
- Non-Participating Enrolment (NPE)/Academic progress – due later 2022
- Course planner tool work started – due 2023

Focus for 2022

- **Objective 1:** Using a cross-university approach we will have an academic offering that is supported and optimised for academic quality and student wellbeing in order to support student success
- **Objective 2:** Using a cross-university approach we will guide and support the students into the University in order to support student success
- **Objective 3:** Using a cross-university approach we will support the wellbeing and achievement of students in a proactive and coordinated way in order to support student success



Studiosity: academic support on demand – update

- Appointed student mentors vetted by schools
- Student mentors trained
- Link to platform set up in Stream dashboard
- Ongoing student and staff communication
- Staff encouraged to promote the service with their students
- Monitoring student use of the service
- Clearly aligned with our internal support services

Linked:
Objective
One

Course Incubator - update

- Identify courses where improvement in success rates will *significantly contribute* to Massey's overall success measures
- Includes centralised and coordinated input using a variety of lenses (Māori, Pacific, information literacies) as well as support from embedded learning advisors and peer mentors
- Partnership with Colleges to schedule courses and plan approach
- Three courses in Semester 2, ramping up in 2023
- Financial support available to Colleges to backfill academic staff working on Incubator courses

Linked:
Objective
One

Student readiness and transition

- A key 'next steps' focus for Pūrehuroatanga is to prioritise initiatives to prepare and support students to transition into University; we know that transition can be a key barrier for students, irrespective of their pathway to university
- Including numeracy readiness and support, micro-credentials for readiness, and self-assessment tools and resources
- Broad range of stakeholders have been engaged in workshops to discuss initiatives
- Identifying key initiatives to focus on in 2022 and 2023

Linked:
Objective
Two

Data Enabled Student Support (DESS) - update

- Using data and information to improve support for our students
- Key focus has been on monitoring student engagement with university learning management system (Stream) prior to the start of teaching and throughout the first few weeks
- Identify and target communication (e-mail, text, phone calls) to students who have not logged onto Stream and who may be showing signs of disengagement
- Using in year data to help identify early engagement needs

Linked:
Objective
Three

Questions/Ngā pātai



Memorandum

TO: Members of Academic Board

FROM: Claire Matthews
Chair, Academic Board

DATE: 5th June 2022

SUBJECT: Academic Board Meeting Protocols (revised)

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 given. The paper outlines the protocols that were discussed and seeks their approval. The protocols have been revised in line with feedback at the April meeting of the Board.

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

Proposed protocols

1. All members will be addressed by their first names only.
2. Meetings will commence with a Karakia Tīmatanga 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. For 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. The Board encourages open and robust discussion of agenda items.
 - Occasionally, members may be restricted in the number of times they may speak on a particular item.
 - The sponsor of the item will be given an opportunity to respond to members' feedback.
 - Where necessary, additional meetings may be scheduled to discuss particular items, for example if sufficient time is not available within a regular Board meeting.
 - In all discussions, members are expected to demonstrate behaviour that is respectful, civil and mana-enhancing¹.

¹ Mana-enhancing communication is a process where we can close the space between different understandings, while building trust and mutual respect. (Source: Mental Health Foundation: A framework for mana-enhancing communication. <https://mentalhealth.org.nz/workplaces-v2/a-framework-for-mana-enhancing-communication#:~:text=Mana%2Denhancing%20communication%20is%20a,building%20trust%20and%20mutual%20respect.>)

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 and funding 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 and/or offensive background
 - Remain muted unless speaking



Specialisation Comparison

UBMNR1NPBPW1 Public and Professional Writing v5.0 SUBMITTED

compared to

UBMNR1NPBPW1 Public and Professional Writing v4.0 APPROVED

Show Changes Expand All Changes

| Affiliated Entities | | | |
|---------------------|------------------|----------------|---------------|
| Entity Code | Entity Title | Entity Version | Entity Type |
| UBART | Bachelor of Arts | v9.3 | Qualification |

| | |
|-------------------------------|---|
| Year of Implementation | <div style="background-color: #e0ffe0; padding: 2px;">January 2023</div> <div style="background-color: #ffe0e0; padding: 2px;">January 2020</div> |
|-------------------------------|---|

| | |
|----------------------------|--------------|
| Specialisation Code | UBMNR1NPBPW1 |
|----------------------------|--------------|

| | |
|-----------------------------|---------------------------------|
| Specialisation Title | Public and Professional Writing |
|-----------------------------|---------------------------------|

| | |
|--------------------------|-----------------|
| Abbreviated Title | Public & Prof W |
|--------------------------|-----------------|

| | |
|---------------------|----|
| Credit Value | 75 |
|---------------------|----|

| | |
|----------------------------|-------|
| Specialisation Type | Minor |
|----------------------------|-------|

| | |
|-------------------------|-----|
| No New Enrolment | Yes |
|-------------------------|-----|

| | |
|--------------------|--|
| MOE Subject | |
|--------------------|--|

| | |
|----------------------------|---|
| Specialisation Lead | <div style="background-color: #e0ffe0; padding: 2px;">JULIE MCKENZIE (27 January 2020 to ---)</div> <div style="background-color: #ffe0e0; padding: 2px;">JULIE MCKENZIE (25 September 2019 to ---)</div> |
|----------------------------|---|

| Collaborating Staff | |
|---------------------|--|
| Staff Member | |
| LINDA LOWE | |
| TRISH HUTTON | |
| JULIE MCKENZIE | |
| PHILIP STEER | |
| JENNY COLEMAN | |
| PHIL BRONN | |
| TINA SHEEHAN | |
| KERRY TAYLOR | |

| | |
|--|---|
| Owning Organisation  | College of Humanities and Social Sciences (MU00009) |
|--|---|

| |
|--|
| Proposed Review Dates  |
|--|

| | |
|-------------------|-------------|
| Date Types | Date |
|-------------------|-------------|

| | |
|---|---|
| Graduate Profile  | <p>Students who complete the Minor in Public and Professional Writing will have the attributes of a Bachelor of Arts graduate from Massey University. Additionally, they should be able to:</p> <ol style="list-style-type: none"> 1. Critically reflect on the cultural origins of assumptions about writing and the changing forms and frameworks of writing in the digital age. 2. Write fluently and precisely in both collaborative and individual contexts, showing advanced knowledge of grammar and usage, and techniques for invention, drafting, and revision. 3. Adapt genre, format and style to audience, purpose, and context, including effectively incorporating graphical and visual elements in print and online documents. 4. Demonstrate competent use of selected digital publishing platforms and an advanced knowledge of documentation and editing protocols and usability principles. 5. Demonstrate advanced skills in communicating specialised disciplinary knowledge to both professional and general audiences, including the appropriate use of statistical evidence, to aid informed discussion and decision making. |
|---|---|

Schedule

Compulsory courses

30 credits

| Code | Credits | Title |
|--------|---------|--|
| 139340 | 15 | The Publishing Project |
| 139246 | 15 | Text Image Design: Digital Technical Writing |

Elective courses

45 credits

| Code | Credits | Title |
|--------|---------|--|
| 219234 | 15 | Editing & Publishing |
| 154311 | 15 | Social Media and Digital Cultures |
| 139231 | 15 | Health Writing: Theory and Practice |
| 139244 | 15 | Writing for the Public |
| 139280 | 15 | Creative Writing II: Creative Nonfiction |
| 139348 | 15 | Literacy Studies |
| 219207 | 15 | Writing for Public Relations and Digital Media |

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting- Journal Article Databases

Recommendations

General Section

Proposal ID

02400

Change Scale

0

1. All Proposals - Complete the sections below for all proposals

Academic Contact and Purpose of the Proposal

Academic Lead: Professor Kerry Taylor, Head of School of Humanities, Media and Creative Communication

Purpose: To retire the Public and Professional Writing minor in the Bachelor of Arts (UBMNR1NPBPW1 Public and Professional Writing, Version 4)

~~**Academic Lead:** Dr Philip Steer, Associate Head of School of English and Media Studies~~

~~**Description of Proposed Change:** Closure to new enrolments — Specialisation to be discontinued/phased out~~

~~**Main Proposal:** UBMNR1NPBPW1 Public and Professional Writing, Version 4 — Closure to new enrolments [current proposal]~~

~~**Related Proposals:**~~

~~GCART1EPBPW1 Public and Professional Writing, Version 4 — Closure to new enrolments~~

~~UDART1EPBPW1 Public and Professional Writing, Version 4 — Closure to new enrolments~~

Proposal Summary

The following notification is made under Section 6.2 of the CUAP Handbook. Massey University proposes to amend its suite of qualifications through the deletion of the Public and Professional Writing minor endorsement in the Bachelor of Arts.

~~To close the BA minor in Public and Professional Writing, GradCertArts n Public and Professional Writing, and DipArts in Public and Professional Writing to new enrolments.~~

Justification/ Rationale

The consistent lack of demand has meant that the Public and Professional Writing specialisations are no longer sustainable. These were closed to new enrolments in 2019. The Public and Professional Writing minor in the Bachelor of Arts currently has no enrolments, hence retiring this specialisation will have no student impact.

~~One outcome of the splitting of the English major in 2015 was the separation of our offerings in writing and rhetoric into a standalone subject, Public and Professional Writing (PPW), and the creation of a discrete Writing Studies Programme. The vision for the PPW minor was outlined in the rationale for the CUAP proposal:~~

~~Public and Professional Writing was signalled as an area of strategic growth in the College of Humanities and Social Sciences' 2013 and 2014 annual plans. The minor in this area would be of interest to students across Humanities and~~

~~Social Sciences disciplines, as it would provide students with the opportunity to enhance their BA degrees with practical, discipline focused writing skills that can be used in a variety of work environments. There is currently no other programme in the University that provides professional writing studies targeted specifically towards the needs of Humanities and Social Sciences students. The new minor is also likely to be of interest to students from other Massey undergraduate degrees which permit a minor from the BA.~~

~~PPW was proposed as a specialisation in the BA, along with related subdegree qualifications (GradCertArts, DipArts), and Writing Studies staff contributed the following courses:~~

- ~~• 139.246 Text Image Design: Technical Digital Writing~~
- ~~• 139.231 Health Writing: Theory and Practice~~
- ~~• 139.244 Writing for the Public~~
- ~~• 139.340 The Publishing Project~~
- ~~• 139.348 Literacy Studies~~

~~Of these, 139.244, 139.340, and 139.348 were also cross listed into List B of the restructured English major, for students to select if they wish to add a “creative and applied” dimension to their studies.~~

~~The CUAP proposal predicted the following enrolments in the PPW minor, on the “assumption that 3% of students in 230.100, or 6 EFTS, will enrol in the minor”:~~

| Year | Headcount | EFTS |
|-------------|------------------|-------------|
| 2016 | 48 | 6 |
| 2017 | 52.8 | 6.6 |
| 2018 | 57.6 | 7.2 |

~~A simple test of the state of enrolments in the PPW specialisations is to look at enrolments in 139.246 Text Image Design, because it is compulsory for PPW students but not cross listed into any other schedules. The course proposal for 139.246 posited there would be initial enrolments of 15 students in each of two internal offerings (Manawatu, Auckland) and 40 students in the distance offering. In recent years, 139.246 has only been offered in distance mode:~~

- ~~• In 2018, there were only two enrolled students in 139.246, and none were enrolled in PPW specialisations.~~
- ~~• In 2019, only 3 students enrolled in the course, and only one was enrolled in a PPW specialisation.~~

~~The consistent lack of demand has meant that the PPW specialisations are no longer sustainable, and the current proposal seeks to close them to new enrolments, with a view to their retirement in 2021. At the same time, we note that PPW has spurred significant curriculum innovation—especially through the development of new courses, 139.244 and 139.340—and these courses will continue to enrich our undergraduate English offerings.~~

~~A separate series of proposals will be submitted in early 2020 to realign our English offerings, in part to make 139.244 and 139.340 more central to the curriculum.~~

Acceptability

The proposal to close the Public and Professional Writing specialisations to new enrolments with a view to their retirement once any students had been managed to completion or exit was initiated by the then Head of School of English and Media Studies, Associate Professor Jenny Lawn and was discussed and approved at a meeting of the English and Writing Studies Programmes in September 2019. The process for closing the specialisations was arranged in consultation with the CoHSS Director of Academic Programmes, Associate Professor Jenny Coleman, and the CoHSS Senior Administrator, Dr Lance Gray.

Impact on Tertiary Sector/Employers

The consistent lack of demand has meant that the retirement of the Public and Professional Writing minor will not impact on the tertiary or employment sectors. Massey University continues to offer its undergraduate and postgraduate English and Creative Writing programmes.

Impact on Students/Transition Arrangements

As there are no current enrolments in this specialisation the proposed retirement will have no impact on current students. No transition arrangements are required.

~~Analysis by the College indicates that there are only a small numbers of students in each PPW specialisation:~~

- ~~• BA minor: 11 students total, including 1x abandoned study, 6x not commenced; 2x only 15 credits completed; 2x only 15 credits to complete~~
- ~~• DipArts: 2 students total, neither have commenced~~
- ~~• CertArts: 0 students~~

~~In addition, no students have been identified as minoring in PPW through other degrees that allow cross-College minors.~~

~~In consultation with the School of English and Media Studies, the College is preparing individual communications with each student to outline their options for completing their specialisation or transferring to another appropriate specialisation, in accordance with the University's transition procedures.~~

Year of Implementation and First Year Teaching Plan

2023

~~These specialisations will no longer be open to new enrolments from the 2020 academic year onwards.~~

Proposal Details

The Public and Professional Writing minor in the Bachelor of Arts will be retired and its deletion notified to CUAP. Related specialisations will be retired once all students have been managed to completion of exit.

Treaty of Waitangi Implications

There are no Treaty of Waitangi Implications as a result of the proposed specialisation retirement.

2. Strategic Impact - Complete for Early Notice, New Specialisations (Internal Audience Only)

Strategic Considerations

Market Research and Competitor Analysis

Accreditation Considerations (if applicable)

N/A

Internal and External Consultation

The proposal has been discussed and approved at a meeting of the English and Writing Studies Programmes in September 2019. The process for closing the specialisations has been arranged in consultation with the CoHSS Director Academic Programmes, Dr. Jenny Coleman, and the CoHSS Senior Administrator, Dr. Lance Gray.

~~The proposal has been initiated by the Head of School, A/P Jenny Lawn, and has been discussed and approved at a~~

~~meeting of the English and Writing Studies Programmes in September 2019. The process for closing the specialisations has been arranged in consultation with the CoHSS Director Academic Programmes, Dr. Jenny Coleman, and the CoHSS Senior Administrator, Dr. Lance Gray.~~

Equity Implications 

Predicted Student Numbers / EFTS 

Financial Analysis 

Minimum student numbers required for ongoing viability of the qualification 

Expected Revenue 

Expected Cost 

Risk Management 

3. Resource Impacts - For New and Significantly Amended Specialisations and for Closure to New Enrolments

Facilities Management 

Students 

There are no students who will be impacted by this closure.

~~There are very few students who will be impacted by this closure. The College of Humanities and Social Sciences is writing to all students currently enrolled in Public and Professional writing.~~

Academic Staff 

There are no staffing implications as a result of the proposed amendments.

International 

Information Technology 

Student Management System 

Teaching and Learning Services 

Student Learning Services 

Limitations on Numbers 

Goals of the Programme 

Programme Overview 

Proposed Teaching/Delivery Methods 

Prescriptions for New Courses 

Assessment and Moderation Procedures 

Postgraduate Funding

5. CUAP Section B – For New Specialisations only

Relationship to Strategic Planning Goals

Learning Outcomes for New Courses

Student Workload

Teaching and Support Staff

Teaching Space and Other Facilities

Library Resources

Timetabling Arrangements

| | |
|-----------------------------|-------------------------------------|
| Committee References | HSS CB 19/11/304: HSS APC 19/10/175 |
|-----------------------------|-------------------------------------|

Status Log

| Initial Status | End Status | User | Date | Comment |
|----------------|--------------------------------|----------------|----------------------|---|
| HOD Approval | College Sub Committee Approval | JENNY COLEMAN | 21/Mar/2022 10:29 am | Ready for approval |
| Draft | HOD Approval | JENNY COLEMAN | 17/Mar/2022 10:46 am | Ready for HoD approval. |
| | Draft | JULIE MCKENZIE | 27/Jan/2020 9:59 am | Retire specialisation Public and Professional Writing |

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Part II: Paper for Decision/Information



| | |
|-----------------|--|
| DATE: | 1 June 2022 |
| AUTHOR: | Provost, Professor Giselle Byrnes |
| SUBJECT: | Academic changes 2020 to 2022 in response to COVID-19 disruptions |

Contents

| | |
|----------------------------|---|
| Key Strategic Points | 1 |
| Recommendations | 1 |
| Purpose..... | 1 |
| Background | 2 |
| Supporting Documents | 8 |

Key Strategic Points

1. Academic decisions needed to be made in a highly dynamic context which meant swift decision making while also ensuring clear two-way communication with and seeking advice from, Colleges in particular.
2. That academic decisions made by CMT were reported to and aligned with AC decisions (and vice versa).
3. That there are lessons we can take from this experience in regards to how we can leverage clear, consistent academic decision-making in the future.

Recommendations

- Note the information in this paper.

Purpose

As requested by the Chair of Academic Board, this noting paper is presented to Academic Board for the purpose of summarising the academic changes made via Academic Committee and/or the Crisis Management Team (CMT) from 2020 in response to COVID-19 disruptions.

This paper was prepared as per the Academic Board Terms of Reference regarding the consideration of *changes to existing or introduction of new academic policies and procedures*.

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Background

It would be fair to say that over the past two years, most decision making in response to the exigencies of COVID-19 has needed to be quick and efficient in order to respond to a rapidly changing and highly dynamic context. Academic decision making has not been immune from these pressures and changes, which included a series of events including border closure, level 4 lockdowns resulting in the closure of campuses (especially in Auckland), followed by limited access to campus under the traffic light system, and the health implications facing staff and students (both mental and physical). Due to the pace of change, Massey, like other universities, could not simply follow our standard governance arrangements providing oversight of policy changes and academic procedures. In other words, we needed to adopt an iterative and agile approach to academic decision making.

By way of background, on 28 January 2020, the CMT minutes stated that:

- The Council Emergency Statute provided authority from Council to the Vice-Chancellor to act as appropriate in an emergency.
- Where possible, Delegation of Authority Policy should be applied for decision making.
- Where time allowed, matters outside of the Delegation of Authority Policy will be forwarded up through the sub-groups to the working group and then CMT for decision.
- For matters of urgency, the CMT Chair has the authority to make decisions, under delegation of the Vice-Chancellor, following appropriate consultation.

Academic Committee also approved that any **temporary assessment changes** that were made at College level and approved by College Boards, were to be noted at Academic Committee. Colleges were deemed to be responsible for maintaining a register of all temporary changes and for ensuring these revert to the approved assessments once the period of the temporary change ended.

An issue that still needs to be resolved is that because these temporary changes have not been made in either Curriculum Management or SMS, the assessment information appearing on the web is different from that which course coordinators are following because the web information draws directly and automatically from CM and SMS. It is assumed that course coordinators are changing the assessment information on Stream so students are informed that way of the changes, but it is not known if this happens in all cases. The temporary assessment changes may also require manual entering of grades and some manipulation of the system where the assessment details, particularly weightings and number of assessments, do not match those listed in SMS.

What also needs to occur is that when the time period for the temporary changes concludes, all assessments revert to the approved assessment structure and details as they appear in CM and SMS and course coordinators will adjust their teaching if appropriate and assessment details on Stream sites accordingly.

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| ACADEMIC CHANGES IN RESPONSE TO COVID-19 BY YEAR | | |
|--|--|-------------|
| 2020 | | |
| Date | Change | Approved by |
| 3/02/2020 | Agreed to move due date for enrolments and late start from one week after start of semester to two weeks after semester. Start by Monday of week 3. Enrolled and commencing from 9th March. | CMT |
| 3/02/2020 | Agreed to waive withdrawal fee for Chinese based international students directly affected by travel ban | CMT |
| 16/03/2020 | Agreed to proceed with VPN access for students which will provide better access internationally to library access and online facilities | CMT |
| 16/03/2020 | Agreed that PVC's have the discretion to cancel requirements for in person attendance of block and contact courses on the provision that alternative arrangements (such as the ability to attend online have been made) | CMT |
| 20/03/2020 | <p>CMT approved the following:</p> <ul style="list-style-type: none"> • Compulsory assessment item rules should continue to be suspended, allowing students to pass courses through simple weighted averages. • IP will be applied to all students. • AEG applications related to C19 and associated disruptions will not need medical support or other evidence. • S1 courses be moved to a default position of examinations not taking place unless an exception is sought from the College Board, with DPVC/APVC and PVC sign off. (S2 and Double term to be considered in week 3 or 4 of S2). <p>This position was achieved by advising course coordinators and chief examiners that in general the default unless there is an exception granted will be that:</p> <ul style="list-style-type: none"> • Exams weighted 1-40% of the final grade <ul style="list-style-type: none"> ○ course coordinators and chief examiners may wish to choose between a take home | CMT |

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Part II: Paper for Decision/Information



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| | <p>exam and the notional exam grade and that decision would be made on a course by course basis (with approval through College Boards)</p> <ul style="list-style-type: none"> • Exams weighted 41-59% of the course final grade <ul style="list-style-type: none"> ○ replaced by a time constrained assessment called a 'take home exam' managed through stream coursework submission protocols and marked and recorded as if the exam took place as planned – no AEG rules or notations to be applied unless the student makes an application because of inability to complete that take home exam. • Exams weighted 60% and above of the course final grade <ul style="list-style-type: none"> ○ undertaken as far as possible either through exam venues, a digital exam using RPNOW, or deferral according to the determination made by Assessment Services and the Colleges at a point closer to the exam period. | |
| 03/04/2020 | <p>Agreed changes to:</p> <ul style="list-style-type: none"> • Start of Semester 2 be pushed out a week with a new start date of the 20th of July. The reason behind this was the health and wellbeing of our academic staff and to use the additional week to develop online teaching content. There were also some other time-critical progression matters. The mid semester break be shortened by a week with teaching now taking place as of the week of the 24th of August. This will allow a full 12-week teaching semester to occur and be completed within the existing time frame for Semester Two and the start date of Summer session will not be affected. • Block delivery to be available online only to provide students, academics, and professional staff with firm guidance on the University's mode of delivery for semester 2. This early declaration is necessary in order that these groups all move forward in their own planning with certainty. | CMT |
| 03/04/2020 | <p>Agreed to fund devices and internet data for students where this was required (currently planned up to 100 devices)</p> | CMT |

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Part II: Paper for Decision/Information



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| 09/04/2020 | Agreed changes to Semester one end dates ¹ and Semester 1 courses to continue to be taught online for the remainder of Semester 1, with a small number of exceptions as permitted under Alert Levels 2 and 3. | CMT |
| 23/04/2020 | Agreed Academic Standing is not assessed for Semester One, Two and Summer School 2020. Due to Covid19 disruption to teaching and assessment, it is very unlikely that timely and reasonably complete grades will be available as a basis for calculation of standings. Consequential impacts for many students would also further disrupt their study and undermine their confidence in the University. | CMT |
| 28/04/2020 | Amelioration arrangements and fees appeal criteria. Guidelines provided for staff and students on how the University will support a student who may be experiencing difficulties in completing their studies in Semester. | CMT |
| 28/04/2020 | Agreed College of Creative Arts paper on fairness and equity of assessment For all undergraduate programmes for S1: <ol style="list-style-type: none"> 1. At each year level, except final year, a P/F grading system is used* 2. At final year, the current grading system is used and for each course the student receives either (a) the grade awarded, or (b) the student's GPA in nominated core courses from the previous year, whichever is the greater. <p>*The results in each semester are treated similarly to students participating in a student exchange—a P/F grading system recorded on the student transcript, with assessment feedback that includes an indicative grade given to each student.</p> | CMT |
| 01/07/2020 | Discretionary Entrance change for 2021: Approve the inclusion of the CUAP statement waiving the six-month stand down period for 2021 in the Massey University Discretionary Entrance Regulations for 2021. | AC |
| 04/09/2020 | Approval to add an additional title to the approved list of assessments to cater for changes as a result of Covid-19. During the Covid-19 initial crisis, the University changed a number of requirements and options for assessments. One of these was the introduction of a 'time-constrained assessment' | AC |

¹ The decision register for CMT had "Agreed changes to Semester one end dates" but no reference to this was found in the minutes of the meeting.

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Part II: Paper for Decision/Information



| | (TCA) to replace an examination. The TCA's are centrally scheduled assessments and there is currently no title to match this. Going forward, these types of assessments might be used again so this title needs to be added to the options available in CM and SMS. | |
|-------------|--|-----------------------------|
| 15/09/2020 | Paper Approved - re Update to amelioration arrangement for Semester two 2020. Recommendation is update the suspense study option with the withdrawal and credit refund option. | CMT |
| 2021 | | |
| Date | Change | Approved by |
| Xx/05/2021 | In 2020 the University (through CMT) agreed and approved the ruling that only exam assessments worth more than 60% of the course total would have an invigilated online exam (unless required for practical and/or accreditation purposes). No expiry date was recorded in the CMT decision register and under the pandemic plan the decision still stands for the 2021 academic year. AC agreed to remove this rule and that Colleges determine which 2021 exams can be invigilated and permanent changes be exempt moratorium on minor academic changes. | AC |
| Xx/05/2021 | Recommended that CMT update the 'Suspended study' option with a withdrawal and credit/refund option. | AC |
| 17/08/2021 | Agreed that Massey would suspend teaching for three days – until the end of mid semester study period. All assignments/assessments will be extended to the end of the mid semester study period (including tests), and there will be no change to semester dates. | CMT |
| 20/08/2021 | Paper approved to allow CoCA to move to pass/fail assessment for S2 (as per 28/04/2020 entry on page 4) | CMT (via L&T Working Group) |
| 26/08/2021 | Postgraduate research and scholarship one-month extensions approved to ensure no impact on students' ability to earn the award of honours | CMT (via L&T Working Group) |
| 27/08/2021 | Proposal approved that allowed CoCA to use the first week of the study period at the end of S2 to alleviate the downstream effects of the recently mandated extension period. This meant that delivery would essentially go 1 week beyond the published date for 'last lectures' and use the 'study period' at the end of Semester 2 (18 – 22 October) largely for hand-in | CMT (via L&T Working Group) |

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Part II: Paper for Decision/Information



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| | days, critiques, and final discussions on the class; no significant content delivery would be likely. As such CoCA students would still finish within the current and agreed timeframe, as outlined in the University calendar. | |
| 06/09/2021 | Teaching to remain online for the rest of the semester unless exemption granted by the PVC | CMT (via L&T Working Group) |
| 2022 | | |
| Date | Change | Approved by |
| 04/02/2022 | Agreed CMT Chair and Provost approved a new Amelioration procedure for Semester 1 to permit College Boards to institute the emergency course assessment change process as an initial step in the wider amelioration response to Semester 1 2022. | CMT |
| 04/02/2022 | CMT Chair approved urgent request from T & L on decision for Physical distancing - Option B: "We operate on the principle of 1.5m distancing within venues with the concomitant reduction of the number of courses which can be offered on campus in Semester 1. In person teaching is limited to 2 hours to avoid academics and students becoming close contacts. In-person teaching where physical distancing is under 1.5m (i.e., close contact courses) will need approval by PVC (as per Ops Plan)." | CMT |
| 10/02/2022 | Agreed Sem 1 2022 Ameliorations proposal. This was so that "Colleges will review assessments for each course to be taught in Semester 1 2022 and propose adjustments to assessments if appropriate. Proposals will be considered by the College Boards and will be evaluated based on the need to set assessment patterns that are both: as pragmatic /enabling as possible in this challenging time; and which also respect academic quality and assurance objectives. Any changes approved by College Boards would be noted by Academic Committee. No changes will be facilitated in SMS assessment listings or Curriculum Management as a consequence of these approvals." | CMT |
| 10/02/2022 | Agreed Proof of student booster paper approved. Recommendation is to require a PDF shot if students have | CMT |

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Part II: Paper for Decision/Information



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| | had a booster. There is an expectation that our partners (hospitals/schools etc) expect us to have this evidence. | |
| 23/02/2022 | Agreed Chair of CMT approved AEG-IP Considerations-Covid-19 2022 paper v 2.2. These provided provisions arising from COVID-19. | CMT |
| Xx/03/74 | AEG/IP consideration temporary form during COVID-19 emergency – update to AEG/IP form changed in 2020. | AC |
| Xx/03/75 | Amelioration procedure - New procedure proposed to have standing in cases where an emergency, crisis or other threat or operational disruption results in emergency management policy level 2 or 3 being enacted. Aim to clarify range of amendments/suspensions of procedures, practices etc related to teaching and learning. (proposal sent to CBs, LTC and then to AB in June.) | AC |

Supporting Documents

- Appendix 1 provides Academic Committee with a previous Academic Committee (AC21/03/99) paper on the changes in assessment as a result of COVID-19: student and staff experiences

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Part II: Paper for Decision/Information



Appendix 1: Changes in assessment as a result of COVID-19: student and staff experiences

Executive summary

- 1.0 The unique circumstances brought about by the COVID-19 pandemic required Massey University to rapidly rethink the provision of final examinations for Semester 1, 2020. Massey was, of course, not alone in the changes we made to our assessment during this time. The purpose of this paper is to provide Academic Board with a summary of the results of a research study commissioned last year with the goal of better understanding the experiences of students and staff affected by the shift in assessment; in particular, a move away from end-of-semester paper-based examinations, to alternative forms of assessment. This report, entitled, '*Changes in Assessment: The impact of COVID-19 at Massey University*', researched and written by three Massey academic staff, Dr Maggie Hartnett, Dr Peter Rawlins and Dr Philippa Butler, from the Institute of Education, was delivered in late November 2020. The full report is available upon request.
- 1.1 I suggest here that while this paper is useful as a reflection on capturing the experiences and views of students and staff in the first semester of last year, its real value lies in its potential to inform and underpin our need to continue to adapt to our changed operating environment and, in particular, to harness the shift in assessment patterns and practices to support student success and retention while also ensuring that we keep a clear eye on continuing to support and uphold the probity and credibility of online assessment and maintain our high standards of quality assurance. As we know from the higher education literature, a key part of this lies in effective assessment design.² Questions around the validity of online assessment have been raised in the context of the worldwide 2020 'pivot to online' teaching and will continue to be debated.³ Nonetheless, as noted above, reviewing our current assessment must be a key part of our university-wide effort to support and enhance student success and retention. Academic Board is encouraged to read this report in that context.

Introduction

- 2.1 The COVID-19 global pandemic has ushered in far reaching changes for countries across the world and their education systems. Across the globe, universities shifted to emergency online teaching to ensure continuity of services to students. While online teaching and learning is not a new phenomenon, particularly for Massey with our long history of 'distance' education, lockdown requirements meant that the traditional end of semester, paper-based exams were no longer practically possible.

² See, for example, Siemens, G., Skrypnik, O., Joksimovic, S., Kovanovic, V., Dawson, S., & Gasevic, D. (2015). *The history and state of blended learning. Preparing for the Digital University: A review of the history and current state of distance, blended, and online learning*. Retrieved from <http://linkresearchlab.org/PreparingDigitalUniversity.pdf>

³ See here <https://www.insidehighered.com/digital-learning/article/2020/03/18/most-teaching-going-remote-will-help-or-hurt-online-learning> and <https://www.learningoutcomesassessment.org/wp-content/uploads/2020/08/2020-COVID-Survey.pdf>

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Part II: Paper for Decision/Information



- 2.2 The unique circumstances brought about by the COVID-19 pandemic required Massey to quickly rethink the provision of teaching, assessments, and final examinations for Semester 1, 2020. Students and lecturers alike were required to quickly adapt their expectations and hitherto normalised practices, to new ways of learning and assessment. In sum, in Semester 1, every course that was scheduled to have a final, paper-based exam was required to review its assessment approach. It is worth noting that this was done at pace and under great pressure and the success of our own institutional 'pivot' relied heavily on the commitment of both academic and professional staff across the University, working collaboratively to support our students.

Discussion

- 3.1 In summary, three options were used to replace exams in semester 1, 2020: (1) Online supervised exams (i.e. remote proctored/invigilated online), or OSE; (2) Time constrained assessments (i.e. open-book, open web), or TCA; and (3) Reweighted assessments (i.e. exam cancelled and the grade calculated from the existing assessments), or RWA.
- 3.2 Despite the challenging situation, both students and staff experiences of and attitudes towards assessments changes were reasonably positive. More specifically, and by way of summary, results indicated the following. These have been segmented into different audience or user groups for ease of reading and analysis:
- 3.3 **All students**
- Overall, for time constrained assessment (TCA) and reweighted assessments (RWA), students reported positive experiences of and attitudes towards changes to their assessments. Slightly more online supervised exam (OSE) students reported negative experiences (53%) than positive experiences (47%). Students who sat a TCA or had their assignments reweighted had similar but significantly better experiences of and attitudes towards their assessments than those who sat an OSE.
 - Positive experiences of and attitudes towards the changes in assessments were apparent across all demographic measures (i.e. age, gender, ethnic group, location, study pattern, type of community, mode of study and online learning experience). However, there were some students who reported significantly less favourable experiences of and attitudes towards their assessment, including younger students, those who identified with an Asian ethnic group, and those studying on-campus.
 - Approximately half of students rated their digital competence at an intermediate level, followed by a third who rated their digital competence at a basic level.
 - A mix of assignments and an online TCA, or assignments only with no exam or test component, were students' preferred assessment approaches.

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Part II: Paper for Decision/Information



- The most salient theme to emerge from students' general comments was associated with technical or software issues or benefits. The majority of these came from OSE students and were related to various issues/limitations with the RPNOW software. A further key theme related to the overall experience. Much of this feedback came from TCA students who indicated they preferred the online time constrained assessment to a paper-based exam. Other main themes to emerge from the comments related to the perceived effectiveness and/or relevance of the alternative assessment.

3.4 OSE students

- Students found Stream easier to use than RPNOW. Most respondents agreed that Stream was easy to use, clear and understandable and convenient to access. Marginally more OSE students agreed that the RPNOW technology was easy to use, clear and understandable and convenient to access, compared with those who disagreed or were neutral.
- Students who reported that RPNOW and Stream were easy to use, had more favourable experiences of and attitudes towards their OSE assessment.
- Almost two thirds of students rated their confidence to complete their OSE in the top two quartiles (i.e. reasonable and high). Students who reported higher levels of confidence also reported more favourable experiences of and attitudes towards their assessment.
- The most common reason why OSE students sought support was that the exam time had expired. Other reasons included seeking clarification about exam instructions or exam setup, assistance with the submission process, and problems with RPNOW. Approximately equal numbers of students reported positive experiences and their problems being resolved as students who reported negative experiences and their problems remaining unresolved.

3.5 Time constrained assessment (TCA) students

- Most students who undertook a TCA reported that Stream was easy to use, clear and understandable, and convenient to access. TCA students who reported that Stream was easy to use had more favourable experiences of and attitudes towards the assessment.
- Most rated their confidence to complete their TCA in the top two quartiles (i.e. reasonable and high), with just over half rated as high. Furthermore, TCA students who reported higher levels of confidence also reported more favourable experiences of and attitudes towards their assessment.
- Comparisons between the OSE and TCA student groups indicated that, on average, TCA participants found Stream easier to use than OSE respondents for their assessments. In addition, TCA respondents had higher average levels of confidence to complete the assessment than those completing an OSE.
- The most common reason TCA students sought support was to clarify instructions about the open book exam. Other reasons included help with the submission process, issues with Stream, problems with their internet connection or system responsiveness and

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Part II: Paper for Decision/Information



other software problems. Approximately two thirds of students reported positive experiences and their problems being resolved while one third of students reported negative experiences and their problems remaining unresolved.

3.6 Reweighted assessment (RWA) students

- Overall, students reported positive experiences of and attitudes towards the changes to their assessments.
- Around two thirds of students reported a positive experience and one third a negative experience related to their experience of having their assignments reweighted. Other areas commented on included specific issues or benefits, effectiveness or relevance of assessments, preference for assignments over exams, and the transition to an exam only approach.

3.7 Staff

- Overall, slightly more staff reported negative experiences of and attitudes towards changing to OSE and TCA assessments. Slightly more staff reported positive experiences of RWA. Positive experiences of and attitudes towards the changes in assessments were reported by more staff who had some or moderate teaching experience at Massey than those with many years of teaching experience at Massey. Students reported more favourable experiences of and attitudes towards their alternative assessment than staff.
- Staff also reported high levels of confidence in developing and administering the changed assessment. Students reported higher levels of confidence to complete the assessment than staff to develop the assessment.
- Approximately half of staff rated their digital competence at an intermediate level, followed by just under 30% who rated their digital competence at a basic level. Over one fifth indicated they had an advanced level of digital competence. Younger staff rated their digital competence significantly higher than older staff.
- The most preferred assessment approach by staff was a mix of assignments and an end of course paper-based supervised exam. *Interestingly, students ranked this as their fourth option. Students' most preferred option was a mix of assignments and an online open book/time constrained exam.*
- Half of staff who completed the survey took the opportunity to make additional comments about their experiences of replacing their paper-based exam with the alternative assessment. The most common feedback was related to problems, of which, academic integrity was the most salient. Specifically, staff highlighted concerns that alternative assessments provided greater opportunities for students to cheat. Students generally did not agree that either an OSE or a TCA provided greater opportunities for cheating to the same degree as staff.
- Other problems identified included inadequate or poor training and support as well as assessments being more difficult to administer. Positive feedback and suggestions for improvement were also offered.

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Part II: Paper for Decision/Information



3.8 College-level decision makers

- The main challenges experienced in making assessment changes included lack of communication or timely communication, comments on the lack of teaching expertise in the university-wide central services, technological challenges with the actual replacement assessments (OSEs, TCAs and RWA), and the potential for cheating (though relatively few breaches were reported).
- The main benefits identified were the progression of changes to teaching and assessment practices more broadly and changing attitudes towards online assessment by staff.
- In terms of future assessment, the COVID-19 experience was viewed as an opportunity to fundamentally rethink assessment practices within colleges. It was acknowledged that staff professional learning and development would be required.

Recommendations

3.9 It is recommended that Academic Board:

1. **Note** the information in this summary paper.
2. **Discuss** the value of taking key lessons from this experience to inform our work to support and enhance student success and retention.

Professor Giselle Byrnes

Provost

16 February 2021

| | |
|----------|--|
| DATE: | 15 June 2022 |
| AUTHOR: | University Librarian, Linda Palmer |
| SUBJECT: | OPEN ACCESS (OA)/READ & PUBLISH AGREEMENTS |

Key Strategic Points

1. Open Access to high-quality research provides benefits to both society and researchers
2. Researchers should be aware of the benefits of Read and Publish agreements in selecting journals for publication to enable Open Access to their research without cost
3. Researchers should be aware of Massey Research Online for enabling Open Access to their research without cost
4. Subject librarians can assist researchers in options for open access publishing

Purpose

The purpose of this paper is to alert Academic Board to the current Read and Publish agreements negotiated with publishers to enable open access to journal articles by Massey authors without the need for Article Processing Charges (APCs). The paper also reminds researchers of the University's institutional repository of research outputs, Massey Research Online, which provides a way to provide open access without charge. Wider topics such as Open Research or Open Access policies, or specific issues such as payment of APCs, are not addressed by this paper.

Background

The shift in the last 10-20 years (from libraries individually subscribing to selected print journals, to consortia-negotiated large publisher 'packages' of full-text electronic journals) has completely transformed the discoverability, access, and sheer range of scholarly publishing available to the subscribing institution.

However, licences associated with ejournals have removed access for the general public (non-subscribers), who in the past could visit a library and use the print resources in person. Content is now behind a paywall and restricted to currently enrolled students and members of staff.

Massey University Library now purchases most major electronic journal collections through the [CAUL Consortium](#) (39 Australian universities, 8 New Zealand universities, and 15 member institutions), providing the benefit of considerable negotiation power but also the need to work collectively regarding principles, processes, and priorities.

Open Access

Open Access (OA) is a set of principles and practices through which research literature is made available online free of cost or other access barriers to the general public, allowing most kinds of reuse but still ensuring authors are properly acknowledged and cited as appropriate.

OA is based on the premise that publicly funded research should be publicly available, noting that benefits for the researcher include more exposure to their work, opportunities for practitioners and policy-makers to be informed by and apply the outcome of high-quality peer-reviewed research, combating misinformation and providing [higher citation rates](#). The [Directory of Open Access Journals](#) is an index of 17,500 open access journals of all types.

OA is part of a wider drive for [Open Research](#) (or Open Scholarship/Science) based on principles of transparency, accountability, reproducibility, accessibility, and extends to open data, software, and code. Principles of [FAIR](#) (findable, interoperable, accessible, reusable) and [CARE](#) for indigenous data governance (collective benefit, authority to control, responsibility, ethics) are central to Open Research.

Methods of making research literature open

Gold

APC-based journals: Publishers have responded to demand for OA in a number of ways, primarily with what is termed 'Gold' OA where open access is provided through an article processing charge (APC), i.e. the author pays for the article to be published and open. There is no charge for reading (no library paid subscription). APCs pose considerable challenges for researchers and their institutions as to how to fund them, which ones, and how much is involved; APCs vary, and tracking APC payments is very difficult and usually can only be estimated.

Hybrid: Some journals are only funded via APCs and are not part of library subscriptions; others are 'hybrid' i.e. the library pays a subscription and academics may choose to pay an APC to make the journal open (both pay).

Diamond journals: These are Gold journals which do not charge a publication fee (there is neither a charge for publishing nor reading)

Read and Publish agreements

To enable OA and address the challenge of APCs, Library consortia throughout the world have been working on negotiating 'Read and publish' agreements with publishers. This means that the library pays a subscription which allows its community of staff and students to read the journals as per the licensing agreement, and members of the institution can have their articles made freely and openly available in those journal titles, without APCs. This works for journals subscribed to by the library and included in such packages; it does not address 100% Gold journals which are not part of library subscriptions.

Read and Publish agreements take considerable negotiation with publishers including a collective willingness to cancel the package subscription. CAUL work to a set of principles including that they should include no more than the minimal price increases, there should be no non-disclosure clauses (about price – transparency of pricing is still an issue), and they should allow for resource sharing (i.e. interlibrary loan and use in course material) and there must be maintenance of all ongoing access arrangements if a subscription was to be cancelled. The current negotiated arrangements are all unlimited, except for three which have capped numbers (i.e. the number of articles which can be made open access is limited) and are being monitored carefully.

Massey University is currently party to the following agreements:

- [Biochemical Society/Portland Press](#) (7 journals)
- [Cambridge University Press](#) (400)

- [Company of Biologists](#) (3)
- [CSIRO](#) (17)
- [MA Healthcare](#)
- [Microbiology Society](#) (6)
- [Oxford University Press](#) (351; capped agreement)
- [Royal Society](#) (10)
- [Springer Nature](#) (approx. 2000; capped agreement)
- [Wiley](#) (approx. 1400)

Article submission processes are different for each publisher and available on the [CAUL site](#). The essential element for all submissions is that the author uses a Massey University email address for easy verification. This is particularly important with capped agreements (i.e. to minimise administrative work as these are effectively 'first in first served'; [reports](#) are available on the approval and rejection statistics). Other requirements may be the inclusion of an [ORCID](#), and the selection of an appropriate Creative Commons licence.

Information about each agreement, including publisher title lists, is available via the Library [web pages](#) and/or directly on the CAUL site. A [full title list](#) is also available.

Reports on the capped agreements show that, for the first quarter of 2022, 8 Massey articles have been published and made open with Springer, 1 with Oxford University Press, and 16 with Wiley.

Negotiation is underway for the following publishers:

- Taylor & Francis
- Sage
- IEEE
- American Chemical Society (ACS)
- Emerald
- IOP (Institute of Physics)
- Royal Society of Chemistry
- American Institute of Physics
- American Physical Society
- Association for Computing Machinery (ACM)
- Mary Ann Liebert

Preparation for negotiation with Elsevier, the largest of all CAUL journal packages, is starting, looking for an interim Read and Publish agreement in 2023 and a fully transformative agreement in 2024. In the meantime, a [12.5% discount on APCs](#) has been secured with Elsevier for their hybrid titles for 2022.

Some researchers have asked how to get the journal they are interested in on the list for Read and Publish negotiation or have expressed interest in more business or social sciences journals. Whether this is possible will depend on the publisher, and whether Massey is party to a consortia agreement. The process for identifying potential publishers sits with the CAUL consortium who already negotiate licence agreements on behalf of the group, timing of subscription renewals, and willingness for publishers to negotiate.

Transformative Agreements

The ultimate aim is achieving transformative agreements where rather than paying subscriptions based on the size of the readership (total staff and students in the institution), pricing is based on the size of the publishing (the outputs of the institution with the relevant publisher). Current package subscriptions are negotiated across a large number of institutions, and costs are generally allocated across the consortia on basis of staff and student numbers. Shifting to cost allocation based on outputs would require a considerable transition and would create 'winners and losers' in the process. This will not impact on the researcher but will on university library budgets. Read and Publish agreements are considered a step towards Transformative agreements in the changing model of publishing and pricing and more transparency around prices.

Green

Many publishers allow free self-archiving to achieve OA, i.e. the author publishes their article in a journal as usual, and then places a version of their article in an open access specialist or institutional repository. While there is not usually a fee, the publisher may impose an embargo period and may also set conditions on which version of the article may be available. This is usually the author accepted manuscript (also known as the postprint). The publisher's website will include their copyright policy (as the author commonly transfers copyright to the publisher through an agreement at the point of publishing) or the researcher can consult [Sherpa Romeo](#) to find a summary. If you wish to negotiate stronger author's rights, [SPARC](#) and [Creative Commons](#) have developed author addenda which can be negotiated to be added to copyright transfer agreements.

Publishers do not allow published articles to be posted on sites such as ResearchGate although pre-prints are generally allowed rather than the author accepted manuscript.

Massey Research Online

[Massey Research Online](#) (MRO) is Massey's institutional repository and includes research theses, published work of Massey University staff and students as well as peer-reviewed material not published elsewhere. Submission of published works requires adding a full-text file of the publication (this is usually the published version, although researchers are strongly encouraged to upload the accepted manuscript as well) to the record in their Elements publications profile, together with any copyright permissions as Evidence. This is then reviewed by Library staff to check that the content complies with publisher copyright and embargo requirements and added to MRO. Library staff are also currently working on identifying articles which have been submitted to Elements in the past, did not move into MRO due to an embargo period, and are now out of embargo.

Guidance for researchers

Subject librarians can support researchers with publishing and open access, noting that each discipline is different, and decisions are not always easily made given the complexities of high-ranking journals and possible costs. Depositing the accepted manuscript in Massey Research Online immediately upon acceptance is highly recommended, even if there is an embargo period.

Information and guidance are also available on the [Library website](#).

| | |
|----------|------------------------------------|
| DATE: | 3 June 2022 |
| AUTHOR: | Progressor Giselle Byrnes, Provost |
| SUBJECT: | EQUIVALENCY POLICY |

Contents

| | |
|--|----|
| Cover memo | 1 |
| Equivalence Policy – June 2022 – Clean version | 2 |
| Equivalence Policy – June 2022 – Track Changes..... | 6 |
| Equivalence Policy – Original..... | 10 |

Recommendations

- That Academic Board endorse the revised Equivalence Policy and recommend approval of the Policy to Council

Purpose

To present the Equivalence Policy to Academic Board for endorsement and recommendation to Council for approval.

Equivalence Policy

As part of the normal cycle of policy review, the Equivalence Policy has been reviewed. This was carried out by the office of Academic Quality, Reporting and Assurance with consultation through Academic Committee, College Boards and Student Associations.

Academic Committee endorsed approval of the Equivalence Policy at its May 2022 meeting.

Supporting Documents

- Appendix A - Equivalence Policy – June 2022 – Clean version
- Appendix B - Equivalence Policy – June 2022 – Track Changes
- Appendix C - Equivalence Policy – Original



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide

EQUIVALENCE POLICY

| | |
|-----------------------|---|
| Section | Teaching and Learning |
| Contact | Office of Academic Quality, Reporting and Assurance |
| Last Review | June 2022 |
| Next Review | June 2025 |
| Approval | |
| Effective Date | |

Purpose

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

Scope

The Equivalence Policy applies to all undergraduate and postgraduate courses, qualifications and specialisations.

Policy

Each offering of the same course in a single semester, regardless of the mode and location for the delivery of that course, will have equivalent teaching, learning and assessment activities. Regardless of mode of delivery or campus of location, all students have an equivalent opportunity to meet the graduate profile for their qualification, and where relevant, their specialisation. Equivalence will be made explicit through:

1. All offerings of a course within a single semester, regardless of mode and location of delivery, will have:
 - a. identical course prescriptions and expected learning outcomes
 - b. An equivalent assessment structure, such that the same learning outcomes, student workload, and weightings are maintained when there is variation to the method of assessment
 - c. identical course texts (including any textbook, whether available in hard copy or digital form) unless an exception is approved by the PVC or their nominee
2. All students will have:
 - a. Equivalent opportunities to access appropriate academic advice, relevant to the student's study mode, discipline and level of study
 - b. Equivalent access to study and learning resources appropriate to a student's study mode, level of study and discipline
3. Course details in STREAM such as learning outcomes, assessments and prescription details are the same as those which have been officially approved and listed in the Curriculum Management System.
4. In addition to the above, Massey University will make all reasonable efforts to ensure that students are not unduly disadvantaged by widespread disruption that is beyond their control. This will be achieved by ensuring there are emergency plans in place that address issues of access, whether to systems or physical spaces. These emergencies would include, but are not limited to: natural disasters such as



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide
Equivalences Policy – Page 2

earthquakes, floods and volcanoes, pandemics, widespread disruption caused through cyber-attacks or terrorism and wide-spread power outages.

In relation to courses, equivalence does not mean identical in every way, lecturers teaching the same course may introduce variations with respect to experiences, examples, and emphases as a function of their own expertise, and the background and interests of the students. However, such variations are subject to any overarching requirements of the qualifications the course is associated with including professional accreditation requirements.

Colleges may elect to establish additional authorisation requirements relating to Equivalence.

Guiding Principles

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

Equity: the Equivalence Policy aims to ensure that all students, regardless of their mode of study, and location, have the same opportunities to meet the Learning Outcomes of their courses and the graduate profile of their specialisations and qualifications. The Policy also aims to take account of disruptive events beyond any student's control that would cause them undue disadvantage.

Consistency: by promoting equivalence the Policy assures students that consistent approaches will be taken across the University when it comes to the composition of courses, specialisations and qualifications, and the accessing of academic advice and University systems.

Efficiency: to achieve equity and a consistent approach, the University needs efficient systems to facilitate equitable access to academic advice and Information Technology resources.

Facilitative: by promoting equivalence the University takes a facilitative approach to assuring student success.

Definitions:

Equivalence is defined as the means by which equity and parity of the student learning experience and outcomes is achieved.

A course is defined as a module of work in a particular subject that is identified by means of a unique code number. Each course carries its own credit value.

A course offering is defined as a course at a particular campus location in a given semester and delivered in a specific mode.

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

Responsibilities

Collegial communication and cooperation amongst the teams teaching each offering of a course and across course offerings provides the basis for equivalence and in many cases the established processes for communication within departments must be extended to include colleagues in other disciplines and Colleges.

Programme leaders (or equivalent) and/or Course Coordinators are responsible for ensuring the equivalence of courses taught at different times, in different modes, or at different locations. These staff are expected to work collaboratively with all teaching staff during the planning and delivery phases of each course offering to ensure that:



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide
Equivalences Policy – Page 3

- the curriculum meets the requirements of the course prescription and learning outcomes which are informed by the aims of the qualifications that the course is associated with;
- the assessment design is equivalent and that any variations in the assessment are agreed by all the teaching staff;
- relevant Heads of Institutes or Schools or programme leaders (as appropriate) are informed by the course coordinator at the earliest opportunity of any risks to the equivalence of courses and offerings.

Staff who contribute to the teaching of course offerings are expected to engage constructively with Course Coordinators and/or programme leaders (or equivalent) in the assurance of equivalence including keeping them informed of any developments which threaten the equivalence of the offering.

Heads of Institutes or Schools (or programme leaders as appropriate) are responsible for mediating any disputes arising from the equivalence requirements. In the event of irreconcilable differences of opinion that threaten equivalence, the final option must be to offer the courses under separate titles and numbers, subject to the University's processes for course approvals and any requirements for viability set by the University and/or College.

Pro Vice-Chancellors have overall responsibility for ensuring the effective and efficient implementation of the University's Equivalence Policy.

Records

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

Audience:

All staff and students.

Relevant legislation:

Consumer Guarantees Act 1993

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

Fair Trading Act 1986

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

Education and Training Act 2020

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

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

Legal compliance:

None.



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide
Equivalences Policy – Page 4

Related procedures / documents:

Paerangi Learning and Teaching Strategy
Assessment Strategy, Principles and Guidelines
Massey University Qualifications Policy
Massey University Qualifications Framework

Document Management Control:

Prepared by: Office of Academic Quality, Reporting and Assurance
Authorised by: Provost
Approved by:
Date issued: 20 June 2012
Last review: June 2022
Next review: June 2025

EQUIVALENCE POLICY

| | |
|-------------|--|
| Section | Academic Teaching and Learning |
| Contact | Academic Strategy Manager Office of Academic Quality, Reporting and Assurance |
| Last Review | May 2012 June 2022 |
| Next Review | May 2015 June 2025 |
| Approval | AB12/74 July: 3.1 |

Purpose

To ensure that all ~~students, regardless of their discipline, mode of study, location or semester offerings of the same paper in a given semester~~ are afforded an equivalent in that the expected opportunity to achieve the required learning outcomes for their course, and therefore, the graduate profile for their qualification, are the same, and there is equity and parity of the student learning experience whereby students have similar opportunities to engage with the curriculum, assessment, and academic support toward achievement of the learning outcomes, and the coherence of the papers that contribute to qualifications is maintained.

Scope

The Equivalence Policy applies to all undergraduate and ~~taught~~ postgraduate ~~papers~~courses, qualifications and specialisations.

Policy

Each offering of the same ~~paper~~course in a single semester, regardless of the mode and location for the delivery of that ~~paper~~course, will have equivalent teaching, learning and assessment activities. Regardless of mode of delivery or campus of location, all students have an equivalent opportunity to meet the graduate profile for their qualification, and where relevant, their specialisation. ~~For undergraduate paper offerings, e~~Equivalence will be made explicit through:

1. All offerings of a course within a single semester, regardless of mode and location of delivery, will have:
 - a. identical ~~paper~~course prescriptions and expected learning outcomes
~~identical assessment weightings using assessments that have similar workload requirements~~
 - b. An equivalent assessments structure, such that linked to the same learning outcomes, student workload, and weightings are maintained when there is variation to the method of assessment
 - c. identical course texts⁴ (including any textbook, whether available in hard copy or digital form)
unless an exception is approved by the PVC or their nominee

2. All students will have:

⁴~~Course texts include any textbook, whether available in hard copy or digital form, that is prescribed via IPP.~~

- a. Equivalent opportunities to access appropriate academic advice, relevant to the student's study mode, discipline and level of study
 - b. Equivalent access to study and learning resources appropriate to a student's study mode, level of study and discipline
3. Course details in STREAM such as learning outcomes, assessments and prescription details are the same as those which have been officially approved and listed in the Curriculum Management System.
 4. In addition to the above, Massey University will make all reasonable efforts to ensure that students are not unduly disadvantaged by widespread disruption that is beyond their control. This will be achieved by ensuring there are emergency plans in place that address issues of access, whether to systems or physical spaces. These emergencies would include, but are not limited to: natural disasters such as earthquakes, floods and volcanoes, pandemics, widespread disruption caused through cyber-attacks or terrorism and wide-spread power outages.

In relation to courses, equivalence does not mean identical in every way, Lecturers teaching the same paper-course may introduce variations with respect to experiences, examples, and emphases as a function of their own expertise, and the background and interests of the students. However, such variations are subject to any overarching requirements of the qualifications the paper-course is associated with including professional accreditation requirements.

Colleges may elect to establish additional authorization requirements relating to Equivalence.

Guiding Principles

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

Equity: the Equivalence Policy aims to ensure that all students, regardless of their mode of study, and location, have the same opportunities to meet the Learning Outcomes of their courses and the graduate profile of their specialisations and qualifications. The Policy also aims to take account of disruptive events beyond any student's control that would cause them undue disadvantage.

Consistency: by promoting equivalence the Policy assures students that consistent approaches will be taken across the University when it comes to the composition of courses, specialisations and qualifications, and the accessing of academic advice and University systems.

Efficiency: to achieve equity and a consistent approach, the University needs efficient systems to facilitate equitable access to academic advice and Information Technology resources.

Facilitative: by promoting equivalence the University takes a facilitative approach to assuring student success.

Definitions

Equivalence is defined as the means by which equity and parity of the student learning experience and outcomes is achieved.

A paper-course is defined as a module of work in a particular subject that is identified by means of a unique code number. Each paper-course carries its own credit value.

A paper-course offering is defined as a coursepaper at a particular campus location in a given semester and delivered either internally, distance or by block-course in a specific mode.

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

Responsibilities

Collegial communication and cooperation amongst the teams teaching each offering of a paper-course and across paper-course offerings provides the basis for equivalence and in many cases the established processes for communication within departments must be extended to include colleagues in other disciplines and Colleges.

Programme leaders (or equivalent) and/or Paper-Course Coordinators are responsible for ensuring the equivalence of papers-courses taught at different times, in different modes, or at different locations. These staff are expected to work collaboratively with all teaching staff during the planning and delivery phases of each paper-course offering to ensure that:

- the curriculum meets the requirements of the paper-course prescription and learning outcomes which are informed by the aims of the qualifications that the paper-course is associated with;
- the assessment design is equivalent and that any variations in the assessment are agreed by all the teaching staff;
- relevant Heads of Department, Institutes or Schools or programme leaders (as appropriate) are informed by the paper-course coordinator at the earliest opportunity of any risks to the equivalence of papers-courses and offerings.

Staff who contribute to the teaching of paper-course offerings are expected to engage constructively with Paper Course Coordinators and/or programme leaders (or equivalent) in the assurance of equivalence including keeping them informed of any developments which threaten the equivalence of the offering.

Heads of Departments, Institutes or Schools (or programme leaders as appropriate) are responsible for mediating any disputes arising from the equivalence requirements. In the event of irreconcilable differences of opinion that threaten equivalence, the final option must be to offer the papers-courses under separate titles and numbers, subject to the University's processes for paper-course approvals and any requirements for viability set by the University and/or College.

Pro Vice-Chancellors have overall responsibility for ensuring the effective and efficient implementation of the University's Equivalence Policy.

Records

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

Audience

All staff and students

Relevant Legislation

Consumer Guarantees Act 1993



UNIVERSITY OF NEW ZEALAND

Equivalence Policy – Page 4

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

Fair Trading Act 1986

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

Education and Training Act 2020

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

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

None

Legal Compliance

None

Related Procedures/Documents

Paerangi Learning and Teaching Strategy
Assessment Strategy, Principles and Guidelines
Massey University Qualifications Policy
Massey University Qualifications Framework
Teaching and Learning Policy
Policy on Student Modes and Study Resources

Document Management Control

Prepared by: Office of Academic Quality, Reporting and Assurance Strategy Manager
 Authorised by: Assistant Vice-Chancellor (Academic & International) Provost
 Approved by: AB12/74-July-3.1
 Date issued: 20 June 2012
 Last review: May 2012 June 2022
 Next review: May 2015 June 2025



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide

EQUIVALENCE POLICY

| | |
|--------------------|---------------------------|
| Section | Academic |
| Contact | Academic Strategy Manager |
| Last Review | May 2012 |
| Next Review | May 2015 |
| Approval | AB12/74-July: 3.1 |

Purpose

To ensure that all offerings of the same paper in a given semester are equivalent in that the expected learning outcomes are the same, and there is equity and parity of the student learning experience whereby students have similar opportunities to engage with the curriculum, assessment, and academic support toward achievement of the learning outcomes, and the coherence of the papers that contribute to qualifications is maintained.

Scope

The Equivalence Policy applies to all undergraduate and taught postgraduate papers.

Policy

Each offering of the same paper in a single semester, regardless of the mode and location for the delivery of that paper, will have equivalent teaching, learning and assessment activities. For undergraduate paper offerings, equivalence will be made explicit through:

- identical paper prescriptions and expected learning outcomes
- identical assessment weightings using assessments that have similar workload requirements
- equivalent assessments linked to the same learning outcomes
- identical course texts¹ unless an exception is approved by the PVC or their nominee

Lecturers teaching the same paper may introduce variations with respect to experiences, examples, and emphases as a function of their own expertise, and the background and interests of the students. However, such variations are subject to any overarching requirements of the qualifications the paper is associated with including professional accreditation requirements.

Colleges may elect to establish additional authorization requirements relating to Equivalence.

Definitions

Equivalence is defined as the means by which equity and parity of the student learning experience and outcomes is achieved.

A paper is defined as a module of work in a particular subject that is identified by means of a unique code number. Each paper carries its own credit value.

¹ Course texts include any textbook, whether available in hard copy or digital form, that is prescribed via IPP.



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide
Equivalence Policy – Page 2

A paper offering is paper at a particular campus location in a given semester and delivered either internally, distance or by block course.

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

Responsibilities

Collegial communication and cooperation amongst the teams teaching each offering of a paper and across paper offerings provides the basis for equivalence and in many cases the established processes for communication within departments must be extended to include colleagues in other disciplines and Colleges.

Programme leaders (or equivalent) and/or Paper Coordinators are responsible for ensuring the equivalence of papers taught at different times, in different modes, or at different locations. These staff are expected to work collaboratively with all teaching staff during the planning and delivery phases of each paper offering to ensure that:

- the curriculum meets the requirements of the paper prescription and learning outcomes which are informed by the aims of the qualifications that the paper is associated with;
- the assessment design is equivalent and that any variations in the assessment are agreed by all the teaching staff;
- relevant Heads of Department, Institutes or Schools or programme leaders (as appropriate) are informed by the paper coordinator at the earliest opportunity of any risks to the equivalence of papers and offerings.

Staff who contribute to the teaching of paper offerings are expected to engage constructively with Paper Coordinators and/or programme leaders (or equivalent) in the assurance of equivalence including keeping them informed of any developments which threaten the equivalence of the offering.

Heads of Departments, Institutes or Schools (or programme leaders as appropriate) are responsible for mediating any disputes arising from the equivalence requirements. In the event of irreconcilable differences of opinion that threaten equivalence, the final option must be to offer the papers under separate titles and numbers, subject to the University's processes for paper approvals and any requirements for viability set by the College.

Pro Vice-Chancellors have overall responsibility for ensuring the effective and efficient implementation of the University's Equivalence Policy.

Records

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

Audience

All staff and students

Relevant Legislation

None



UNIVERSITY OF NEW ZEALAND

Massey University Policy Guide
Equivalence Policy – Page 3

Legal Compliance

None

Related Procedures/Documents

[Assessment Strategy, Principles and Guidelines](#)
[Massey University Qualifications Policy](#)
[Massey University Qualifications Framework](#)
[Teaching and Learning Policy](#)
Policy on Student Modes and Study Resources

Document Management Control

Prepared by: Academic Strategy Manager
Authorised by: Assistant Vice-Chancellor (Academic & International)
Approved by: AB12/74-July: 3.1
Date issued: 20 June 2012
Last review: May 2012
Next review: May 2015

CBB 2022/03/83

Minutes Part 1



MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD

Meeting held on 15 March 2022

By Video Conference at 10 am

Zoom ID - 83657200801

MINUTES: PART 1

| No. | Item | Details | Decision | Paper No. |
|-----|----------------------|---|---|---|
| 1 | PRESENT | <p>Assoc Professor Jo Cullinane (Chair), Assoc Professor Jo Bensemenn (HoS, SoM), Professor Martin Berka (HoS, SoEF), Assoc Prof Sandy Bulmer (CBAPC, Chair), Professor Bevan Catley, Professor Stephen Croucher (HoS, SCJM), Dr Natalia D'Souza, Professor Mohan Dutta, Professor Jonathan Elms (DoR), Professor Gabriel Eweje, Dr Angela Feekery, Assoc Professor Elizabeth Gray (DTL), JS Imbeau, Dr Fatima Junaid, Professor Stephen Kelly (PVC), Professor Fawzi Laswad (HoS, SoAcc), Assoc Professor Claire Matthews (DAQ), Dr Vishnu Menon, Professor Jens Mueller (Director - MED), Dr Niki Murray, John Murrie, Professor Hatice Ozer-Balli, Dr Farah Palmer (Assoc Dean – Māori), Alison Pavlovich, Antonia Quinn (student representative), Dr Sam Richardson, Claudia Silva, Chrissy Yang (Student representative).</p> <p>IN ATTENDANCE Alison Gustafson (Service Leader – Student Advice and Information), Jade Zhou (Business Manager), Jean Jacoby (Director, Education Futures), Preetha Saji (CBB Secretary), Carnette Pulma (CBB temp Secretary (March)</p> <p>APOLOGIES Ashok Poduval (SoAv, HoS), Dr Sam Richardson (late arrival), Dr Fatima Junaid (late arrival)</p> <p>MIHIMIHI The Chair rendered a mihi to formally open the March Board meeting.</p> <p>WELCOME Antonia Quinn – new Māori Student Representative Everyone introduced themselves to welcome the new member.</p> | | |
| 2 | MINUTES FOR APPROVAL | <p>Amendments</p> <p>a) Removed item #4.2.1 duplicate. Corrected it to be “<i>AQA Guide, APP 1 – Questions, Resources, and Examples</i>” as previously indicated in the Agenda.</p> <p>b) Under item #4.3 Update - replaced the word “review” with “information”.</p> | RESOLVED THAT the minutes be approved as a true and accurate record subject to minor amendments | CBB 2022/02/52 CBB 2022/02/52Rev1 |

| No. | Item | Details | Decision | Paper No. |
|-----|---|---------|------------------------------------|--|
| | c) Corrected typo errors in Items #5.2, #5.6, #8.2-8.5 Notes and #9.1. d) Under item #9.1 resolution - removed the phrase " <i>and forwarded to MBS Teaching and Learning Committee</i> ". Document need not have to be forwarded to T&L Committee since it originated from there. e) Under items #14.2 and 14.3 resolutions - removed the phrase " <i>and forwarded to MBS AoL Committee</i> ". Document need not have to be forwarded to AoL Committee since it originated from there. | | CULLINANE | |
| 3 | INTEREST: DECLARATION AND DISQUALIFICATION | | NONE | |
| 4 | MATTERS ARISING - PART 1 | | | |
| 4.1 | Action Sheet from the last meeting on 15 February 2022 | | | CBB 2022/02/53 |
| | <ul style="list-style-type: none"> #01 UBBSS1BSAN1 Business Analytics <p>The Chair un-approved the document as a Chair's Action on behalf of CBB as the additional changes in the proposal could not be concluded in time for the next Committee's deadline. The revised document is now tabled in this meeting as item #8.5.</p> | | CLOSED | |
| | <ul style="list-style-type: none"> #02 Master of Management Alternative Admission Gateway <p>This proposal was approved at CBB February meeting and went through the Academic Committee. Discussion on te Tiriti requirement is ongoing. The DTL Assoc Professor Elizabeth Gray is meeting the specialisation Leads this week.</p> | | ONGOING | |
| | <ul style="list-style-type: none"> #03 Aegrotat and Impaired Performance (AEG/IP) consideration <p>Personal support for AG/IP applications was queried in the previous meeting. The DTL had raised this with Amy Heise (Executive Director, Student Experience). Discussion is ongoing.</p> <p>The Working Group that looks at the broader academic progress and performance activity had also started discussing this same issue. The College aims to sensibly resolve this without having to wait for regulatory changes in a year or after 18-months' time.</p> | | ONGOING | |
| | <ul style="list-style-type: none"> #04 BC Qualifications Review Response <p>Changes have been done and the revised memo has been submitted.</p> | | CLOSED | |
| 4.2 | 4.2.1. Email - Chair's Action taken for additional emergency changes 4.2.2. Additional emergency changes arising from CMT standing order for Semester 1 and Double-Semesters 2022 | | APPROVED NOTED | CBB 2022/03/55 CBB 2022/03/56 |
| 4.3 | Updates on UBBSS1BSAN1 Business Analytics (CUAP New Specialisation 2023) Email - Chair's Action to un-approve the UBBSS1BSAN1 Business Analytics proposal (CBB2022/02/50) which was initially approved at CBB 15Feb (subject to minor changes after the meeting) <i>Note: Revised copy is tabled as item #8.5 for re-approval including its new courses as items #8.6-8.10.</i> | | APPROVED | CBB 2022/03/57 |
| 4.4 | Updates on UBBSS1GLCM1 Global Communication (CUAP New Specialisation 2023) 4.4.1. Memo - Chair's Action taken for UBBSS1GLCM1 Global Communication 4.4.2. Updated version of UBBSS1GLCM1 Global Communication (CUAP New Specialisation 2023) 4.4.3 Two new courses for 2023 under UBBSS1GLCM1 Global Communication | | APPROVED NOTED NOTED | CBB 2022/03/58 CBB 2022/02/37Rev1 |

| No. | Item | Details | Decision | Paper No. |
|-----|---------------------|--|--------------------|--|
| | | 219.213 International Communication (CBB 2022/03/65) 219.212 Introduction to Global Communication (CBB 022/03/66) <i>Note: These are also tabled in this meeting as items #8.2 and #8.3 for approval.</i> 4.4.4 Email – College of Humanities and Social Sciences College Board’s (CoHSSCB’s) feedback on Global Communication major 4.4.5 Memo - CBB response to CoHSSCB’s feedback <u>NOTE</u> Feedback was received from CoHSS subsequent to the Academic Committee (AC) Early Notice Stage. The Chair accepted the feedback and with agreement from the School, made some changes to the document (after the College Board and prior to the full submission to AC). The Chair thanked the MBS team for producing a tidy proposal that had underwent sufficient amounts of consultations in the CUAP Early Notice stage. | NOTED NOTED | CBB 2022/03/81 CBB 2022/03/82 |
| 5 | REPORTS | | | |
| 5.1 | Pro Vice-Chancellor | <ul style="list-style-type: none"> • <u>Te Huringa o te Tai (Administrative Professional Services Review)</u> Reinforced that the Admin Review is happening in the background which may lead to changes to the ordering of administrative activities within the university. • <u>Teaching face-to-face (F2F) in Semester One (S1) 2022</u> The College provided staff with ability to talk with their Heads of School (HoS) with PVC’s approval to suspend F2F delivery of classes up for a period of time to mid-semester break. This poses a question on how, and when, to bring campuses back to life and students back to classrooms. <ul style="list-style-type: none"> ▪ There are two discipline areas in Auckland campus that are fully online. Depending upon the discipline groups, a few shifted their courses to online. ▪ There are very few courses that have shifted to F2F in Manawatū campus. ▪ The number that shifted in Wellington campus’ is in between the other campuses’ number. • <u>Update on MBS student applications and enrolments</u> <ul style="list-style-type: none"> ▪ The College had 4044 EFTS (Equivalent Full-time Students) in 2020 but only 3595 EFTS in 2022 (same week); down by ~450 EFTS which is significant. ▪ The domestic numbers have decreased from 2966 (2020) to 2837 (2022), there is a decline after the peak of demand last year 2021. It seemed that students have deferred their studies until COVID-19 is completely out of the way. Also, there is an ongoing shift from F2F to Distance mode – the College will see more students choosing to study by distance education. ▪ There is a big downturn in international student numbers – from 1075 EFTS (2020) to 736 EFTS (2022). Numbers of “New to Massey” students had also declined – from 1075 EFTS (2020) to 770 EFTS (2022). The College held the numbers remarkably well during 2020-2021 but the numbers in 2022 start to show the impact of closed borders due to Covid-19 and other factors. <ul style="list-style-type: none"> - The College needs to consider a) the economic indicators which in part contribute to low domestic demand; and b) regain international numbers amidst the burgeoning demand of international students in the UK and Canada. - As long as employment and casual work is high, the total number of enrolments decrease. It also includes the course load of those continuing students who were busy with COVID now changing workloads. - As the impacts on 2023 continue to be unknown, the College needs to consider 2023 to potentially be a rebalancing year | | |

| No. | Item | Details | Decision | Paper No. |
|-----|-------------|---|----------|-----------|
| | | <p>and assuming we are headed back to 2019-2020 student numbers. The College has a fairly stable long-term domestic trend. But there are changes in international student patterns around the world – e.g., instability in some parts of Europe; an indication or an increasing trend of Chinese students being less inclined to go offshore; more efforts by Chinese authorities to keep students studying in China. The College needs to put solid plans in place to get into the international market once the border opens.</p> <ul style="list-style-type: none"> ▪ Every New Zealand business school has experienced less growth in their markets: <ul style="list-style-type: none"> - At the Otago Business School, Waikato Management School – numbers are soft; at Victoria University (Wellington School of Business and Government) and The University of Auckland Business School numbers are “solid”; Auckland University of Technology Business School numbers are “ok”; Lincoln University – strong growth but they went down the path of strong promotion of fees free pathways for domestic students. ▪ The PhD funding that the University get from the NZ government is low. The University charges the same amount to domestic and international students and provides more support than the funding received. PhDs need to start completing within 3-4-year window to lessen the financial gap. ▪ The College may need to consider scaling up its staffing in the medium term if/ as there is growth in student numbers. | | |
| 5.2 | Chairperson | <ul style="list-style-type: none"> • Carrying on work with the University amidst uncertainty and continues to balance staff/student interests and risks associated with Covid-19 situations. Acknowledged Jean Jacoby (Director, Education Futures) for the support to the College on COVID matters. • <u>Changes to University Regulations</u> Provost Professor Giselle Barnes presents the change to Progression Regulations to the Board which the College helped to lead. This will be in place next year. The Working Group that took this in initially will start to work on Aegrotat/Impaired Performance (AG/IP) and fees appeal. The Group made a determination to propose measures which could change some university regulations within 2 years' time. The new philosophical stance will be - <i>the University provides support</i> is the core and <i>arrangements made for students in difficulties</i> will come from off the core – rather than the other way around where students currently, first and foremost need to navigate through University procedures and complicated regulations. • <u>Non-Participating Enrolment (NPE)</u> The Academic Standing process has been replaced with the process (that falls out of Pūrehuroatanga) which is called the Non-Participating Enrolment (NPE) process. The DPVC is the Provost's appointed Chair of this process and currently works with Registry to look at students who met the thresholds of poor academic performance - 100 students were picked up from Summer School results across the University. These students failed to achieve any credits in the last three cycles of enrolment – 17 students are seeking to continue while the rest did not reply to University's correspondence. Also, these students will be exited out of S1 enrolments, the DTL will communicate to our staff about those who will be excluded for 12 months. <ul style="list-style-type: none"> ▪ Continuation in S1 course could be used as an argument to stay but the students need to justify what happened before e.g., why they did not take action previously. Students will be advised that they can engage with Student Support team. | | |

| No. | Item | Details | Decision | Paper No. |
|-----|-----------------------------------|---|----------|-----------|
| | | <ul style="list-style-type: none"> ▪ The aim is to have these students withdrawn this Semester before the WMAR date (20 March) so they will not be counted negatively against Course Completion results. | | |
| 5.3 | Director Academic Quality | <ul style="list-style-type: none"> • <u>Summer School Results</u> Summer School results were published well before S1 2022 started. Students could go into S1 knowing what their grades were. DAQ thanked everyone for getting them published in good time. • <u>Late Enrolments</u> The DAQ has recently been working on requests for Late Enrolments. Very few applications have been approved because the data shows that students are not successful. Not all requests were declined, there are in some cases students are let in. • <u>Review of Calendar</u> The DAQ is in the process of participating in the review of the calendar. Encouraged staff to relay any errors seen in the calendar. • <u>Annual Qualification Planning</u> The College is in the process of the Annual Qualification Planning round where qualifications, intakes, locations, semesters are determined. Once agreed, Schools will sort out their course offerings for 2023. Then, they will determine their room requirements for each course. The DAQ reminded Schools to be clear of their room requirements to avoid the hassle of rearrangements with the Timetabling Team. • <u>Vaccine Requirements</u> Vaccine requirements for the university are now all implemented. The DAQ solicits feedback as to whether staff have a good understanding of what "<i>in-person activities</i>" mean and the implication for Distance offerings. The DAQ is willing to talk to Schools (e.g., during staff meetings) to facilitate discussion and response. | | |
| 5.4 | Director of Teaching and Learning | <ul style="list-style-type: none"> • <u>Development sessions</u> <ul style="list-style-type: none"> ▪ There is an ongoing series of development opportunities which are specifically designed to assist those who are teaching online via Zoom. ▪ There is also an MBS-tailored session coming up for those who are designing open-book, open-web assignments. This invitation will be sent out to those who are working on Time-Constraint Assessments (TCAs). • <u>Academic Integrity</u> The University has designated March as an Academic Integrity Awareness month. There is a presentation by Turnitin targeting any staff who wish to better understand managing and using various aspects of the tool. • <u>Congratulations</u> Dr Angela Feekery was recognised with VC Teaching Excellence Award during the VC Teaching and Learning Symposium last month. The DTL acknowledged Dr Feekery's very fine achievement. MBS is proud of her efforts. | | |
| 5.5 | Director of Research | <ul style="list-style-type: none"> • <u>Massey University Research Fund (MURF)</u> The mini-MURF application deadline is 16 March (Wednesday). The DoR reminded HoS to sign -off and push any applications to Rebecca Izzard (Research Manager) as soon as possible. The College had already received 30+ applications; decisions will be made in the next couple of weeks and conclusions will be out to applicants soon after. • <u>Early Career Academic Conference</u> An Early Career Academic Conference is being hosted by Auckland University of Technology (AUT) on 4-5 July 2022. Abstracts are due on | | |

| No. | Item | Details | Decision | Paper No. |
|-------|---|--|---|--------------------------------|
| | | <p>25 March (Friday). The College had allocated approximately \$20,000 from the Research Enhancement and Development Initiative (REaDI) fund to support researchers from across three campuses to attend the event in Auckland. The DoR thanked Dr Natalia D'Souza (SoM) and Dr Dimu Ehalaiye (SoAcc) for their work on this conference.</p> <ul style="list-style-type: none"> • <u>Early Career Research Forum</u> The DoR will deliver a forum on 25 March (Friday) focusing upon responding to reviewers' and editors' comments. Copy of the presentation will be available to anybody interested. | | |
| 5.6 | Associate Dean Māori | <ul style="list-style-type: none"> • <u>Welcome</u> Welcomed Antonia Quinn, the new Maori Student Representative. Dr Palmer encouraged the new student rep to connect with other Māori student reps in other committees. • <u>Te Rau Aukaha</u> Six mentors of Te Rau Aukaha (Māori Student Mentoring Programme) have facilitated workshops with Māori students. The workshops which include Time Management were well-attended. • <u>Space for Māori Students and Student Support Advisor</u> There is a new space for MBS Māori students. The space shares with the Enterprise Centre in Manawatū campus. The Centre has more initiatives in the pipeline which Māori students will be part of. Bridget Bell (Student Support Advisor Māori) had moved to the new office space – BSW Level 1. • <u>Meetings</u> More regular meetings among Associate Dean Māori across the university with DVC Māori Professor Meihana Durie; had meetings with Associate Professor Ina Te Wiata (Pukenga Marautanga) understanding her role in the Academic Audit and CUAP processes and Jean Jacoby on the Course Incubator initiative. | | |
| 5.7 | Student Representatives | None | | |
| 6 | MATTERS REFERRED FROM ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA) | | | |
| 6.1 | None | | | |
| 7 | MATTERS REFERRED FROM ACADEMIC BOARD (AB) /TEACHING AND LEARNING COMMITTEE (TLC) | | | |
| 7.1 | University Teaching and Learning Committee Minutes - November 2021 meeting | | NOTED | CBB 2022/03/59 |
| 8 | COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC) | | | |
| 8.1.1 | Draft minutes (Part 1) received from CBAPC 23 February 2022 meeting | | NOTED | CBB 2022/03/60 |
| 8.1.2 | Draft minutes received from CBAPC Special Meeting on 07 March 2022 | | NOTED | CBB 2022/03/61 |
| | COURSE RETIREMENT 2023 | | | |
| 8.2 | Massey Business School | <p>115.250 Practice to Innovation - To retire this course This course has never been taught and will not be offered.</p> <p><u>NOTE</u> This was proposed back in 2017; only three students can fit into the programme and there were ancillary issues associated with its operationalisation.</p> | <p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>CULLINANE</p> | CBB 2022/03/62 |
| | RELATED PROPOSALS under UBBSS1GLCM1 Global Communication (new Specialisation 2023 – Bachelor of Business) - CUAP NEW COURSES 2023 | | | |
| 8.3 | | NEW COURSE 2023 | RESOLVED THAT this document be | CBB 2022/03/63 |

| No. | Item | Details | Decision | Paper No. |
|--|------------------------|---|---|------------------------------------|
| | Massey Business School | 219.213 International Communication (under UBBSS1GLCM1) - This course has been proposed as part of the concurrently presented proposal for the new Bachelor of Business (BBus) major Global Communication. It explores the role of media systems in shaping international politics, security, societal activism, and trans-border business and cultural practices. | approved and forwarded to Academic Committee for approval. CROUCHER / GRAY | |
| 8.4 | | NEW COURSE 2023 219.212 Introduction to Global Communication (under UBBSS1GLCM1) - This course has been proposed as part of the concurrently presented proposal for the new BBus major Global Communication. It examines the role of communication in diverse global contexts, the interplays between global processes and transformations in communication, and the role of communication in addressing contemporary global business challenges. | RESOLVED THAT this document be approved and forwarded to Academic Committee for approval. CROUCHER / GRAY | CBB 2022/03/64 |
| RELATED PROPOSALS under UBBSS1BSAN1 Business Analytics (new Specialisation 2023 - Bachelor of Business) - CUAP NEW SPECIALISATION 2023 - CUAP NEW COURSES 2023 | | | | |
| 8.5 | Massey Business School | NEW SPECIALISATION 2023 UBBSS1BSAN1 Business Analytics (Bachelor of Business) - To introduce a new major - Business Analytics - to the Bachelor of Business programme This new major will fill the gap or meet the industry demands for business analytic skills at an undergraduate level. <i>Note:</i> Previously approved at CBB Feb 2022 meeting but subsequently un-approved by CBB Chair on behalf of CBB as Chair's Action (please see item #4.3). The document went through revisions; and this version was read and discussed at CBAPC Special Meeting on 07 March 2022. A copy has also been sent to CoS, CoH and CoHSS College Boards for consultation/noting. | RESOLVED THAT this document be approved and forwarded to Academic Committee for approval. CROUCHER / SILVA | CBB 2022/02/50Rev1 |
| 8.6 | | NEW COURSE 2023 115.325 Advanced Data Analysis - Part of the concurrent proposal - UBBSS1BSAN1 Business Analytics - as a new course This course covers advanced statistical methods which are essential within this major – enabling students to conduct, interpret and communicate results of multivariate analyses across disciplines. | RESOLVED THAT this document be approved and forwarded to Academic Committee for approval. CROUCHER / SILVA | CBB 2022/03/65 |
| 8.7 | | NEW COURSE 2023 115.327 Critical Issues in Business Analytics - Part of the concurrent proposal - UBBSS1BSAN1 Business Analytics- as a new course This course is a collaborative capstone that requires students to apply business analytics techniques to develop business opportunities while considering the ethical, security and privacy issues of data acquisition and processing. | RESOLVED THAT this document be approved and forwarded to Academic Committee for approval. CROUCHER / SILVA | CBB 2022/03/66 |

| No. | Item | Details | Decision | Paper No. |
|------|------------------------|---|--|--------------------------------|
| | | <p><u>NOTE</u> Security and privacy Issues will be introduced in courses 115.109 (Introduction to Business Analytics) and 115.213 (Quantitative Methods for Business).</p> | | |
| 8.8 | Massey Business School | <p>NEW COURSE 2023 110.304 Data Analytics for Accounting and Business - Part of the concurrent proposal - UBBSS1BSAN1 Business Analytics- as a new course This course enables students to recognise when and how data analytics can provide insights that assist in addressing business questions.</p> <p><u>NOTE</u> The School of Accountancy has been working on this course as part of the Accountancy major - having analytics within the accounting profession. This will be introduced as an elective in Bachelor of Accountancy (BAcc) and in BBus Accountancy major.</p> | <p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>CROUCHER / SILVA</p> | CBB 2022/03/67 |
| 8.9 | | <p>NEW COURSE 2023 115.326 Data Visualisation - Part of the concurrent proposal - UBBSS1BSAN1 Business Analytics- as a new course This course provides a practical approach to data visualisation and development of business dashboards – which are integral to the applied aspects of business data analytics.</p> <p><u>NOTE</u> This course is also built on 115.109 foundation course and 157.216 (Management, Analytics and Decision Making).</p> | <p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>CROUCHER / SILVA</p> | CBB 2022/03/68 |
| 8.10 | | <p>NEW COURSE 2023 115.213 Quantitative Methods for Business - Part of the concurrent proposal - UBBSS1BSAN1 Business Analytics- as a new course This course provides a baseline for students to develop quantitative and analytical skills. It emphasises foundational univariate and multivariate statistical analysis and introductory data analysis in business decision-making.</p> <p><u>NOTE</u> This course is also built off 115.109 foundation course. Also, this course might replace 178.111 (Quantitative Methods for Economics) in due course. Before doing so, the College needs to do changes on other programmes that use this course.</p> | <p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>CROUCHER / SILVA</p> | CBB 2022/03/69 |
| | | <p><u>NOTE</u> CJM HoS Professor Stephen Croucher thanked the PVC, Heads of School (HoS), Dr Angela Feekery, and the MBS team for the hard work on the revised Business Analytics proposal. The Graduate Profile has been improved and is now stronger. Adding work on ethics, data sovereignty and governance, and privacy were good additions. The set of 90-credit required courses and a capstone course creates a business data analytic-driven major which is interesting and appealing. It represents what MBS needs in the competitive market at this time.</p> <p>The DTL also acknowledged Dr Feekery's intensive work on revisions. It went through CBAPC which had undertaken rigorous inputs where a number of issues have been scrutinised closely. SoM HoS Assoc Professor Jo Bensemman reinforced the acknowledgments and thanked CBAPC</p> | | |

| No. | Item | Details | Decision | Paper No. |
|------|--|--|-----------|--------------------------------|
| | | <p>for meeting at short notice - providing insightful comments and suggesting amendments on the documents. This is now a strong major that is in high demand. The Chair also gave appreciation to Dr Judith Holdershaw, Prof Croucher and DAQ Assoc Professor Claire Matthews for the work.</p> <p>As part of the consultation process, an earlier version of the proposal was shared with Professor Kerry Taylor (HoS, School of Humanities, Media and Creative Arts). The revised version was forwarded to Professor Chris Scogings (HoS, School of Mathematical Computational Sciences) and Professor Simon Hall (DPVC, College of Science) – who also shared it with the CoS staff. Positive response and support for the proposal were received.</p> | | |
| 9 | PRIZES | | | |
| 9.1 | School of Accountancy | <p><u>New Prize</u> CA ANZ Highest Achieving Accounting Student in the BAcc or BBus (Acc)</p> | NOTED | CBB 2022/03/70 |
| 9.2 | | <p><u>Prize Deletion</u> Chartered Accountants Australia and New Zealand Fourth Year Accountancy Prize</p> | NOTED | CBB 2022/03/71 |
| 9.3 | | <p><u>Prize Deletion</u> CIMA Prize for 110.229 Management Accounting</p> | NOTED | CBB 2022/03/72 |
| 10 | OTHER DOCUMENTS | | | |
| 10.1 | Massey Business School College Board Local Terms of Reference (TOR) - List of Committee members from April 2022 onwards | <p><u>DISCUSSION</u></p> <p>The Chair has been in communication with the affected elected members since one of the consequences of the TOR change is having fewer elected seats on the Board. The Chair negotiated with the elected members that they will stay until their term ends and will not be replaced until such time as their current elected term ends and then there will be elections as sufficient elected members' terms end that a vacancy exists. All members with terms still to run will attend CBB meetings in their entirety. There are discussions ongoing but it is anticipated that all elected members will continue to vote on all items but if a vote is close we will only record the votes of the elected members designated to be the voter in that meeting. There will also be formal acknowledgement in each meeting of which members are the designated voters.</p> <p>A query has raised about why there was the lowering of numbers of elected members</p> <ul style="list-style-type: none"> - The University Council determined that the Academic Board (AB) needs to change its ToR and have given instructions that it should concentrate on becoming a more effective and efficient arrangement. AB subsequently determined to work with its subcommittees to do the same. - Changes also include a seat for a Pacific staff representative and more student representation (being uniform) across the university. <p><u>Action:</u> The Chair will continue working with the elected members impacted to develop a fair rota to determine who will be the official voter in a particular month and when necessary, the methodology if the person who is the designated voter is not present. The current arrangement will continue until April and the new arrangement will be implemented in May.</p> <p>The Committee agreed to go forward with the new arrangements.</p> | DISCUSSED | CBB 2022/03/73 |
| 11 | OTHER BUSINESS | | | |
| 11.1 | Timed presentation | | | |

| No. | Item | Details | Decision | Paper No. |
|------|--|--|------------------------|--|
| 11.2 | Academic Progression Regulations - Professor Giselle Byrnes (Provost) 11.2.1 Memo from the Provost Professor Giselle Byrnes re Academic Progression 11.2.2 Academic Progression – Proposed revised regulation, policy and procedures | <p>DISCUSSION</p> <p>The Provost joined the College Board this month to socialise the recent decisions the Academic Board have made in regard to Academic Progress Regulations. The Provost allowed the Committee to ask questions about the changes including the underpinning procedures. The DPVC Assoc Professor Jo Cullinane's work as Chair of the Academic Progression Working Group was acknowledged by the Provost. An Academic Progression Committee is now attending to this work under the aegis of AC.</p> <p>The Academic Standing regulations were reviewed whether it was still fit for purpose given it was introduced to the University -2003/2004 and was readjusted in 2014. It was considered that it needed some changes to update the Academic Progress regulations. This later joined up with the Pūrehuroatanga initiative – another body of work which support students. The ethos of this initiative brings more proactive and holistic ways (academic and pastoral care) of supporting students. There is a focus on course completion and cohort completion but with stringent efforts to ensure that these matters are addressed without diluting or diminishing or downplaying academic rigour and quality in the University.</p> <p>This Working Group's work will now extend to look at Aegrotat and Impaired Performance (AG/IP) and how to best evaluate student academic process across three different levels (excelling status, satisfactory status, below expectations status). There will be a robust process of appeal. The processes will be designed to be scrupulously equitable and fair and at the same time will consider professional body expectations. Nomenclatures will be clarified e.g., WD = withdraw (rather than "<i>withdrawal with no academic penalty</i>"). Essentially, this work aims to be guided by Paerangi – taking values-led approach to teaching and learning including support to learners – conveying that learning endeavour is a shared responsibility. System alignments being done in the background e.g., Student Management System (SMS) will relate to these new processes to ensure the whole procedure is as seamless as possible.</p> <p>The Working Group worked at pace last year to ensure policies and procedures are in place. Due to lag between the implementation of SMS (which did not run the Academic Standing for some time), the Group determined to start the conversations at the Academic Board (AB) last year, so this could be implemented this year.</p> <p>The Committee was impressed with the clarity of the regulations and the transparency of the process. The Provost recognised the aspirational work of the Working Group.</p> <p><u>Queries include:</u></p> <p>a) Is there a move away from restriction of number of courses allowed to enrol in to exclusion of 12 months.</p> <ul style="list-style-type: none"> - The university system finds it difficult to manage credit restrictions. - It was also noticed in the past that it is not the best advice available to students (about the load they should carry). Students who are in difficulty may not be the best judges of what their workload could be. Cases where students are excluded (12-month period) show that students need a complete break from study to sort out | NOTED DISCUSSED | CBB 2022/03/75 CBB 2022/03/76 |

| No. | Item | Details | Decision | Paper No. |
|------------------------------|---|---|----------|--------------------------------|
| | | <p>other areas of their life before they can come back even on a part-time course-by-course basis.</p> <ul style="list-style-type: none"> - Students who make a request for a comeback will be hooked into support agreements e.g., pastoral care support. <p>b) Availability of breakdown of number of Māori and Pasifika students who will potentially be excluded and the university's response in terms of support. [this was a question about the current NPE process]</p> <ul style="list-style-type: none"> - The NPE process will not look at gender, ethnicity, etc. Follow-up support after the said process is likely to be more targeted for groups who need support. <p>c) Role of Summer School and the opportunity for students to spread out the load over the full year.</p> <ul style="list-style-type: none"> - Pūrehuroatanga around first year advising will help students plan their load and course. The data for Summer School success and completion rates are not as good compared to other two semesters. <p>The Provost will meet the School of Aviation, DPVC and DAQ to talk about the ATP programme.</p> <p>The methodology which the Working Group had developed and implemented could be well played in other projects across the university. Suggestions on reassessment, AG/IP, etc are also encouraged to be put forward to ensure the university procedures and regulations are fit for its purpose and informed by research in a rigorous academic quality-assured manner.</p> | | |
| SUBSIDIARY COMMITTEES | | | | |
| 12 | COLLEGE RESEARCH COMMITTEE (CRC) | Draft minutes (Part 1) received from CRC February 2022 meeting | NOTED | CBB 2022/03/77 |
| 13 | MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&L) | No minutes (Part 1) received from T&L Next meeting is on 31 March 2022 | | |
| 14 | MASSEY BUSINESS SCHOOL ACCREDITATION STEERING GROUP (ASG) | No minutes (Part 1) received from ASG | | |
| 14.1 | Programme Alignment Outcome Letter from CPA Australia and Chartered Accountants ANZ (CAANZ) | <ul style="list-style-type: none"> - Includes list of programme subjects that require entry into Chartered Accountants Programme with CAANZ and academic admission to CPA Australia membership from 2022 <p><u>NOTE</u> The letter is a confirmation of the accreditation of Accounting programmes and the courses required for professional qualifications.</p> <p>Moved from 10.2 (in agenda) to 14.1 (in this minutes)</p> | NOTED | CBB 2022/03/74 |
| 15 | MASSEY BUSINESS SCHOOL ASSURANCE OF LEARNING COMMITTEE (AOL) | No minutes (Part 1) received from AOL Next meeting is on 06 April 2022 | | |
| 16 | SHARED PROGRAMMES AND PROGRAMMES WITH COLLEGE REPRESENTATION | COMMUNICATION QUALIFICATIONS COMMITTEE (CQC) | | |
| 16.1 | Minutes (Part 1) received from CQC October 2021 meeting | | NOTED | CBB 2022/03/78 |
| 16.2 | Minutes (Part 1) received from CQC February 2022 meeting | | NOTED | CBB 2022/03/79 |
| | | <p><u>NOTE</u> CQC is discussing their TOR to ensure there is an opportunity for consultation on documents that relate to Bachelor of Communication –</p> | | |

| No. | Item | Details | Decision | Paper No. |
|-----|--|---|----------|-----------|
| | | e.g., before the documents move through the various committees; getting feedback on how that consultation was decided upon. | | |
| | | BUILT ENVIRONMENT PROGRAMMES COMMITTEE (BEPC) No minutes (Part 2) received from BEPC | | |
| | | PRIMARY PROGRAMMES COMMITTEE (PPC) (FORMERLY KNOWN AS AGRICULTURAL PROGRAMMES COMMITTEE (APC)) No minutes (Part 2) received from APC | | |
| | | <u>NOTE</u> The Chair had agreed with College of Science DPVC that the two subcommittees – Built Environment Programmes Committee and Primary Programmes Committee – can be removed from the list. | | |
| 17 | SUPPLEMENTARY ITEMS - PART 1 | | | |
| 18 | <p>EXCLUSION OF THE PUBLIC</p> <p>The Chair moved that members of the press and public be now excluded from the meeting so that for the undernoted reason, the following matters may be discussed without public disclosure, the committee being satisfied, where appropriate, that there are considerations which outweigh the public interest of disclosure.</p> <p>The Chair will note that the Committee Secretary will be in attendance for Part II.</p> <p>Grounds: Section 9, of the Official Information Act-</p> <p>(2) (a) to protect the privacy of natural persons, including that of deceased natural persons.</p> <p>(2) (i) to enable organisations holding the information to carry on, without prejudice or disadvantage, commercial activities.</p> | | | |

CBB 2022/04/114

Minutes Part 1



MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD

Meeting held on 26 April 2022

By Video Conference at 10 am

Zoom ID# - 81672936534

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 Jens Mueller (Director - MED), Dr Angela Feekery, John Murrie, JS Imbeau, Claudia Silva, Dr Vishnu Menon, Assoc Professor Elizabeth Gray (DTL), Dr Natalia D'Souza, Assoc Professor Jo Bensemann (HoS, SoM), Assoc Professor Claire Matthews (DAQ), Alison Pavlovich, Dr Farah Palmer (Assoc Dean – Māori), Professor Martin Berka (HoS, SoEF), Prof Gabriel Eweje, Prof Hatice Ozer-Balli, Chrissy Yang (Student representative), Antonia Quinn (student representative), Madison Farrell (student representative), Dr Mui Kuen Yuen (Associate Director, Pacific). | | |
| | IN ATTENDANCE | Alison Gustafson (Student Advice and Information), Preetha Saji (CBB Secretary), Carnette Pulma (former CBB Secretary), Fiona Diesch (Librarian), Dr Jeff Stangl (Director, International and Strategic Partnerships) | | |
| | APOLOGIES | Ashok Poduval (SoAv, HoS), Dr Niki Murray, Professor Mohan Dutta, Professor Fawzi Laswad (HoS, SoAcc) Professor Bevan Catley, Dr Fatima Junaid, Professor Jonathan Elms (DoR), Jade Zhou (Business Manager), Dr Sam Richardson (late arrival), Jean Jacoby (late arrival), Professor Stephen Kelly (PVC, late arrival) | | |
| | MIHIMIHI | The Chair rendered a mihi to formally open the Board meeting. | | |
| | WELCOME | Dr Mui Kuen Yuen (Associate Director, Pacific) | | |
| | | Dr Jeff Stangl (Director, International and Strategic Partnerships) Fiona Diesch (Subject Librarian) | | |

| No. | Item | Details | Decision | Paper No. |
|-----|------|--|--|--------------------------------|
| | | <p>The Chair formally welcomed new members and thanked the departing member - Alison Pavlovich for her contribution to the College Board.</p> <p>Every member introduced themselves.</p> | | |
| 2 | | INTEREST: DECLARATION AND DISQUALIFICATION | NONE | |
| 3 | | MINUTES FOR APPROVAL from CBB meeting on 15 March 2022 | <p>RESOLVED THAT the minutes be approved as a true and accurate record.</p> <p>CULLINANE</p> | CBB 2022/03/83 |
| 4 | | MATTERS ARISING - PART 1 | | |
| 4.1 | | Action Sheet from the last meeting on 15 March 2022 | DISCUSSED | CBB 2022/03/84 |
| | | <p>02 Master of Management Alternative Admission Gateway DTL to work with Subject majors to determine the Te Tiriti aspirations for the qualification are being addressed</p> <p>Update The DTL is having ongoing discussions with the specialisation Leads.</p> | ONGOING | |
| | | <p>03 Aegrotat and Impaired Performance (AEG/IP) consideration DTL to work with the Student Support team to see the long-term applications such as requesting a service – personal support for AEG/IP</p> <p>Update The discussion is progressing in the Pūrehuroatanga working group. The DTL will speak to Amy Heise for a more specific update.</p> | ONGOING | |
| | | <p>05 Massey Business School College Board Local Terms of Reference (TOR)</p> <p>Update Item 4.2 – Doc # CBB 2022/04/86 is being discussed in this meeting.</p> | CLOSED | |
| 4.2 | | <p>Designated Voting Staff representatives</p> <p>Background: College of Business Board's local Terms of Reference (ToR) is changing. A transition arrangement has been made for the elected members with terms still to run to stay on College of Business Board until the end of their elected tenure. All members will continue to attend as retained members until their term ends and all may vote on all items. The issue of voting and retained membership will only be complex when there is an issue discussed which resolved in close or equally split votes – in these circumstances then only the retained members who are the "designated voter" that day will have their official votes counted for that issue. Elections will begin being conducted for new members reflecting the new Terms of Reference only once</p> | DISCUSSED | CBB 2022/04/86 |

| No. | Item | Details | Decision | Paper No. |
|-----|--|---|---------------------------|--------------------------------|
| | | all retained members in that category are at end of term and there is a vacancy under the new ToR. The CBB agenda from May will have information about who the “designated voters” are for the month. If a designated voter is absent and they are able to inform us in advance, the next retained member steps up on the list. Or if the designated voter is absent without notice no one else will vote for them instead. | | |
| 4.3 | Chair’s Action taken for 115.213 (Quantitative Methods for Business) | <p><u>Background:</u> The College of Business Board previously presented and approved this course to go to Academic Committee, but after CBB a pre-requisite was noted as unnecessary and the amendment was made verbally at the AC meeting to remove it.</p> <p><u>Update</u> The DAQ confirmed that the pre-requisite removal has also been actioned on Akari CM.</p> | APPROVED CULLINANE | CBB 2022/04/87 |
| 5 | REPORTS | | | |
| 5.1 | Pro Vice-Chancellor | <p>College-wide objectives were identified in the PVC forum for the next 12 months.</p> <ul style="list-style-type: none"> • BBus review – the most important task is to get this right this year as it will have an impact on the next 5 to 6 years and the future for both domestic and international students. • Improved student engagement in Albany – Discussions have started on how to improve the engagement with the community and how delivery works for students in Albany. • A process is underway to develop improved career pathways for Māori and Pacific early career researchers, and we are conscious of the limited number of Māori and Pacific staff. • New professorial roles will be established in 2023. Two for accountancy, one for marketing, one for entrepreneurship and innovation, and the fifth for Māori Business Leadership. This recruitment will start in the middle of 2022 as it takes time for the staff to join in 2023. • Te Huringa o Te Tai - This is the administrative review project currently underway at the university. Its aims are to make significant changes to how we organise professional staffing. It will have an impact on how we operate both as a college and as a university. • Establishing new and more comprehensive goals related to international partnership(s). New goals being added focus on research and curriculum development • Wellington engagement – Head of SCJM has been working at the PVC’s request on how to re-engage with the Wellington market. The BC programme has now got significant competition from Victoria University of Wellington, which has directly impacted our numbers. The body of work focused on Wellington is how to engage with the communication industry, engage with schools and students, and focus on the use of social media more effectively. | | |
| 5.2 | Chairperson | | | |

| No. | Item | Details | Decision | Paper No. |
|-----|-----------------------------------|---|--|-----------|
| | | The Chair reported she has been working on a range of different projects but there is not much to add that hasn't been previously reported. | | |
| 5.3 | Director Academic Quality | <ul style="list-style-type: none"> The College has now implemented the new Aegrotat and Impaired Performance consideration process. The Chair explained that changes have been made to the internal procedures for AEG and IE. This is a college-wide change at this stage for ensuring the confidentiality of the documents. | <p><u>ACTION:</u> DAQ to report back to the committee on the 2023 Timetabling arrangements</p> | |
| 5.4 | Director of Teaching and Learning | <ul style="list-style-type: none"> Conversation has begun and is ongoing with the Master of Management specialisations focusing on how we can better embed Te Tiriti's aspirations. Welcome to two new Pacific Student Support Advisors who will be working for the Office of Dean Pacific but with MBS students. MBS's Associate Director, Pacific - Dr Mui Kuen Yuen has already sent out a welcome email to the new Advisors - Vahafolau Halatuituia and Mapu Faleolupe. The DTL is currently engaged in collating the feedback that emerged from the BBus review work. This feedback will be provided to the PVC and CET which will inform the next stages. The DTL thanks all teaching and support staff who has worked hard on completing the final assessment for the end of the semester. A new process will be in place from next semester involving the amelioration of students who miss the final assessment. <ul style="list-style-type: none"> The Chair clarified that the amelioration proposal is a university-wide decision out of the CMT. It allows the opportunity for students to re-engage if they missed a final assessment like a TCA or an OSE. The Chair reminded committee members that this is not to be forecasted or advised to students, to minimise the possibility that students may "game" the planned arrangements. | | |
| 5.5 | Director of Research | None – Director was absent | | |
| 5.6 | Associate Dean Māori | <ul style="list-style-type: none"> Farewells for Associate Professor Jason Mika have been held. Thank you to the DPVC and the DTL who joined the University farewell in person along with other MBS staff who joined by Zoom. Welcome to Associate Director, Pacific - Dr Mui Kuen Yuen and the Pacific Advisors and looking forward to working closely with the Māori support staff involved with the Student Success Model. Ākonga. Māori Success Plan is still in draft form and nearing completion. The Associate Dean Māori requested some clarity about Te Tiriti in the Teaching and Learning space and the concept of Mātauranga Māori (Māori knowledge). She reiterated that it is not an 'easy response' approach as it requires continuously engaging in the space and thinking and | | |

| No. | Item | Details | Decision | Paper No. |
|-----|---|---|-----------|--------------------------------|
| | | <p>reflecting on how it relates to the practice, research, teaching, and learning engagement.</p> <p><i>The DTL was asked to add a comment in relation to this report.</i></p> <p>The High Impact Course Innovation Process is an initiative coming out of the Provost team. Across the University 30 courses have been identified as the high Impact courses by the Curriculum Innovation team. Nine (9) of the courses out of the 30 belong to MBS. These courses are identified as High Impact as they have a combination of - large enrolments, many Māori and Pacific students enrolled, and a lower than target completion rate. If we could make measurable improvements to the completion rates, particularly to the Māori and Pacific student groups then this will have a high impact on the University meeting the TEC target. The new initiative is called Course Incubator.</p> <p>The Nine courses have been selected according to certain metrics. For the next 2.5 years, MBS has been asked to provide time, room, and instructor space for an instructor for each of those courses to work closely with the curriculum innovation team to develop a series of interventions and support mechanisms that will help improve student completion rates in those courses with particular focus on Māori and Pacific learners. Heads of School are now working on the best schedule for the designated eight courses and over the next several semesters dedicate time for teaching staff to work along with the course innovation team and develop some of those interventions for each course.</p> <p>The Chair added that the positive characteristic is going to be the service and support going beyond pedagogy to try and work within those courses to improve achievement around Te Tiriti aspiration and cultural cohesion for specific students. The hidden goal is to look at the differential performance of the distance cohorts and make sure we challenge for better arrangements.</p> | | |
| 5.7 | Student Representatives | The Student Representatives had no issues they wished to raise. | | |
| 6 | MATTERS REFERRED FROM THE ACADEMIC COMMITTEE (AC) / OFFICE OF ACADEMIC QUALITY, REPORTING AND ASSURANCE (OAQRA) | | | |
| 6.1 | 6.1.1 Draft Amelioration Proposal | <p>-The proposed policy clarifies the range of permissible amendments and/or suspensions of procedures, practices, and regulations in matters related to teaching and learning during times of crisis. The proposal arises from the COVID Teaching and Learning Group and at the request of the Dean Academic and Provost and seeks to make the range of emergency decisions more coherent, the timeliness of decisions more appropriate, and the actual decisions more clearly recorded.</p> <p><u>Background:</u> Academic Committee has invited feedback about this proposal from the College Boards. The proposal is seeking to repair a problem with governance where the Colleges were concerned that they were not aware of the decisions made by CMT or they were not fulfilled or did not know which group of</p> | DISCUSSED | CBB 2022/04/88 |

| No. | Item | Details | Decision | Paper No. |
|-----|------|--|-----------|-----------|
| | | <p>students they applied for, as the decisions were made ad-hoc and quite often. There was a lot of emergency work at the last minute during the pandemic. This proposal is about how to lay down a way of thinking about the range of different opportunities for amelioration that might be possible in a range of different areas based on experience. This proposal is influenced by the pandemic but is meant to sound neutral. Not everything on the Performa would be used for an emergency.</p> | | |
| | | <p>6.1.2 Feedback on the Amelioration Proposal from the MBS Teaching and Learning Committee presented on their behalf by the Director of Teaching and Learning</p> <p>Feedback</p> <ul style="list-style-type: none"> The visual display of the document seemed counterintuitive to some people to have more radical measures/detectors on the left. Starting with the status quo on the left-hand side will be more logical as we read from the left to the right. The suggestion was to start with the minimally altered approach and move across to the maximum voltage approach. Is “Accommodating” the right name for the maximally adjusted outcomes, as it might be read as implying other approaches are not “accommodating”. “Maximally accommodating” would be more suitable. Page 2 – note states the body managing the event will invite comments from the T&L Advisory group or Academic Committee. The word “or” should be changed to “Also” as there should always be comments from the Teaching and Learning Advisory group. Page 3 - Item # 1.2 indicates all exams online hence Item #1.1 seems to be an error and needs adjustment. Page 3 – item # 2.3 is listed as a minimum adjustment approach; this actually would be a very large adjustment from the current practice. It is a considerable change to run all exams using an OSE invigilation software from regular exam practice even without online examinations. Item # 4.1 suggests that an assessment can be reopened for completion within 10 days of the original. This would potentially raise problems with grade reporting deadlines. This is due to the very short window after the final assessments for the marking, moderation, marking adjustments, and publication. The same applies to 20 days referred to in item # 4.2. The NPE reporting deadlines process will be disrupted if the final submission of grades takes too long. Item 4.1 – Concerns were raised that if an assessment is reopened after a period, the student may be unduly advantaged if they have prior knowledge about that assessment. There were reservations about the suitability of mitigating that through marking as if open book/ take home. The suggestion was to supply an alternate assessment. <p>The Chair added that this might not be feasible to write alternative assessments as there will be a huge volume of work involved and there could also be an argument that Version B of the exam was harder than Version A, and this would cause appeals.</p> <ul style="list-style-type: none"> An explicit footnote to be added to item # 9.1C - noting that long extensions for a particular individual should | DISCUSSED | |

| No. | Item | Details | Decision | Paper No. |
|-----|------|---|----------|-----------|
| | | <p>not impact on the timely release of a final grade for everyone else in the cohort.</p> <ul style="list-style-type: none"> Item # 10.1 an offering may have extended deadlines to enable students to complete requirements into the following semester. It could be explicitly noted that this does not require students to enrol in a subsequent offering of the course. <p>The Chair added that there is a lack of clarity on this around the University as College of Sciences requires students to re-enrol as they may lose access to the library and labs in the subsequent semester.</p> <ul style="list-style-type: none"> Item # 10.2 - if a student is unable to continue with the decision reached for the offering, will be given without penalty refund if they can demonstrate their circumstances will make continuation untenable. The question was raised on who makes this decision or to whom should this demonstration be made. Item # 15.1 refers to what applies to a student who has an NF grade and wishes to go forward. What will happen for a student who subsequently received a failed grade for a course which is a pre-requisite for the second one (and passed). Will they be permitted to take a subsequent course or not? Will they be able to apply for a PVR or will it be managed on a case-by-case basis? Will this have any impact on continuing the higher-level course? <p>The Chair replied that each course outcome is independent so if a student passes the second in the sequence but not the prerequisite then the pass will stand on the second in the sequence and the fail will stand on the pre-requisite. The student might have to redo the pre-requisite as they might be short of the credit. The DAQ clarified that if the failed course is not a required course for the programme, then the student will be allowed to replace the failed one with another course. The Chair added that not all pre-requisite courses are 100% match for the course that follows hence the requirement for lower-level courses cannot be waived as it covers other things as well.</p> <p><u>Discussion</u></p> <p>The HoS, SCJM requested an explanation on the second page outlining how to read the document that follows - the assessment decision range.</p> <p>DAQ clarified that item # 9.1 was specifically for the taught courses and not for Research students. The Chair added that rules differ for both such as AG & IP not applicable for research students and there are limitations on what a research student is entitled to. A broader APPWG group is working on this in the coming year. A further footnote can be added reinforcing that this item is not talking about the research students.</p> <p>The PVC queried how this policy is linked back to the emergency management policy with levels two and three being the local emergency, hence if we had a local emergency on one campus, would we be making changes universally to assessments in every campus and every mode? The DPVC gave an example that if the Aviation building becomes unusable for some reason and this affects half a semester of teaching in that building then a</p> | | |

| No. | Item | Details | Decision | Paper No. |
|-----|---|---|--|--------------------------------|
| | | <p>local arrangement will be considered which applies to that group of aviation students alone.</p> <p>The Chair thanked the Teaching and Learning members for their feedback on this proposal.</p> <p><u>Note:</u> The Chair added that this policy is at feedback round only and it is likely to require another three steps at least before it becomes a policy if approved by the Academic Board.</p> | | |
| 6.2 | Theses Submission Regulation Change - Academic Committee has approved a change of Regulation regarding submitting Doctoral and Master's theses with the Library. | <p><u>Background:</u> This document was discussed in the Academic Committee 18 to 24 months before, that the thesis is no longer required to be held by the library. The DAQ added that the library will still have an electronic copy stored on the Massey Research Online database but will not have a physical hard copy due to space issues.</p> <p><u>Discussion</u> The Subject Librarian commented that the PhD and Master's thesis are available through research online which makes them more accessible. The regulation still states as "Hard Copy" for the Masters which will be updated shortly. Any students who are currently in the pipeline of submitting a printed copy (and paid) can still do this but going forward it will be only electronic submissions.</p> | <p>NOTED</p> <p><u>ACTION:</u> Professor Jonathan Elms to circulate the thesis regulation changes to all staff supervising students.</p> | CBB 2022/04/89 |
| 6.3 | 6.3.1 GYR Report for the Postgraduate Certificate in Business (Business Administration) - It was clarified that CUAP is seeking responses to the recommendation in the GYR report before final submission. Response to be submitted to Office of Academic Quality, Reporting and Assurance by Monday 9 th May 2022. | | NOTED | CBB 2022/04/90 |
| | 6.3.2 Memo from Director, Massey Executive Development - Response to the GYR Report | <p><u>Background:</u> This is a feed-through qualification that does not operate as a stand-alone and takes non-standard entries into EMBA.</p> | <p>RESOLVED THAT this document be conditionally approved and forwarded to OAQRA</p> <p>MUELLER / FEEKERY</p> | CBB 2022/04/91 |
| 7 | MATTERS REFERRED FROM ACADEMIC BOARD (AB) /TEACHING AND LEARNING COMMITTEE (TLC) | | | |
| 7.1 | Minutes from University Teaching and Learning Committee February 2022 meeting | | NOTED | CBB 2022/04/92 |
| 8 | COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC) | | | |
| 8.1 | Draft minutes (Part 1) received from CBAPC 23 March 2022 meeting | | NOTED | CBB 2022/04/93 |

| No. | Item | Details | Decision | Paper No. |
|---------|--|--|--|---|
| | <p><u>Suggestion:</u> Item # 8.3, point 4 - Word 'insulted" to be corrected to "inserted".</p> <p><u>Update:</u> Word corrected to "inserted".</p> | | | |
| | COURSE AMENDMENTS 2022 – INDIVIDUAL PROPOSALS | | | |
| 8.2-8.6 | School of Economics and Finance | <p>COURSE AMENDMENT 2022</p> <p>125.143 Essentials of Investment Advice 125.155 Essentials of Insurance Advice - Life, Disability, and Health 125.156 Essentials of Insurance Advice 125.163 Essentials of Residential Property Lending Advice 125.179 Introduction to Financial Advice</p> <p>The proposal aims to make all assessments compulsory with a minimum of 50% as a pass mark. All assessments must be completed, submitted, and passed for students to meet the Regulatory Requirements for the Certificate in Financial Advice, run jointly by Kaplan Professional and Massey Business School. Updates to be in place for the S2B1 (semester 2 block 1) offering.</p> <p><u>Discussion</u> The courses were developed, and they went through Skills New Zealand to be reviewed and moderated to ensure that they meet regulatory requirements for the FMA in New Zealand.</p> <p>A recent Aegrotat application which raised this issue to attention and clarification was sought from Kaplan Professional, which reportedly led to a follow-up conversation between Kaplan Professional and Skills New Zealand. The DAQ has requested clarification on the outcome of this conversation.</p> <p>The courses are taught on a rolling basis as opposed to standard semester. DAQ suggested these courses be approved in principle subject to clarification on Skills New Zealand's position being received by end of the week. In case of any issues, to step back from the in-principle approval and bring back the discussion to the next meeting.</p> <p>The Chair reiterated that these courses belong to Massey and are QA-ed by CBB and hence any conversation should be between MBS and Skills New Zealand on the FMA requirements and the capability of meeting these requirements. Even if this discussion developed as a coincidental</p> | <p>It was initially Resolved that this document be conditionally approved and forwarded to Academic Committee for approval.</p> <p>MATTHEWS / BERKA</p> <p><u>ACTION:</u> DAQ to seek clarification from Skills New Zealand and report back to the committee.</p> <p>UPDATE: The In-Principal approval has reverted to NOT APPROVED as the follow-up processes have not resolved the questions posed.</p> | <p>CBB 2022/04/94 CBB 2022/04/95 CBB 2022/04/96 CBB 2022/04/97 CBB 2022/04/98</p> |

| No. | Item | Details | Decision | Paper No. |
|-----|------|--|---|--|
| | | <p>arrangement then would still we require a written confirmation of the decision of Skills New Zealand before we could take action. Massey University cannot contract out the quality assurance arrangements in New Zealand and partnerships must be carefully managed.</p> <p>DAQ clarified that the students must submit all three assignments and obtain 50% sub-minima for passing. The PVC sought clarification on whether student can re-do a failed assignment or should they drop-out. DAQ has sought clarification on this. The HoS, SoEF confirmed that competitors have not advertised on the compulsory nature or the 50% pass mark for the certificate programme.</p> | | |
| 8.7 | | <p>COURSE AMENDMENT 2022 125.781 Advanced Financial Risk Management</p> <p>The course assessments and weightings were amended to allow students to demonstrate their comprehension of the course content. The decision was made to combine two of the small 15% reports into a 30% report to allow students to broaden their responses and exhibit more in-depth knowledge of the subject matter.</p> | <p>RESOLVED THAT these documents be approved and forwarded to Academic Committee for approval.</p> <p>BERKA / MUELLER</p> | <p>CBB 2022/04/99</p> |
| 8.8 | | <p>COURSE AMENDMENT 2022 125.811 Advanced Risk Analytics</p> <p>This proposal aims to amend the assessment weightings and add a minimum pass mark of 45% to the final examination.</p> <p><u>Note:</u> Item # 8.7 and 8.8 were discussed together.</p> <p><u>Discussion</u> The Chair raised concerns on course 125.781 not meeting the moratorium requirements.</p> <p>These amendments are coming through 'with urgency' and it was clarified that this is because as they were overlooked but the changes are necessary to ensure that the first graduates are successful in gaining the GARP (professional body) accreditation. The DAQ added that the changes need to be in place for the current students to get the GARP accreditation once they complete in studying in Summer Semester.</p> <p>It was noted that the changes to the assessments also look beneficial to students, and that was previously sufficient to proceed with approval despite the moratorium.</p> | | <p>CBB 2022/04/100</p> |

| No. | Item | Details | Decision | Paper No. |
|------------------------|------------------------------|---|----------|---------------------------------|
| | | <p>The DAO confirmed the moratorium end date as 30 June 2022.</p> <p>The Chair and PVC reminded committee members that moratorium is still in place and even when it is lifted in June 2022, we should be mindful that these types of changes require huge administrative work by rest University so we can't return to the past where many small consecutive changes were being made to courses.</p> <p>A general question was raised about how far the committees should be going when looking at changes and suggesting opportunities for further "improvements". Should there be a leaning in Committees towards reducing assessments in courses (for example) to more ideal levels. The Chair highlighted that ongoing discussion is happening with the DTL about resetting expectations on volumes of course assessment and it is anticipated that a discussion document will be presented to the MBS Teaching and Learning Committee sometime this year.</p> <p>The PVC, answering a question posed in chat said he thought the future assessment expectations might potentially settle around a three assessment items.</p> <p>It was further suggested, that there may be an opportunity, if the course has a sound reason, to go down to less assessment items. For instance, the course wants to use portfolio could just do a single summative assessment without causing disadvantage to the student.</p> <p>The DTL will be discussing this further in the Teaching and Learning Committee. The Chair added that these developments will continue to respecting the subject groups' rights and responsibilities for managing assessments, but there will be guidelines to start to initiate changes in the coming year.</p> | | |
| New Short Courses 2022 | | | | |
| 8.9 | Massey Executive Development | <p>NEW SHORT COURSE 2022 GJ Gardner Leadership Development Short Course</p> <p>- To provide leadership development for franchise owners and employees within the GJ Gardner's franchises nationally who aspire to leadership or franchise ownership.</p> | | CBB 2022/04/101 |
| 8.10 | | NEW SHORT COURSE 2022 | | CBB 2022/04/102 |

| No. | Item | Details | Decision | Paper No. |
|-----|------|--|---|-----------|
| | | <p>GJ Gardner Team Management Short Course - To provide team management development for aspiring supervisors and team leaders within the GJ Gardner's franchises nationally.</p> <p><u>Note:</u> Both documents were also submitted to the CBAPC meeting on April 27th, 2022, for noting</p> <p>This is a brand-new proposal to create short courses for an external company partner. It's a first movement in this space for MBS (and potentially in the University), and MED is to be congratulated for having negotiated this.</p> <p>The papers meet the requirements for the short course proposal process. The DTL has reviewed, provided feedback and MED has made amendments to the proposal.</p> <p>The DAQ highlighted a concern that a commercial entity's name is included in the titles. The Director, MED agreed to name correction. These papers will have attractiveness for other clients and we own the intellectual property that is being taught.</p> <p>The Subject Librarian asked about the consultation with the library as it was not mentioned. It was clarified by the Chair that short courses are run for participants and these people do not have the status as full Massey students so there is no automatic access to the library. The Director of MED clarified that the courses are operated on STREAM. It was acknowledged that access to learning materials for short course participants needs careful consideration as the rights afforded to students by the University's copyright license may not extend to non-students. It may be that special permission needs to be sought for using materials for the short course participants. The MED Director will work with the librarians and the Director of Education Futures to make sure the materials are licensed.</p> <p>The Chair also suggested that the MED Director to be cautious about the COVID vaccination campus mandate when the first iterations go live. MED Director confirmed that the COVID pass requirement was communicated and the company has attested that all participants have valid</p> | <p>RESOLVED THAT this document be approved with amendments discussed to naming of the courses and forwarded to Academic Committee for approval.</p> <p>MUELLER / CROUCHER</p> | |

| No. | Item | Details | Decision | Paper No. |
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| | | <p>pass. Until the mandate is removed, participants will be checked each time they come on campus by security staff as they are not on SMS system which is the normal way vaccinated students are recorded.</p> <p><u>Suggestions</u></p> <ol style="list-style-type: none"> 1. Commercial entity name included in the proposal need to be deleted. 2. MED Director to work with Subject librarians to make sure the materials are licensed. 3. The Director of Education Future will work alongside with MED Director to understand the Impact of micro credentials. <p>The Chair on behalf of the College Board thanked MED for the diligence and securing this partnership.</p> | | |
| Course Amendment 2023 | | | | |
| 8.11 | School of Aviation | <p>COURSE AMENDMENT 2023 190115 Introduction to Aeronautics Updating the restriction by removing the old course 190111 which hasn't been offered since 2008 and replacing it with the newer course 190112, which all Bachelor of Aviation – Air Transport Pilots major (BAv ATP) students are required to complete successfully in their first Semester.</p> <p><u>Discussion:</u> The DAQ suggested that when courses have restrictions among them the contents should be similar, but 190112 and 190115 seem to be courses with no similarity. The restriction is more appropriate for a student who has completed the first semester in Bachelor of Aviation and is moving to Bachelor of Aviation Management. They will be exempted from doing 190115 the compulsory course if they have already done 190112. This exemption can be done differently and via restriction where the course content is not the same.</p> <p>A SoAv member added that 190115 is designated to teach aeronautics and pilot stuff to non-pilot students at a very low level. If student has done 190112 at the entry level they are well above the topic level than that is required for 190115. Hence suggestion is to make changes more effectively.</p> | <p style="text-align: center;">DEFERRED</p> <p><u>ACTION:</u> The DAQ to discuss the proposals for 190115 with School of Aviation</p> <p><u>ACTION:</u> DAQ to work with the MBS Business Manager about the apparent error in the NZSCED Course Classification</p> | <p>CBB 2022/04/103</p> |

| No. | Item | Details | Decision | Paper No. |
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| | | <p>The DAQ to discuss with School on the restrictions.</p> <p>The DAQ also noted that the documents listed the course as categories as NZSCHEd "Arts; Adv Study Tchrs; Hlth Thpy; H; Lang; Soc Sc" and the TEC Funding Category as "A2 - A2 Undergraduate Degree" (which is Arts). As this is a School of Aviation course, and even though it does not involve flying, it does have technical elements to it, and therefore the funding information does not appear to be correct.</p> | | |
| 8.12 | | <p>COURSE AMENDMENT 2023 190222 Basic Air Safety Investigation Removing old prerequisite 190111 which has not been offered since 2008 and replacing it with newer course 190112.</p> | <p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>MUELLER / MURRAY</p> | <p>CBB 2022/04/104</p> |
| 8.13 | Massey Executive Development | <p>COURSE AMENDMENT 2023 115735 Applied Business Research Methods To change the course title and amend the sequencing of assessments 1 and 2.</p> | <p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>MUELLER / STRANGL</p> | <p>CBB 2022/04/105</p> |
| 8.14 | | <p>COURSE AMENDMENT 2023 115775 Business Law for New Zealand and International Contexts To change the course title and wordings of learning outcomes 1 to 4. Amendments to take effect from S1, 2023</p> | | <p>CBB 2022/04/106</p> |
| 8.15 | | <p>COURSE AMENDMENT 2023 115822 Applied Business Project The purpose of the proposal is to amend the title of this course, the course type (Research to taught), learning outcomes 2 and 4, assessment type for assessment 1, and to add pre-requisite. Amendments to take effect from S1, 2023.</p> <p><u>Discussion:</u> This is a clean up effort to reduce unnecessary teaching efforts that are imposed because of offering 240 credits rather than the usual market 180 credits programme. In last few years MED has drifted out of what students find applied and attractive and hence is now getting back to the point where MED wants to offer something that is competitive. The reason for these amendments is - for 2023 enrolment marketing starts in 2022 June-July and materials ready and marketing stuff to go out soon. The narratives also need to be</p> | | <p>CBB 2022/04/107</p> |

| No. | Item | Details | Decision | Paper No. |
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| | | <p>changed on website. The whole programme is going through change and these courses are part of it.</p> <p>The DAQ added that some changes were approved in last meeting for the EMBA. These changes feed into that and hence cannot be left until July as it would be too late for 2023.</p> <p>The chair clarified that financial impact is not a reason to be considered for moratorium.</p> <p>DAQ raised concern on course 115735 that the final assessment should be made compulsory. Dr Jens said that it would be impossible to pass the course without bringing a proposal to the party. However, as all the courses in the programme have assessments non-compulsory hence if the change is being made then it should be applicable for all courses. The Chair added that AEG assessment rule states that compulsory assessment must be completed to make an AEG application. MED Director and as chief examiner, wanted to continue the course in the way it is written.</p> | | |
| 9 | OTHER DOCUMENTS | | | |
| 9.1 | Graduating Year Review for the Master of Analytics -Response from Professor Stephen Croucher (HoS, SCJM) | | APPROVED CROUCHER / BULMER | CBB 2022/04/108 |
| 10 | OTHER BUSINESS | | | |
| 10.1 | Graduating Year Review– CUAP requirements | <p>Discussion</p> <p>The Chair said that we are now receiving requests to sign off of Graduating Year review responses in same cycle as the review is received by the College Board. This is curtailing previous processes where responses could be more considered and go through the programme team.</p> <p>The DAQ clarified that the GYR was for “Noting” previously, but recently we have started to make responses to them. They are a CUAP requirement so any new qualification or substantial changes to the qualifications requires CUAP approval. The CUAP requires a Graduating Year Review done to check that the programme is delivering on the expectations as outlined in the proposal. CUAP recently said that they are getting these recommendations and do not actually know when they are going to be enacted and what University’s responses to these recommendations are, hence, they wanted a response. There are deadlines for these responses as they must go to specific meetings and then to other Universities for review. OAQRA is having discussions with CUAP to clarify the exact requirements. Unlike qualification review, the GYR will come to the College Board first and will be asked to provide a quick response, which</p> | DISCUSSED | |

| No. | Item | Details | Decision | Paper No. |
|------------------------------|------|---|----------|---------------------------------|
| | | then goes to Academic Committee, Academic Board and then to CUAP. | | |
| SUBSIDIARY COMMITTEES | | | | |
| 11 | | COLLEGE RESEARCH COMMITTEE (CRC) | NOTED | CBB 2022/04/109 |
| 11.1 | | Draft minutes (Part 1) received from the MBS-CRC meeting on 31 March 2022 | | |
| 12 | | MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&L) | NOTED | CBB 2022/04/110 |
| 12.1 | | Draft minutes (Part 1) received from MBS T&L 31 March 2022 meeting | | |
| 13 | | MASSEY BUSINESS SCHOOL ACCREDITATION STEERING GROUP (ASG) | | |
| | | No minutes (Part 1) were received from ASG NO meetings scheduled for 2022 | | |
| 14 | | MASSEY BUSINESS SCHOOL ASSURANCE OF LEARNING COMMITTEE (AOL) | NOTED | CBB 2022/04/111 |
| 14.1 | | Notes received from AOL 6 April 2022 Meeting | | |
| 15 | | SHARED PROGRAMMES AND PROGRAMMES WITH COLLEGE REPRESENTATION | | |
| 15.1 | | COMMUNICATION QUALIFICATIONS COMMITTEE (CQC) No minutes (Part 1) were received from CQC <u>Note</u> The Chair clarified that the College of Science is no longer holding Subsidiary committees and hence we are no longer holding agenda space for their minutes from the Built Environment Programmes Committee and Primary Programmes Committee. | | |
| 16 | | SUPPLEMENTARY ITEMS - PART 1 | | |
| | | None | | |
| 17 | | EXCLUSION OF THE PUBLIC The Chair will move that members of the press and public be now excluded from the meeting so that for the under noted reason, the following matters may be discussed without public disclosure, the committee is satisfied, where appropriate, that there are considerations that outweigh the public interest of disclosure. The Chair will note that the Committee Secretary will be in attendance for Part II. 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) enables organisations holding the information to carry on commercial activities without prejudice or disadvantage. | | |



COLLEGE OF
HUMANITIES AND
SOCIAL SCIENCES

COLLEGE BOARD MEETING

Friday 19th November 2021 at 1.00pm

MINUTES PART I

1. PRESENT: Professor Cynthia White, Dr Robyn Andrews, Professor Andrew Brown, Associate Professor Jenny Coleman, Professor Lisa Emerson, Professor Darrin Hodgetts, Dr Nick Holm, Dr Karen Jillings, Associate Professor Jenny Poskitt, Dr Peter Rawlins, Associate Professor Fiona Te Momo.

APOLOGIES: Prof Bill Fish, Ms Andrea Flavel, Associate Professor Ingrid Horrocks, Associate Professor Kerry Taylor.

EARLY DEPARTURE: Professor Lisa Emerson 2.30pm

2. CONFIRMATION OF MINUTES:

Confirmation of Part I Minutes of the meeting held on Friday 15th October 2021 HSS CB 21/10/274

Moved from the Chair: That Part I minutes of the meeting held on 15th October 2021 be confirmed as a true and accurate record.

Minor typo amendment to Page 6, Item 11.1 (3rd bullet point) change 'Taking our leave..' to 'Taking our lead..').

Approved with the minor amendment

3. MATTERS ARISING:

3.1 Action List – November 2021

Item 1 Class Qualification Representatives Guidelines

This is part of the LTSE plan, there has been a delay due to Covid, but a report will be provided at the next College Board meeting.

On-going

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

On-going

Item 3 Review assessment patterns

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

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

Professor White reported on the following:

- Marsden Awards - This is very exciting news with the College receiving six Marsden Awards, the University overall received eleven awards (with College of Science - four, College of Health

– one award. The College also had three staff on other Marsden's projects from other universities.

The recipients were:

Dr Eleanor Ridge, School of Humanities, Media and Creative Communication

Dr Sally Akevai Nicholas, School of Humanities, Media and Creative Communication

Dr Matthew Williams, School of Psychology

Dr Api Movono, School of People, Environment and Planning

Dr Kyra Clarke, School of Humanities, Media and Creative Communication

Professor Glenn Banks, School of People, Environment and Planning

On projects from other universities:

Associate Professor Russell Prince, School of People, Environment and Planning

Ms Veronica Tawhai, School of Māori Knowledge

Associate Professor Krushil Watene, School of Humanities, Media and Creative Communication

This has been a fantastic turn-around for the College.

- Promotions:
The results have been announced to applicants, the public announcement will be released shortly. Professor White thanked staff who contributed to the selection panel. Two members of College Board were amongst the recipients: Associate Professors Robyn Andrews and Peter Rawlins.
- The Arts Qualification Review panel is meeting at present. Several staff have taken part in the review. The panel is extremely well informed with a great student-centred focus. Professor Lisa Emerson advised the board that she was asked a lot about the College Covid-response, how we were adjusting assessments, how we were putting support around students, aegrotats etc. This was a little unexpected.
- New appointments:
Interviews have recently taken place to recruit a Business and Relationship Manager, this should be a strong appointment for the College. The interview process for a new head for Te Pūtahi-a-Toi will be taking place next week.
- Vaccinations: awaiting central initiatives but our College has several units with students starting in January who will need to comply with the health order. This has been taking up a lot of staff time.
- Professor White encourages staff to have a good break and to pay attention to wellbeing over summer.

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

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

6.1 DAP Report – November 2021

HSS CB 21/11/278

Noted

Associate Professor Coleman brought an item to the board's attention. At the last meeting of Academic Board there was considerable discussion around the Terms of Reference for College Boards, Academic Committee and Teaching and Learning committees. There is a move to change Academic Committee to Academic Programmes Committee. If this goes

through, we may want to change our APC to College Academic Programmes Committee to differentiate between the two.

Policy on curricular change – this is progressing and will be discussed again at CEG next week. Associate Professor Coleman has outlined the direction of changes through the three College Forum meetings.

The sub-committees of College Board will also need to review their Terms of Reference in the new year.

A question was asked about the list of Graduating Year Reviews that were marked with an *. Will these be reviewed if they do not have any graduates? It will depend on different scenarios, but it may be deferred.

7. REPORT FROM CHAIR, ACADEMIC PROGRAMMES COMMITTEE – *Professor Andrew Brown*
- 7.1 Report from Chair, Academic Programmes Committee
- 7.2 APC Minutes
- There was nothing to report
8. REPORT FROM DIRECTOR, TEACHING & LEARNING – *Professor Lisa Emerson*
- 8.1 DTL Report – November 2021 HSS CB 21/11/279
- Noted
9. REPORT FROM CHAIR, TEACHING & LEARNING COMMITTEE – *Professor Lisa Emerson*
- 9.1 Report from Chair, Teaching and Learning Committee No Report
- 9.2 CTLC Minutes Part I 27 July 2021 HSS CB 21/11/280
- Noted
- 9.3 Policy for Participation-Based Individual Assessment Policy HSS CB 21/11/281

Professor Emerson introduced the document for College Board approval.

This has previously been discussed through College Board, then sent to each of the College Forums for any further amendments. The policy has had some minor revisions including:

This is a policy not a guideline;

It has restricted the amount of participation grade to no more than 10% of the student's final mark;

It must be clear to students on how this is graded;

It has to help meet the learning outcomes;

This makes it very clear that it is not just an attendance matter and that how it is assessed it is made very clear to students.

There will be a set of Guidelines on Participation Grades for Group Assessment coming through early in the new year.

Some staff (5 to 6) have participation of more than 10%, Professor Emerson is working with these staff members individually.

A question was raised regarding feedback from College Forums which has led to revisions.

Professor Emerson advised the discussion was around the wording, there are some minor wording changes regarding item 4b - opportunity to provide peer-or teacher-based formative assessment opportunities.

Moved: That College Board approves the policy.

Emerson/Te Momo
Carried

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

10.1 Research Director's Report

HSS CB 21/11/282

Noted

11. TE TIRITI COMMITMENTS:

No documents received

12. STUDENT REPRESENTATIVE'S DISCUSSION ITEMS

13. ACADEMIC PROPOSALS:

13.1 MRC Summary approved by DAP and DTL

HSS CB 21/11/283

Recommended for approval, except course 175316. The Course Coordinator was asked to clarify the amendment, to date no reply was received.

Moved: That document HSS CB 21/11/283 be approved with the minor amendment for forwarding to Academic committee for noting.

Coleman/Emerson
Carried

14. DOCUMENTS FOR DISCUSSION AND FEEDBACK:

14.1 Cross-College Elective Course Communication

HSS CB 21/11/284

Associate Professor Coleman introduced the document which is looking at another layer of scenarios about when and how we should communicate about changes that may affect other colleges.

The onus is on the College to communicate with who is affected by the changes.

Follow up with the colleges after being approved by Academic Committee.

There is some reporting facility in CM but not sure who has access to this functionality.

This document helps move us forward, but we should all be expected to make sure that changes are communicated well around the university.

Feedback has been extended to March 2022.

It was agreed to forward the document to Academic Programmes Committee and for APC to socialise with the College programme teams. It was also agreed that Academic Programmes Committee Chair provides feedback direct to Academic Committee on behalf of College Board.

Questions:

As part of the process how would new staff be informed of how the system works.

Associate Professor Coleman takes responsibility to inform staff of process as and when these occasions arise or at new staff induction sessions.

Would College Forums be an appropriate platform to raise the awareness of certain processes.

College Guidelines could be added to Central Portal.

It was agreed at a CEG meeting that the College Directors would have an induction with new staff within the first six months to share basic processes.

With the introduction of the new intranet site staff will be asked to advise what it is they want on the site so that it becomes a repository of helpful information for staff.

15. DOCUMENTS FOR NOTING:

| | | |
|-------|--|------------------|
| 15.1 | Graduating Year Review Report to Academic Committee | HSS CB 21/11/285 |
| 15.2 | Qualification Review for Academic Committee report The following documents relate to the Bachelor of Communication qualification: | HSS CB 21/11/286 |
| 15.3 | Individual Proposals related to Bachelor of Communication qualification | HSS CB 21/11/287 |
| | Course Amendment 2022 - 115.116 Introduction to Marketing | |
| | Course Amendment 2022 - 219.307 Interpersonal Communication | |
| | Course Amendment 2022 - 219.230 Sport Communication | |
| | Course Amendment 2022 - 219.304 Intercultural Communication | |
| | Course Amendment 2022 - 219.704 International and Intercultural Communication | |
| 15.3a | <u>Journalism Specialisation (Bachelor of Communication)</u> Course Amendment 2022 - 219.108 Introduction to Journalism Course Amendment 2023 - 219.223 Specialist Reporting Course Amendment 2023 - 219.231 News Reporting Course Amendment 2023 - 219.325 Current Affairs Journalism Course Amendment 2023 - 219.335 Media Law and Ethics Course Amendment 2023 - 219.234 Editing and Publishing for Journalism and Communication Course Amendment 2023 - 219.336 Global, Investigative and Data Journalism Specialisation CUAP Amendment 2023 - UBMNR1NJRNL1 Journalism Minor Specialisation CUAP Amendment 2023 - UBCMM1JJRNL1 Journalism Major | HSS CB 21/11/288 |
| 15.3b | <u>Communication Management Specialisation (Bachelor of Communication)</u> New Course 2023 - 219.211 Interpersonal Communication Course Amendment 2023 - 219.345 Strategic Communication Specialisation Non-CUAP Amendment 2023 - UBMNR1NCMMN1 Communication Management Minor Specialisation Non-CUAP Amendment 2023 - UBCMM1JCMMN1 Communication Management Major | HSS CB 21/11/289 |
| 15.3c | <u>Public Relations Specialisation (Bachelor of Communication)</u> Specialisation CUAP Amendment 2023 - UBCMM1JPBRL1 Public Relations Major | HSS CB 21/11/290 |

Specialisation CUAP Amendment 2023 - UBMNR1NPBRL1 Public Relations
Minor

15.3d Bachelor of Communication Qualification

HSS CB 21/11/291

Qualification Non-CUAP Amendment 2023 – Bachelor of Communication

The documents were noted

15. GENERAL BUSINESS:

There was no general business

16. LATE ITEMS:

There were no late items

Exclusion of Press and Public:

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

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

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

CONFIRMED



COLLEGE OF
HUMANITIES AND
SOCIAL SCIENCES

COLLEGE BOARD MEETING

Friday 18th March 2022 at 10.00am

Via Zoom: <https://massey.zoom.us/j/83357544689>

Password: 434902

MINUTES PART I

1. **PRESENT:** Professor Cynthia White (Chair), Dr Robyn Andrews, Professor Andrew Brown, Associate Professor Jenny Coleman, Professor Lisa Emerson, Professor Bill Fish, Ms Andrea Flavel, Dr Nick Holm, Professor Ingrid Horrocks, Dr Karen Jillings, Associate Professor Peter Rawlins, , Associate Professor Fiona Te Momo

APOLOGIES: Professor Darrin Hodgetts, Associate Professor Jenny Poskitt, Professor Kerry Taylor

IN ATTENDANCE: Linda Lowe, College Board Secretary

WELCOME: Dr Pita King, Māori Electorate Representative, Albany, Taisa Havea, Student Representative (MUPSA Secretary), Khushboo Singh, Student Representative (MAWSA VP)

2. **CONFIRMATION OF MINUTES:**

Confirmation of Part I Minutes of the meeting held on Friday 18th February 2022 **HSS CB 22/02/026**

Moved from the Chair: That Part I minutes of the meeting held on 18th February 2022 be confirmed as a true and accurate record.

Carried

3. **MATTERS ARISING:**

3.1 Action List – March 2022

Class-Qualification Representatives Guidelines TL/TLC for discussion and possible feedback to CB November meeting.

Item 1

Ongoing CTCL Working Groups established, report expected next meeting

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

Item 2

Ongoing/update due in 2022

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

There was nothing to report.

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

Professor White reported on the following:

- New appointments:
 - Professor Hēmi Whaanga, Head of School Te Pūtahi-a-Toi.
 - Whiti Hereaka, Robert Sullivan and Gigi Fenster, Creative Writing Programme
- Student Success: There is still work to be done on this. There is a whole of university approach called Pūrehuroatanga. TEC are saying they want equity of outcome across all populations.
- CoHSS EFTS are looking strong. The College is still 250-300 below target, this may be made up later in the year.
- College Board Terms of Reference. Associate Professor Jenny Coleman spoke to this item. Under the new CB ToR, new members will come onto College Board and some currently on the Board may no longer be serving. There are vacant positions that need to be filled which will require elections. The most efficient way to do this will be to stagger the new members on, with the aim that by the May meeting we should have fully transitioned to the new membership.
- Increasingly, attention needs to be given to how we interact with each other in a way that is courteous, collegial and mana enhancing. This comes to the fore when there are issues of concern or grievances. With the Official Information Act, when we need to disclose all our communications, when people speak of others or concerns and write about them, there needs to be care in how these issues are constructed.

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

Received for noting:

- | | | | |
|---|-----|-------------------------|-------------------------|
| ★ | 6.1 | DAP Report – March 2022 | HSS CB 22/03/030 |
| | | | Noted |

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

Received for noting:

- | | | | |
|---|-----|--|--------------------------|
| ★ | 7.1 | Report from Chair, Academic Programmes Committee | Nothing to Report |
| ★ | 7.2 | APC Minutes Part I 26 January 2022 | HSS CB 22/03/ 031 |
| ★ | 7.3 | APC Annual Report | HSS CB 22/03/032 |
| | | | Noted |

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

Received for noting:

- | | |
|-----|-------------------------|
| 8.1 | DTL Report – March 2022 |
| | There was no report |

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

Received for noting:

- | | | | |
|---|-----|--|-------------------------|
| ★ | 9.1 | Report from Chair, Teaching and Learning Committee | |
| ★ | 9.2 | Covid 19 Assessment Changes, Semester 1, 2022 | HSS CB 22/03/033 |
| | | | Noted |

10. REPORT FROM RESEARCH DIRECTOR – Professor Bill Fish

Received for noting:

- ★ 10.1 Research Director's Report – March 2022 HSS CB 22/03/034
Noted

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

- 11.1 No documents received.

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

Code of Pastoral Care: Amy Heise, from Student Experience, attended a meeting at the Institute of Education. Associate Professor Peter Rawlins advised that there is a four-tiered system. There is a simple referral form to fill out where you can raise your concerns and refer students into the system. One of the questions that came up at the meeting was "what if a student said don't tell anybody?" Amy advised that the University has an obligation to report those matters.

A link to the Student Support and Advising SharePoint site:

<https://masseyuni.sharepoint.com/sites/Students/SitePages/Support-and-advising.aspx>

13. **ACADEMIC PROPOSALS:**

Received for approval and forwarding to Academic Committee:

- 13.2 MRC Summary Sheet HSS CB 22/03/035

Associate Professor Coleman introduced the document.

Moved: That College Board approves the document to be forwarded to Academic Committee for noting
Coleman/Flavel
Carried

- 13.3 Non-CUAP Specialisation Amendment BA Mathematics (major) HSS CB 22/03/036

- 13.4 Non-CUAP Specialisation Amendment GradDipArts Mathematics HSS CB 22/03/037

- 13.5 Non-CUAP Specialisation Amendment GradCertArts Mathematics HSS CB 22/03/038

- 13.6 Non-CUAP Specialisation Amendment DipArts Mathematics HSS CB 22/03/039

Associate Professor Coleman spoke to these documents. There have been changes in the offerings from College of Sciences, removing one 300-level course, substituting another 300-level course, and making a 200-level course compulsory.

Moved: that documents HSS CB 22/03/036 to HSS CB 22/03/039 be approved for forwarding to Academic Committee for approval
Coleman/Te Momo
Carried

14. **DOCUMENTS FOR INFORMATION:**

- ★ 14.1 CQC Minutes Part I 20 October 2021 Confirmed HSS CB 22/03/040

- ★ 14.2 CQC Minutes Part I 16 February 2022 Unconfirmed HSS CB 22/03/041

- ★ 14.3 Manawatū College Forum Minutes 10 November 2021 Confirmed HSS CB 22/03/042

- ★ 14.4 Special College Forum Minutes 11 February 2022 Confirmed HSS CB 22/03/043

- ★ 14.5 Special College Forum Minutes 22 February 2022 Confirmed HSS CB 22/03/044

- ★ 14.6 Memo - CBB response to Global Communication feedback HSS CB 22/03/045

Noted

15. GENERAL BUSINESS:

16. LATE ITEMS:

Note: Exclusion of Press and Public:

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

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

The Chair will note that Linda Lowe, Secretary, will be in attendance in Part II

CONFIRMED



COLLEGE BOARD MEETING

Friday 22nd April 2022 at 10.00am

Via Zoom

1. **PRESENT:** Professor Cynthia White (Chair), Associate Professor Robyn Andrews, Professor Andrew Brown, Associate Professor Jenny Coleman, Professor Lisa Emerson, Ms Andrea Flavel, Taisa Havea, Dr Karen Jillings, Associate Professor Jenny Poskitt, Associate Professor Peter Rawlins, Khushboo Singh, Professor Kerry Taylor

APOLOGIES: Professor Darrin Hodgetts, Dr Nick Holm, Professor Ingrid Horrocks, Dr Pita King, Associate Professor Fiona Te Momo

IN ATTENDANCE: Professor Giselle Byrnes, Tere McGonagle-Daly
Linda Lowe, Secretary to the College Board

2. **CONFIRMATION OF MINUTES:**

Confirmation of Part I Minutes of the meeting held on Friday 18th March 2022

HSS CB 22/03/049

Moved from the Chair: That Part I minutes of the meeting held on 18th March 2022 be confirmed as a true and accurate record subject to minor amendments

Carried

3. **MATTERS ARISING:**

3.1 Action List – April 2022

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

A working group of CTLC should have report ready for May CB meeting.

On-going

21.05.21 Review assessment patterns – The DAP has written a first draft, now with DTL for review

Item 7.1 **On-going**

18.03.22 Assessment and Moderation Report: Further discussion about College Board endorsing issues raised in Assessment & Moderation Report and follow up.

Part II

Associate Professor Peter Rawlins is leading a working group in CTLC and advised they are working on the initial review report and have a drafted a policy which is with the group for consultation.

On-going

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

Professor White reported on the following:

The Chair marked the untimely passing of Cat Pausē who carried out many service roles within the College. The Chair thanked those from College Board who attended the memorial and graduation ceremony that was held for her parents. Cat recently graduated with a PGCert in Education, she was studying in Māori Education.

The promotions process will be taking place earlier this year. Cat Pausē was the equity observer on that committee, so this role will need to be filled. There will be a zoom meeting where those who are interested in applying for promotion can attend. It is important that we reward our staff, that we recognise their excellence, commitment, and career progression. Equally it is important that we keep the standards for each grade high.

Te tiriti commitments: The Chair is working with Professor Hēmi Whaanga looking at where the College can begin with this as the work is so vast. This work will depend on the expertise of our Māori staff that is available. How do we get maximum reach for our work? Staff want to develop their curricula to include te Tiriti-led approaches, this is already happening in some of our programmes. There is talk in the university of the development of a course(s) for the whole of the university that reflects our Tiriti-led commitments. Our college needs to make sure we are partnering with our Māori colleagues if we are going to offer some of our core courses to take on this role. Dr Karen Jillings asked if there might be a possibility of a compulsory course for staff to take.

There will be more this year on SHAPE (Social Sciences, Humanities and the Arts for People and the Environment/Economy). SHAPE was developed in Hong Kong and the United Kingdom and speaks to a collective interest on the value and relevance of our disciplines. The view is that this is a counterpoint to STEM (Science, Technology, Engineering and Mathematics). SHAPE is something we as a College will adopt, this has taken off overseas in terms of Podcasts, lecture series and interviews, all within this acronym, speaking about the value and relevance of what we do to people and our world. CEG is having a discussion about whether the E should stand for Environment or Economy.

Professor Giselle Byrnes will talk to College Board, at a future meeting, about Academic Progress regulations.

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

Received for noting:

- | | | |
|---|-----------------------------|------------------|
| ★ | 6.1 DAP Report – April 2022 | HSS CB 22/04/053 |
| | | Noted |

Received for Approval:

- | | | |
|-----|--|------------------|
| 6.2 | Deferral of PGDip (Psychological Practice) External Review | HSS CB 22/04/054 |
| | Associate Professor Jenny Poskitt spoke to this. Professor Mandy Morgan has met with the Psychology Board who have advised a deferral is not possible. The school will be going ahead with the review later this year. There are key staff who will be taking responsibility for this. | |

Moved by Associate Professor Poskitt: That document HSS CB 22/04/054 be withdrawn
Carried

7. REPORT FROM CHAIR, ACADEMIC PROGRAMMES COMMITTEE – Associate Professor Jenny Coleman

Received for noting:

- | | | |
|---|--|------------------|
| ★ | 7.1 Report from Chair, Academic Programmes Committee | HSS CB 22/04/055 |
| ★ | 7.2 APC Minutes Part I 28 February 2022 | HSS CB 22/04/056 |

Noted

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

Received for noting:

- ★ 8.1 DTL Report – April 2022

Noted

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

Received for noting:

- ★ 9.1 Report from Chair, Teaching and Learning Committee

- ★ 9.2 CTLC Minutes Part I 3 February 2022

HSS CB 22/04/057

Noted

10. REPORT FROM RESEARCH DIRECTOR – Professor Bill Fish

Received for noting:

- ★ 10.1 Research Director Report – April 2022

HSS CB 22/04/058

- ★ 10.2 College Research Committee Minutes 18 November 2021

HSS CB 22/04/059

Noted

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

- 11.1 No documents received.

12. STUDENT REPRESENTATIVE'S DISCUSSION ITEMS

Nothing further to report.

13. ACADEMIC PROPOSALS:

Received for approval and forwarding to Academic Committee:

- 13.1 MRC Summary Sheet

HSS CB 22/04/060

Associate Professor Coleman introduced this document. An amendment to be made on page 2 for course 219042 assessment 5 should be changed to a 10% weighting.

Moved: That HSS CB 22/04/060 be approved forwarded to Academic Committee for noting subject to a minor amendment

Coleman/Flavel

Carried

- 13.2 CUAP Report BA (Public and Professional Writing) minor

HSS CB 22/04/061

Associate Professor Coleman introduced the document. This programme has been closed for several years and has been fully taught out.

Moved: That HSS CB 22/04/061 be approved for forwarding to Academic Committee for approval

Coleman/Taylor

Carried

- 13.3 New Course Proposal 200262 Politics and Public Policy in Aotearoa New Zealand

HSS CB 22/04/062

Associate Professor Robyn Andrews spoke to this document. There was a refresh of the programme where it was decided that 200162 would be revamped and lifted to 200-level. There will be no major shift in the content in the transition from 100-level to 200-level, but there will be an increased expectation of student performance which is reflected in the assessments, workload calculation, and revised learning outcomes.

- | | | |
|--------------|---|-------------------------|
| 13.4 | Course Retirement 200162 Politics and Public Policy in New Zealand | HSS CB 22/04/063 |
| 13.5 | Non-CUAP Spec Amend BA (Politics and International Relations) major | HSS CB 22/04/064 |
| 13.6 | Non-CUAP Spec Amend BA (Politics and International Relations) minor | HSS CB 22/04/065 |
| 13.7 | Non-CUAP Spec Amend GradCertArts (Politics and International Relations) | HSS CB 22/04/066 |
| 13.8 | Non-CUAP Spec Amend GradDipArts (Politics and International Relations) | HSS CB 22/04/067 |
| 13.9 | Non-CUAP Spec Amend DipArts (Politics and International Relations) | HSS CB 22/04/068 |
| 13.10 | Non-CUAP Spec Amend BA (New Zealand Studies) | HSS CB 22/04/069 |
| 13.11 | Non-CUAP Spec Amend DipArts (New Zealand Studies) | HSS CB 22/04/070 |

Moved: That documents HSS CB 22/04/062 to HSS CB 22/04/070 be approved for forwarding to Academic Committee for approval
Coleman/Andrews
Carried

14. DOCUMENTS FOR DISCUSSION:

Received for discussion and feedback:

- | | | |
|-------------|------------------------|-------------------------|
| 14.1 | Amelioration Procedure | HSS CB 22/04/071 |
|-------------|------------------------|-------------------------|
- Professor Lisa Emerson spoke to this document. A working group was formed to establish a procedure for any emergency that affects teaching and learning. The following was discussed:
- These processes will require College Board sign-off, any decisions that are made will need to go to Academic Committee for noting. CB will need to think how this is to be managed.
 - How is this to be distributed for consultation?
 - What consideration has been given here to alternative sources of evidence i.e. self or peer assessment in relation to learning outcomes?
 - More time will be required to allow for consultation, particularly for professional programmes.
 - The Chair will discuss this with Professor Hēmi Whaanga as there was no representative from that unit at this meeting.
 - This document to be socialised at College forums and feedback to go either direct to Professor Cullinane, or to the DTL to feedback.

Action: CTLC to collate any feedback received from units. The DTL to contact Professor Cullinane to discuss extending the feedback date.

15. DOCUMENTS FOR NOTING:

- | | | |
|---------------|---|-------------------------|
| 15.1 | Theses Submission Regulation Change | HSS CB 22/04/072 |
| | The Chair advised that this could go to the College Research Committee to be communicated to college staff. | |
| ★ 15.2 | Wellington Regional Director Report to College Board April 2022 | HSS CB 22/04/073 |
| ★ 15.3 | Wellington Forum Convener's Report March 2022 | HSS CB 22/04/074 |
| ★ 15.4 | Wellington Forum Minutes 16 March 2022 | HSS CB 22/04/075 |

- ★ 15.5 Albany Forum Minutes 17 November 2021 HSS CB 22/04/076
- ★ 15.6 Albany College Forum Report HSS CB 22/04/077

15. DOCUMENTS FOR INFORMATION:

16. GENERAL BUSINESS:

Pūrehuroatanga Update - *Professor Giselle Byrnes, Tere McGonagle-Daly*

Professor Giselle Byrnes, Tere McGonagle-Daly provided a presentation which gave an update on the Pūrehuroatanga project.

This the second year of a cross-University co-ordinated effort at enhancing student success and retention, with a particular focus on Māori and Pacific learners.

Questions and discussion that followed the presentation:

- Tere advised there are two layers to Pūrehuroatanga; the steering group co-chaired by Giselle and Tere, and an operational group that is chaired by Amy Heise.
- It is important that a positive perspective and a sense of support is put in place for teaching staff where it really matters, and to remove any barriers.
- The DTL thanked Giselle and Tere for listening to the colleges about their concerns, this has led to increased confidence in what we are all doing.

17. LATE ITEMS:

Note: Exclusion of Press and Public:

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

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

The Chair will note that Linda Lowe, Secretary, will be in attendance in Part II



COLLEGE OF SCIENCES
COLLEGE BOARD

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

MINUTES – PART I

PRESENT:

Professor Simon Hall (Chair), Cheyenne Church, Christina Eagle, Professor Ray Geor, Sam Glen, Professor Jon Huxley, Dr Mostafa Jelodar, Professor Paul Kenyon, Professor Peter Lockhart, Associate Professor Tammy Lynch, Dr James Millner, Associate Professor Liz Norman, Professor Jon Procter, Professor Jamie Quinton, Professor Chris Scogings, Professor Gourab Sen Gupta, Professor Jenny Weston.

IN ATTENDANCE:

Amy Heise, Mary O'Carroll.

Note that the order of the meeting was adjusted to accommodate visitors and proceeded as follows: The meeting opened at 2:04pm followed by agenda items 1-5, 13, 6-10, 12, 15, 16, the meeting then moved to Part II and agenda items 17-23, the meeting moved back to Part I and agenda items 11 and then 14. The meeting closed at 4:00pm.

1. WELCOME

The chair welcomed the new student representatives: Sam Glen (Distance) and Cheyenne Church (Manawatū); new elected School representatives: Mostafa Jelodar (Built Environment), Tammy Lynch (Mathematical and Computational Sciences) and James Millner (Agriculture and Environment); and new ex officio members: Jenny Weston (Chair of College Academic Committee) and Jamie Quinton (Head of School of Natural Sciences).

2. APOLOGIES

Suzanne Wilkinson
Diana Kessler
Julian Heyes, Sen Gupta attending as Julian's proxy
Amy Heise and Paul Kenyon for early departure at 3:00pm
Jenny Weston for early departure at 3:10pm

3. VISITORS

Joy Hotter, College Director, Massey University College – for agenda item 13 (2:15pm)
Prof. Giselle Byrnes, Provost – for agenda item 14 (3:30pm)

4. CONFIRMATION OF AGENDA

- 4.1 The chair proposed that the deferred documents CSB22/2/8 TO CSB22/2/12 from the 17 February 2022 meeting be added to the agenda as new items 11.6 to 11.10. The board agreed with this proposal.
- 4.2 Agenda item 11.5 with document CSB22/3/49 was withdrawn.

5. MINUTES FOR APPROVAL

5.1 Confirmation of Minutes February 2021 Part I

CSB22/3/39

RESOLVED: THAT THE MINUTES OF PART I OF THE MEETING HELD IN FEBRUARY 2022 BE CONFIRMED AS AN ACCURATE RECORD.

CHAIR
Carried

6. MATTERS ARISING

6.1 Priority courses for Pūrehuroatanga project

The Chair reported that he, Ray Geor and Liz Norman had met with the Pūrehuroatanga project team the previous day. The potential College of Sciences courses that could participate in the project includes:

123103 Chemistry for Modern Sciences

158120 Fundamental Information Technologies

160102 Algebra

160105 Methods of Mathematics

247112 Science and Sustainability for ICT

The Chair noted that it was pleasing to see that these courses (and their predecessor courses) had progressively improved in pass rates over the last several years. A key message from the team was that the project was primarily focussed on establishing and remedying, where necessary, the aspects of the courses, and our students' overall engagement with the course, that could benefit from additional support, both within the College and centrally.

6.2 Deferred documents CSB22/2/8 TO CSB22/2/12

These items had been moved to items 11.6 to 11.10.

6.3 Election of School representatives to College Board

6.3.1 Memorandum from CSB Chair to Schools

CSB22/3/40

6.3.2 School representative nomination form

CSB22/3/41

The documents were attached for noting. Three School representatives have been appointed. The Chair has asked the Heads of the other three Schools to arrange for the election of the remaining positions. Following the appointment of these, there will be a College-wide call for the election of a professor to the board.

6.4 CUAP Qualification Amendment Graduate Diploma in Information Sciences CSB22/2/21

The Chair advised the board that this document was approved at the Academic Committee meeting held on 8 March 2022.

7. ACTION LIST

5.1 Action list March 2022

CSB22/3/42

Action item 1 – completed

Action item 2 – ongoing

Action item 3 – appears as agenda item 11.6 in this meeting with document CSB22/3/50

Action item 4 – completed, Academic Leads and Postgraduate Leads emailed 7 March 2022

Action item 5 – remains in progress

NOTED

8. CHAIRPERSON'S REPORT

The Chair noted there were no other specific matters not already covered in the agenda to report.

PVC Ray Geor updated the Board on the following matters:

- In-person teaching during the COVID outbreak. It was noted that many staff and students welcomed the ability to have some in-person teaching with online support.
- Domestic and international travel approval processes during the COVID outbreak.
- College Executive Group planning session. One topic of discussion was the opportunities and challenges in a post-COVID world.

9. TEMPORARY COURSE ASSESSMENT CHANGES DUE TO COVID

9.1 Temporary Course Assessment Changes approved by the DPVC February 2022 to March 2022
CSB22/3/43

NOTED

10. COURSE OFFERING CHANGES

10.1 Course Offering Changes approved by the DPVC February 2022 to March 2022 CSB22/3/44

It was noted that there were a large number offerings effectively converted from Distance to Block to maintain consistency with the University's COVID vaccination requirements for in-person teaching.

NOTED

11. ACADEMIC DECISIONS

11.1 Course Amendment 112301 International Food and Agribusiness Strategies CSB22/3/45

11.2 Course Amendment 117331 Dilemmas in Animal Welfare CSB22/3/46

11.3 Course Amendment 117232 Physiological Strategies for Survival CSB22/3/47

11.4 Course Amendment 189362 Integrated Farm and Environmental Management CSB22/3/48

11.5 Course Amendment 284301 Horticultural Crop Development & Yield CSB22/3/49
Item was withdrawn

11.6 Course Amendment 228371 Statistical Modelling for Engineers and Technologists
CSB22/2/8

11.7 Course Amendment 228798 Individual Research Project CSB22/2/9

11.8 Course Amendment 280341 Environmental Technology CSB22/2/10

11.9 Course Amendment 282260 Manufacturing Engineering and Computer Aided Design
CSB22/2/11

11.10 Course Amendment 282371 Mechanics and Materials

CSB22/2/12

Note: A series of minor modifications were identified for each of the documents.

MOTION: That subject to the minor amendments that documents CSB22/2/8 to CSB22/2/12 and CSB22/3/44 to CSB22/3/48 be approved and forwarded to Academic Committee for noting.

Millner/Sen Gupta
Carried

11.6 Renaming of Course Prefix 204

CSB22/3/50

MOTION: That document CSB22/3/50 be approved and forwarded to Academic Committee for approval.

Scogings/Lynch
Carried

12. TEACHING AND LEARNING

12.1 Draft revision to CoSTL Terms of Reference

CSB22/3/51

12.2 Current CoSTL Terms of Reference CSB/4/178

CSB22/3/52

Liz Norman presented the documents and advised the board of the key changes. The ToR will be worked on further by the CoS Teaching and Learning Committee with a view to present a recommended ToR to the CoS Board for approval at the next meeting.

NOTED

13. MASSEY UNIVERSITY COLLEGE PROPOSAL

13.1 Proposal from MUC for New Foundation Science Courses

CSB22/3/53

Joy Hotter, College Director, Massey University College, presented the documents. The Chair noted that he was a member of the Joint Board of Studies for Massey University College, a board similar in purpose to this board.

MOTION: That College Board supports in principle the proposal in CSB22/3/53 and will provide assistance with advising on the course structures and learning outcomes to ensure that they are suitable pathways for entry into the relevant College of Sciences-managed 100-level courses, specialisations and qualifications. Noting that it is expectation of the board that the level of workload needs to be established and agreed. It is also noted that the timelines are short.

CHAIR
Carried

14. ACADEMIC PROGRESS PROPOSAL FROM ACADEMIC COMMITTEE

14.1 Memorandum from Academic Committee – Academic Progression Regulations

CSB22/3/54

14.2 AB21-11-221-Academic Progress Proposal from AC 19.10.2021

CSB22/3/55

The Provost led a discussion on these documents and received comments from board members. Liz Norman, a member of the sub-committee that prepared the proposals provided additional commentary. The Part C regulations for the BVSc were discussed. The Provost will work with representatives from the School of Veterinary Science to establish the operational approach noting that the external accreditation requirements are paramount.

15. ANY OTHER MATTERS

- | | | |
|------|--|------------|
| 15.1 | Non-CUAP Qualification Amendment BBus AC22/03/53 | CSB22/3/56 |
| 15.2 | CUAP BBus New Specialisation Business Analytics CBB 2022_02_50Rev1 | CSB22/3/57 |

Note: The Chair advised the board that these documents had been approved by the Massey Business School College Board the previous day. College members had participated in the development of the Business Analytics major.

NOTED

16. 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: CSB22/3/38 Part II and CSB22/2/28 will be discussed in Part II of this meeting.

The Chair noted that Mary O'Carroll will be in attendance in Part II.



COLLEGE OF SCIENCES
COLLEGE BOARD

**A meeting of the College Board was held on
Thursday 21 April 2022 at 2.00 PM via Zoom**

MINUTES – PART I

PRESENT:

Professor Simon Hall (Chair), Professor Donald Bailey, Cheyenne Church, Christina Eagle, Sam Glen, Professor Ray Geor, Professor Julian Heyes, Professor Jon Huxley, Dr Mostafa Jelodar, Kat Littlewood, Professor Peter Lockhart, Associate Professor Tammy Lynch, Dr James Millner, Associate Professor Liz Norman, Professor Jon Procter, Professor Jamie Quinton, Professor Chris Scogings, Professor Jenny Weston.

IN ATTENDANCE:

Mary O'Carroll.

The order of the meeting was adjusted to accommodate visitors and proceeded as follows:
The meeting opened at 2:02pm followed by agenda items 1-7 and the commencement of item 8, then moved to item 14.3 (2:15-2:46pm), the meeting then moved back to the remainder of item 8, and then all other items were in agenda order. The meeting closed at 4:06pm.

1. WELCOME

The chair welcomed the new Board members and those to be in attendance (noting that not all were present for this meeting):

- Staff representatives: Donald Bailey (School of Food and Advanced Technology), Kat Littlewood (School of Veterinary Science), and Mark Waterland (School of Natural Sciences).
- Professorial representative: Professor Gourab Sen Gupta.
- Central unit representatives to be in attendance: Ursula Clarke (Library), and Fiona Coote (Director of the Office of Academic Quality, Reporting and Assurance).

2. APOLOGIES

Ursula Clark, Fiona Coote, Amy Heise, Diana Kessler, Paul Kenyon, Gourab Sen Gupta, Monty Sutrisna, Mark Waterland, Suzanne Wilkinson.

3. VISITORS

Prof. Giselle Byrnes, Provost – for agenda item 14.3 (2:15pm)
Prof. Chris Anderson, First Year Lead – for agenda items 12.4 to 12.7

4. CONFIRMATION OF AGENDA

The agenda was confirmed.

5. MINUTES FOR APPROVAL

5.1 Confirmation of Minutes March 2022 Part I

CSB22/4/59

RESOLVED: THAT THE MINUTES OF PART I OF THE MEETING HELD IN MARCH 2022 BE CONFIRMED AS AN ACCURATE RECORD.

**CHAIR
Carried**

6. MATTERS ARISING

6.1 Election of School representatives to College Board

6.2 Election of Professorial representative to College Board

6.2.1 Email from CSB Chair to College members

CSB22/4/60

6.2.2 Professorial representative nomination form

CSB22/4/61

The Chair noted that all the board positions (elected, appointed and in attendance) have now been filled. There is a total of 23 elected and appointed members so the quorum will be 12.

The Chair's call for nominations for School and professorial representatives requested that nominees identify their preferred term (1, 2 or 3 years). The purpose of this was to meet the aim outlined in the Board's Terms of Reference that there be a balance of new and existing members as terms expire.

The Chair advised that the preferred terms provided in the nominations did lead to that balance and those terms are confirmed:

- Mark Waterland, Tammy Lynch and Mostafa Jelodar will have 2-year terms to the end of 2023.
- James Millner, Donald Bailey, Kat Littlewood and Gourab Sen Gupta will have 3-year terms to the end of 2024.

The Chair thanked all new members for agreeing to their nomination and for their future work towards the operation of this Board.

The Chair also noted the Board's Terms of Reference allows, at his discretion, the co-opting of up to an additional 4 members for specific periods to bring specific skills to the Board.

6.3 Massey University College Proposal

Course outlines for the proposed Chemistry, Physics and Biology have been provided to Mark Waterland for comment. The Learning Outcomes for the Mathematics course have been provided to Tammy Lynch for comment.

6.4 Priority courses for Pūrehuroatanga project (See item 14.3 below also)

The Chair and Liz Norman and have met with Jamie Quinton and Chris Scogings to discuss the priority courses for the College of Sciences. The view is developing that these could be:

123103 Chemistry for Modern Sciences,

158120 Fundamental Information Technologies, and

160105 Methods of Mathematics

7. ACTION LIST

7.1 Action list April 2022

CSB22/4/62

Action items 1, 3 and 4 have been completed. It is noted that student representatives are required for the Board's sub-committees. Action item 2 remains pending. With the election of the Board's professorial representative item 5 is now completed.

NOTED**8. CHAIRPERSON'S REPORT**

The Chair noted there were no other specific matters not already covered in the agenda to report. Similarly, Ray Geor had no specific matters to report as PVC.

(The meeting moved to item 14.3 at this point and returned after that item had been completed and the Provost had departed.)

The Board then had general discussion relating to the Pūrehuroatanga project. Key features of this discussion included:

- the observation from members that the context of the project may not be well understand by many academics and may not be that visible to students;
- there were some potential misunderstandings about how the Studiosity support for students operated; and
- the Board is desirous of receiving updates regarding the Studiosity project.

It was generally observed that, while much of the project details had been provided by various means, some staff may not yet have fully assimilated this information.

9. TEMPORARY COURSE ASSESSMENT CHANGES DUE TO COVID

9.1 Temporary Course Assessment Changes approved by the DPVC February 2022 to March 2022

CSB22/3/43Rev1

9.2 Temporary Course Assessment Changes approved by the DPVC March-April 2022

CSB22/4/63

The Chair noted that the Board was being asked to note a revision to document CSB22/3/43 presented at the March 2022 meeting. Subsequent to that meeting it was established that a greater level of detail was required for noting at Academic Committee. The Chair withdrew the document so that the amendments could be made, and these are now shown in document CSB22/3/43Rev1.

NOTED**10. COURSE OFFERING CHANGES**

10.1 Course Offering Changes approved by the DPVC March 2022 – April 2022

None

The Chair noted that there will be a list of course offering changes for noting at the May 2022 meeting. This list will arise from the 2023 timetabling process that Liz Norman has just completed.

11. FROM COLLEGE ACADEMIC COMMITTEE

11.1 CAC Minutes November 2021 Part I

CSB22/4/65

11.2 Summary of course amendments April 2022

CSB22/4/66

NOTED

12. ACADEMIC DECISIONS

James Millner spoke to items 12.1 to 12.3:

- | | | |
|------|--|------------|
| 12.1 | Course Amendment 117361 Companion Animal Science | CSB22/4/67 |
| 12.2 | Course Amendment 189151 Principles of Soil Science | CSB22/4/68 |
| 12.3 | Course Amendment 284301 Horticultural Crop Development & Yield | CSB22/4/69 |

Chris Anderson spoke to 12.4 to 12.7:

- | | | |
|------|---|------------|
| 12.4 | Course Amendment 247111 Science and Sustainability for Agriculture and Horticulture | CSB22/4/70 |
| 12.5 | Course Amendment 247112 Science and Sustainability for ICT | CSB22/4/71 |
| 12.6 | Course Amendment 247113 Science and Sustainability for Science | CSB22/4/72 |
| 12.7 | Course Amendment 247114 Science and Sustainability for Engineering and Technology | CSB22/4/73 |

RESOLVED: That subject to minor amendments to CSB22/4/67 and CSB22/4/73 documents CSB22/4/67 to CSB22/4/73 be approved and forwarded to Academic Committee for noting.

**Millner/Heyes
Carried**

Jenny Weston spoke to 12.8 and 12.9:

- | | | |
|------|---|------------|
| 12.8 | New Course 227120 Fundamentals of Veterinary Structure and Function | CSB22/4/74 |
| 12.9 | Non-CUAP Qualification Amendment for UBVTs (BVSc) | CSB22/4/75 |

RESOLVED: That documents CSB22/4/74 and CSB22/4/75 be approved and forwarded to Academic Committee for approval.

**Weston/Huxley
Carried**

13. TEACHING AND LEARNING

- | | | |
|------|--|------------|
| 13.1 | Draft Terms of Reference for College of Sciences Teaching & Learning Committee | CSB22/4/76 |
|------|--|------------|

Liz Norman presented the document. A request was made that the draft Terms of Reference be revised to specifically task committee members with communicating Teaching & Learning-related information to and from College members, and to College Board. The revised draft Terms of Reference will be presented at the May 2022 meeting. It was noted that the committee can continue to operate under the current Terms of Reference.

14. ANY OTHER MATTERS

- | | | |
|--------|---------------------------------------|------------|
| 14.1 | Item referred from Academic Committee | |
| 14.1.1 | AC22-03-75 Amelioration Procedures v3 | CSB22/4/77 |

Feedback is requested by Assoc. Prof. Jo Cullinane by 13 May 2022. The Chair will prepare a response from the board. Individual feedback can be sent to the Chair for collation into that response, or sent directly to Assoc. Prof. Jo Cullinane. If sent to the Chair, then that should be sent by Wednesday 11 May 2022.

The Board supported the need for developing a set of principles. The general view was that these should be treated as guidelines rather than as rigid set of options. It was noted that the details and impacts of the next emergency or crisis may well not be predictable at this time so an approach to addressing the challenges may be more useful than detail.

NOTED

14.2 Item referred from the Office of Academic Quality, Reporting and Assurance

14.2.1 Theses Submission Regulations Changes

CSB22/4/78

The Chair suggested that it may be prudent to form a College-wide view, or even a University-wide view on the production of hardcopies for Schools and supervisors – and who funds these. It was requested that the matter be referred to the College’s Research Committee for consideration.

NOTED

14.3 Pūrehuroatanga update from the Provost.

The Provost provided an update of the project. A presentation was delivered covering the reporting metrics used by the Tertiary Education Commission and the approaches that are being implemented to remediate priority courses. The Chair advised the Provost that the Board had discussed (see item 6.4 above) the potential priority courses from the College.

15. EXCLUSION OF THE PUBLIC

THE CHAIRPERSON WILL MOVE 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.

The Chair noted that Mary O’Carroll will be in attendance in Part II.



MASSEY UNIVERSITY
COLLEGE OF HEALTH
 TE KURA HAUORA TANGATA
COLLEGE BOARD MEETING

Tuesday 15 February 2022 at 10am

By Zoom

MINUTES – PART I

| No. | Item / Details | Decisions/Actions | Doc No. |
|-----|--|---|------------------|
| 1. | <p>WELCOME and APOLOGIES</p> <p>Present: Professor Jill McCutcheon (Chair)</p> <p>Professor Ajmol Ali, Dr Rachel Batty, Professor Barry Borman, Dr Bevan Erueti, Associate Professor Andy Foskett, Associate Professor Kathryn Hay, Dr Kerri-Ann Hughes, Associate Professor Shirley Julich, Professor Marlana Kruger, Associate Professor Tracie Mafile'o, Professor Kieran O'Donoghue, Associate Professor Wyatt Page, Professor Nicolette Sheridan</p> <p>In attendance: Jill Coatsworth, Deanna Abbott (Secretary)</p> <p>Apologies: Associate Professor Ian Laird, Dr Jennifer Roberts, Associate Professor Rachel Page</p> | | |
| 2. | <p>MINUTES FOR APPROVAL – PART I</p> <p>Minutes of the meeting held 16 November 2021</p> | <p>MOVED that the Minutes of the meeting held on 16 November 2021 be confirmed as a true and correct record.</p> <p style="text-align: right;">W PAGE/HUGHES <u>Carried</u></p> | COH CB 21/11/131 |
| 3. | MATTERS ARISING FROM THE PREVIOUS MINUTES | | |
| 3.1 | <p>Cross-College Elective Course Communication (Item 5.2)</p> <p>Associate Professor O'Donoghue has received no further comments or feedback. The College of Health Academic Programmes Committee did not meet in February.</p> <p>Assoc Prof O'Donoghue Kieran will respond to Fiona Coote that the College of Health is in general agreement with the content of the memorandum and the solutions proposed.</p> | | COH CB 21/11/122 |
| 3.2 | <p>Memorandum – College of Health Guidelines for Curricular Change DRAFT (Item 6.1)</p> <p>This item will be discussed under Item 6.2 on this Agenda.</p> | | COH CB 21/11/123 |
| 3.3 | <p>Graduating Year Review Report (GYR) and 2022 Schedule (Item 6.2)</p> <p>In response to the College Board's request to defer GYR's for the following programmes to 2023:</p> <ul style="list-style-type: none"> • Certificate in Mental Health and Addiction does have graduates so this will need to have a GYR done in 2022. • Master of Clinical Practice (Nursing) has no graduates until mid-year 2022, so this can be deferred to 2023. | | COH CB 21/11/124 |
| 4. | UNIVERSITY ACADEMIC AUDIT | | |

| No. | Item / Details | Decisions/Actions | Doc No. |
|-------|--|---|------------------|
| 4.1 | <p>Micaela Eastwood and Fiona Coote from the Office of Academic Quality, Reporting and Assurance provided a presentation on the Academic Quality Agency (AQA) Self-Review and Site Visit.</p> <p>Cycle 6 commenced in September 2017 and will run for Massey until the end of 2024. This cycle is broken up into three phases: (1) the Enhancement Theme Phase, (2) the Audit Phase, and (3) a Review Phase.</p> <p>Key dates: February-October 2022 Self-review portfolio; March 2023 Site visit; and June 2023 draft report published.</p> <p>Fiona and Michaela will be working with College's and Professor McCutcheon and Professor O'Donoghue will be seeking additional information and ideas from Schools, College Board, and subject matter experts.</p> <p>Further details on the Academic Audit are available on One Massey: Academic Audit (sharepoint.com)</p> <p>The presentation is available on our College of Health Board SharePoint site: Academic Quality Audit College Roadshow</p> <p>Professor McCutcheon thanked Fiona and Micaela for attending and providing this information.</p> | | |
| 5. | ACADEMIC DECISIONS | | |
| 5.1 | Course Amendments for 2022 | For approval and forwarding to Academic Committee for noting | |
| 5.1.1 | <p>College of Health Changes to Assessments for S1/DS offerings 2022</p> <p>Emergency course assessment changes are required as an initial step in the wider amelioration response for Semester 1 2022. Most of these changes are moving away from Centrally Invigilated Examinations.</p> <p>These are temporary solutions for 2022 and course amendment proposals will be required if Course Coordinators/Schools want to make permanent changes.</p> | <p>MOVED that this document be approved and forwarded to Academic Committee for noting.</p> <p>O'DONOGHUE/W PAGE <u>Carried</u></p> | COH CB 22/02/002 |
| 6. | ACADEMIC DOCUMENTS FOR DISCUSSION | | |
| 6.1 | <p>Equivalence Policy Review</p> <p>This paper was discussed and the following comments made:</p> <ul style="list-style-type: none"> The four principles are comprehensive and provide a practical integration to Stream. Equity of outcome is not equity of process. Issues around equal access and how to implement this. Language is general, but implementation and delivery will be different. Clear and simple but operationalisation of concern. Different amount of resource into different population groups, or by a particular programme. | <p><i>Feedback to Phil Bronn, Office of Academic Quality, Reporting and Assurance, by Tuesday 29th March 2022.</i></p> <p>ACTION: Further comments and feedback should be sent to Associate Professor Kieran O'Donoghue by Friday 25th March, to collate information and forward on to Phil Bronn.</p> | COH CB 22/02/003 |
| 6.2 | <p>College of Health Guidelines for Curricula Changes</p> <p>As a result of the moratorium clear guidelines for changes, circumstance and rationale have been provided. These guidelines should aid staff when</p> | MOVED that this document be approved and forwarded to College of Health staff for information. | COH CB 22/02/004 |

| No. | Item / Details | Decisions/Actions | Doc No. |
|-----|--|---|---------------------|
| | making proposals and in particular to strengthen the rationale section. | O'DONOGHUE/BORMAN <u>Carried</u> ACTION: Suggested amendments can be sent to Associate Professor O'Donoghue. | |
| 7. | ACADEMIC DOCUMENTS FOR NOTING | | |
| 7.1 | Graduating Year Review – Master of Analytics Final Report <i>Response to each recommendation to be sent to Deb Just, Office of Academic Quality, Reporting and Assurance, by Monday 28th February 2022.</i> | Noted. The Board agreed with all three recommendations. The Board also noted that Massey Business School would be submitting the final response as the owning College of this qualification. | COH CB 22/02/006 |
| 8. | REPORTS | | |
| 8.1 | Chair's Report Professor Jill McCutcheon <ul style="list-style-type: none"> It has been a busy start to the year with many things happening, especially with preparing and planning. Yesterday was the date for those students who had not provided their vaccine pass, to be advised that they will now be withdrawn. This has been challenging across the university and especially the number of programmes in the College of Health where the mandatory vaccination is required. The message to students should be clear and accurate on all Stream sites. Decisions the College of Health has made to-date will stand for Semester 1. Thank you to everyone for your ongoing considerations on how best we can support our students. Reminder this week is the VC Teaching symposium, hopefully staff will be able to join a few sessions. The University's strategic plan should be finalised by Council this week. Thanks to our academic administration team for all the support given to academic staff and students. | | Verbal Report |
| 8.2 | Associate Dean – Research Associate Professor Ian Laird Report taken as read | RECEIVED | COH CB 22/02/007 |
| 8.3 | Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay <ul style="list-style-type: none"> The University is still waiting for sign off for procurement of placement software. Social Work and Teacher Education programmes will be first to trial. Development of a newsletter focussed on WIL for the College of Health which will include outside partners and industries. Staff input for each programme will be sought along with profiles of graduate students. The purpose is to promote awareness of different programmes and strengthening partnerships. Associate Professor Hay acknowledged and thanked Professor Nicolette Sheridan for organising the mask fitting for students going out on placements. | RECEIVED <u>Amendment:</u> Under Item 3, <i>change</i> School of Public Health to School of Health Sciences. | COH CB 22/02/008 |

| No. | Item / Details | Decisions/Actions | Doc No. |
|-----|---|-------------------|---------------------|
| 8.4 | Associate Dean – Higher Degree Research Professor Marlina Kruger Report taken as read with the following points to highlight: <ul style="list-style-type: none"> • Confirmation process – reminder that there is a new SharePoint website and forms should not be used on the old website. • Scholarships – the April round will not include International students who are not already residing in NZ. • GRS are prioritising PhD students who are already studying for a possible return to NZ. | RECEIVED | COH CB 22/02/009 |
| 8.5 | Associate Dean – Academic / Learning & Teaching Associate Professor Kieran O'Donoghue Taken as read. <ul style="list-style-type: none"> • Ongoing work due to COVID-19. A paper on amelioration will be coming out soon. • No College of Health nominations were received for teaching awards. • Studiosity mentors have been finalised and approved. • Thanks to the College PVC Office academic administration team. | RECEIVED | COH CB 22/02/010 |
| 8.6 | Associate Dean – International Professor Ajmol Ali <ul style="list-style-type: none"> • There was no planning meeting with Global engagement team. • Request from the Federation University in Victoria to send a group to Massey hopefully in 2023/24. | RECEIVED | Verbal Report |
| 8.7 | Associate Dean – Māori Dr Bevan Erueti <ul style="list-style-type: none"> • Kaiārahi – Māori, College of Health – discussions are still under way for this position. Thanks to Studiosity and Te Rau Tauawhi, who will support College of Health students, which is a similar structure as the Pacific plan with a more centralised team. • Associate Dean Māori Awards – \$25,000 distributed to chosen and approved students in the Bachelor of Sport, Exercise and Nutrition, Bachelor of Health Science, and Bachelor of Nursing. | RECEIVED | Verbal Report |
| 8.8 | Associate Dean – Pacific Associate Professor Tracie Mafile'o <ul style="list-style-type: none"> • Pacific@Massey Research Conference took place 1-3 December 2021 in an online format. • College of Health Advisor will now be under the Office of Pacific Student Success. Funding has now been confirmed so position can be advertised. • Manatoa Mentors and PSS Tutors. • Marked improvement in students satisfaction with Pacific Services. | RECEIVED | COH CB 22/02/013 |
| 9. | MOVING INTO PART II | | |

EXCLUSION OF THE PUBLIC

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

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

| Subject | Reason for Proposed Exclusion |
|--|--|
| <u>Item 1.</u> Qualification Review Report for the Master of Health Science, Postgraduate Diploma in Health Science, Bachelor of Health Science | 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 2.</u> Qualification Review Report for the Master of Analytics | 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
COLLEGE OF CREATIVE ARTS
 TOI RAUWHĀRANGI

COLLEGE BOARD

Confirmed Minutes Part 1

Wednesday 13th April 2022 1.30pm to 3.00pm

Meeting Room: via ZOOM

Members:

Professor Margaret Petty (Chair)
 Professor Rebecca Sinclair
 Professor Brian Lucid
 Professor Huhana Smith
 Professor Heather Galbraith
 Associate Professor Faith Kane
 Professor Ngatai Taepa (Nominee: Rongomaiaia Te Whaiti)
 Professor Andre Ktori
 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)
 Tuheimoa Maruera
 Rosie Koko
 Kevin Veale

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

Apologies: Professor Ngatai Taepa
 Professor Huhana Smith
 Professor Heather Galbraith
 Professor Andre Ktori
 Dr Vick Karaminas

Claire Hackett
 Kate Winsley
 Phoebe Bertelsen
 Joy Wearne

Presentation: Giselle Byrnes and Tere McGonigal-Daly presented an update on Pūrehuroatanga and responded to questions from College Board members.

Agenda Part I

1. Confirmation of Minutes from:

1.1 18 March 2022 – Part I

CCACB2022/04/19

MOVED: that the Minutes Part 1 of the CoCA College Board meeting of 18 March 2022 be confirmed as a true and accurate record.

Jess Chubb / Scott Wilson

2. Matters arising from previous meetings

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

Jess advised that the communication with students regarding the BSA is being worked on for implementation after the Easter break.

3. Chairperson's Report
 Professor Margaret Petty

Margaret advised that she's keen to hear the update on Pūrehuroatanga from Giselle and Tere and that this is a high priority for the Senior Leadership Team.

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

Faith advised that we're hoping that the 2nd half of the semester will be a little easier with the move to the orange traffic light setting.

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

5.1 Amelioration Procedure (for discussion)
 Feedback due by 20th May 2022 to Associate Professor Jo Cullinane

CCACB2022/04/20

Jess advised the context for this document. It provides amelioration guidelines for any future emergency situations and creates a set of parameters to work through. The Academic team have had a look at this and generally are in support of the guidelines. We need to make sure there is enough flexibility for our students with assessments especially pass/fail.
 ACTION: Jess to prepare a College Board response.

The feedback we provided around the cross-College elective offerings was well-received by Academic Committee.

Jess reported that there has been a software update to the Curriculum Management System which now includes a Power BI button on the home page.

6. Report from Director Research
 Dr Oli Wilson

Oli advised that the PBRF consultation paper No 3 is finished and reported back to College Researchers. The College advocated for a model in which examples of research excellence are clustered around other examples of research excellence – up to 4. Please let Oli know if you would like a copy of the College submission.

University Research Committee – Giselle Byrnes has confirmed the use of rolled over MURF funding. Maximum flexibility will be applied.

7. Report from Director Postgraduate
 Professor Heather Galbraith

There is no report from Director Postgraduate.

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

There is no report from the College Professoriate or Maori Professoriate.

9. Report from the Kaihautu Toi Māori
 Professor Ngatai Taepa (Nominee: Rongomaiaia Te Whaiti)

There is no report from the Kaihautu Toi Maori this meeting.

10. Quality Enhancement Committee – Postgraduate

There are no items from the Postgraduate QEC

- Quality Enhancement Committee – Undergraduate
11. 11.1 BCMP Summary of Course Amendments – Note: course amendments to coincide with the approval of the Bachelor of Screen Arts CUAP proposal
Bachelor of Screen Arts with Honours Programme Overview CCACB2022/04/21
- 11.2 Course Amendments
- a) 100 level Courses
- | | |
|--|-----------------|
| i) 289.100 Introduction to Screen Arts | CCACB2022/04/22 |
| ii) 289.102 Visualisation for Media Production | CCACB2022/04/23 |
| iii) 289.103 Introduction to Animation | CCACB2022/04/24 |
| iv) 289.104 Introduction to Visual Effects | CCACB2022/04/25 |
| v) 289.106 Introduction to Game Development | CCACB2022/04/26 |
| vi) 289.112 Introduction to Film Production | CCACB2022/04/27 |
| vii) 289.113 Introduction to Media Technology | CCACB2022/04/28 |
| viii) 289.116 Introduction to Immersive Media | CCACB2022/04/29 |
| ix) 289.120 Working with Scripted Material | CCACB2022/04/30 |
| x) 289.190 Screen Arts: Special Topic 1A | CCACB2022/04/31 |
| xi) 289.191 Screen Arts: Special Topic 1B | CCACB2022/04/32 |
| xii) 289.192 Screen Arts: Special Topic 1C | CCACB2022/04/33 |
- b) 200 level Courses
- | | |
|---|-----------------|
| i) 289.205 Intermedia | CCACB2022/04/34 |
| ii) 289.208 Animation Production | CCACB2022/04/35 |
| iii) 289.209 Visual Effects Production | CCACB2022/04/36 |
| iv) 289.210 Game Production | CCACB2022/04/37 |
| v) 289.211 Film Production | CCACB2022/04/38 |
| vi) 289.216 Immersive Media Production | CCACB2022/04/39 |
| vii) 289.290 Screen Arts: Special Topic 2A | CCACB2022/04/40 |
| viii) 289.291 Screen Arts: Special Topic 2B | CCACB2022/04/41 |
- c) 300 level New Courses
- | | |
|---|-----------------|
| i) 289.303 Major Project Development | CCACB2022/04/42 |
| ii) 289.390 Screen Arts: Special Topic 3A | CCACB2022/04/43 |
- d) 700 level New Courses
- | | |
|--|-----------------|
| i) 289.701 Production Planning and Development | CCACB2022/04/44 |
| ii) 289.702 Screen Arts Critical Frameworks | CCACB2022/04/45 |
| iii) 289.803 Advanced Production | CCACB2022/04/46 |

Jess advised that all the BSA(Hons) courses are pass/fail except for 289702 Screen Arts Critical Frameworks (15 credits) and 289803 Advanced Production (60 credits). The inclusion of a grade for 289702 was agreed in consultation with the Director Postgraduate to provide a GPA for progression to a Master's qualification.

MOVED: that the course amendments – documents
CCACB2022/04/22 to CCACB2022/04/46 be approved and
forwarded to Academic Committee for noting.

Jess Chubb / Rebecca Sinclair

12. Library
Joy Wearne

Report from Joy Wearne

CCACB2022/04/47

13. MAWSA / Student Representatives
Kate Winsley / Phoebe Bertelsen
Tuheimoa Maruera / Rosie Koko

There is no report from MAWSA / Student Representatives.

14. Student Advice and Information
Claire Hurley

Claire advised that the student ID cards were received and over
400 students have been emailed to advise that their ID card is
available for collection.

15. General Business

There are no items of general business.

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

ACADEMIC COMMITTEE MEETING

Thursday 7 April 2022 at 1.00 pm

By Zoom

MINUTES - PART I

Present: Giselle Byrnes (Chair), Stephanie Allan, Jess Chubb, Jenny Coleman, Fiona Coote, Jo Cullinane, Simon Hall, Jacqui Hofmann, Jean Jacoby, Jill McCutcheon, Liz Norman, Jenny Poskitt

In Attendance: Leanne Robinson (Secretary)

1. INTRODUCTION

- 1.1 Welcome: The Chair thanked everyone for attending today's meeting and welcomed Stephanie Allan, this year's nominated Massey at Distance student representative on Academic Committee.
- 1.2 Apologies: Stephen Croucher, Kieran O'Donoghue, Linda Palmer, Rebecca Sinclair, Ina Te Wiata, Cynthia White
Jean Jacoby for early departure at 2.00 pm
- 1.3 Confirmation of Agenda:
 - 1.3.1 Item 7.2 was withdrawn and item 9.2 was unstarred.
- 1.4 Confirmation of Minutes – 8 March 2022 AC22/04/78

AMENDMENTS:

Item 2. Chair's Report, page 2, paragraph 2

Correct the title for Tere McGonagle-Daly *from* 'DVC Students and Alumni' to 'Deputy Vice-Chancellor Students and Global Engagement'.

ITEM 3.2 Academic Progression Working Group, page 2, paragraph 1

Replace:

There are a few unresolved questions around the phase one work that have already been put through Academic Board.

With:

The phase one work has been approved by Academic Board but there are a few unresolved details being worked on.

Item 8.1 CUAP Qualification Amendment: Graduate Diploma in Information Sciences, page 6, paragraph 2

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

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

A College of Sciences representative commented that the paragraph, that referred to the subsequent outcome after the meeting's discussion with regards to whether this was a CUAP or non-CUAP proposal arose because the Computer Science endorsement was still available, was not clear. Fiona Coote explained that the endorsement was available only because there was an administrative error and it had not been closed in the system. This paragraph to be reworded for clarity.

RESOLVED: that the Minutes of the Meeting held on 8 March 2022 be approved as a true and accurate record subject to the agreed amendments.

Hall/Cullinane
Carried

1.5 Ratification of Minutes – 8 February 2022

AC22/03/48Rev1

RESOLVED: that the Minutes of the Meeting held on 8 February 2022, approved out of session as a true and accurate record, be ratified.

Chair
Carried

1.6 Matters Arising:

None

1.7 Action List

AC22/04/80

Discussed and updated.

The Chair thanked Fiona Coote for all her work on behalf of the Committee.

2. CHAIR'S REPORT

The Chair reported that Academic Board approved at their March meeting the revised Academic Committee's Terms of Reference (ToR) and has requested the change in reporting line for the Learning and Teaching Committee (LTC). The Learning and Teaching Committee is now a subcommittee of Academic Committee. The LTC ToR are on today's agenda as a separate item. The Chair advised that she has received, in writing, concerns about the proposed Committee's membership from the student members.

The Chair advised that Academic Board has requested a full summary report of all academic changes that have occurred over the last couple of years with regards to assessment and amelioration, as approved by the CMT.

The Chair attended the CUAP meeting held on 24 March 2022 to discuss process matters. The main points discussed were:

- The normative process for Graduating Year Reviews (GYR) has been suspended for the last year and CUAP agreed to extend the process for the remainder of 2022 due to the pandemic environment.
- CUAP discussed proposals that are presented entirely in Te Reo Māori and how to support these and uphold their mana while also respecting the probity of the expert informed peer-review process. The Deputy Chair CUAP has drafted a policy for the members to comment on. It was decided that proposals in Te Reo Māori would not be translated into English for peer-review, but every effort would be made to seek academic experts in the subject area so these can be assessed in context.
- The letter Massey wrote to CUAP at the end of last year to express our disappointment at the conduct of the July 2021 meeting regarding due process. The key points raised were: the due process of CUAP at that particular meeting; when a university signs off a proposal and then voices another opinion at the meeting where the proposal is discussed; lack of communication regarding changes to the CUAP Handbook, especially when the peer-review process is well underway, and the timely communication around the nomenclature changes in particular. The CUAP members largely agreed with all the points Massey raised and the discussed that ensued will reflect changes to the Handbook. From the discussion regarding the peer-review process and academic quality assurance, it was thought by most of the members that when a proposal had been signed off by a university it did not preclude them from participating in the full CUAP discussion, but they agreed that they should not raise new issues.
- There was discussion around the Doctor of Jurisprudence by the NZQF and where this sits as New Zealand does not recognise the JD as a masters qualification when it has the equivalent qualification to a professional masters programme, yet it has the term 'doctor' in the title.
- The Workforce Development Councils (WDC) were discussed and a Chair of the WDC will be invited to attend a future CUAP meeting.

3. ACADEMIC DISCUSSION/DECISION

3.1 Audit Update

Fiona Coote commented that the Self-review Working Group is at the evidence gathering stage. This involves getting all the evidence from people and putting a narrative around that evidence so that when the report is written it will provide a description, context, relevance, embeddedness, highlights and lowlights so the report will link into the evidence. Student focus groups are being organised and Fiona is working, in conjunction with MUSAC, to identify a cross section of students. Jean Jacoby is working on a Pūrehuroatanga overview because it links into over half of the guideline statements. This overview will be a highlight for our report because it clearly evidences a positive mindset shift of getting groups across the University to work together and putting students at the forefront.

3.2 Academic Progression Working Group

Jo Cullinane reported that the Academic Progression and Progress Working Group is making good progress on a range of fronts. On the Phase One front:- the team have been working on correcting webpages, adding new information to webpages, and drafting the new Terms of Reference for APC and P-PAQ. Associated with Phase One, a related project is now progressing to make technical changes to SITS/SMS and so reflect and support the regulation changes approved in November 2021. On Phase Two: the group had a major meeting in late February and have spent March working through the implications for the conclusions/preferences reached. A major proposal has been developed based on those discussions and stakeholder discussions which reflects the 'fundamental reset' in supporting student performance that the Working Group seeks to achieve. That proposal is currently being considered and commented upon and a draft will come to Academic Committee for feedback at the next meeting.

Relatedly, a summary of the Non-Participating Enrolment (NPE) round was conducted using the 2021 Summer School data as the threshold trigger. In total, 100 students were identified as having issues related to performance. Those students were written to and invited to make submissions about their performance. With all the submissions now considered, the out-turn position was 15 students' situation was explained and deemed justified; and 85 students either made no submission or their submission did not adequately explain their performance issues, and these 85 students have been excluded for around a year. Appeals might still be being resolved but there was very limited enquiry about this. Exclusions cover the Semester 1 2022 period so any students who had been studying but have been excluded were removed from current courses too. This exclusion process was completed before WMAR.

3.3 Cross-College Communication and Consultation

3.3.1 Cross-College Elective Course Communication

AC22/04/97

Fiona Coote thanked the Colleges for their feedback and to the College of Sciences who have suggested a solution that will make the communication process easier for them. The Committee was asked to consider the five general principles, outlined in the document, for approval and to communicate the principles to the academic staff. The Chair thanked members for their discussion and engagement with this communication.

With reference to 5.3 Named Electives, the College of Humanities and Social Sciences representative commented on the difficulties associated with sourcing the appropriate person to contact and that this could be resolved if each College nominated a person, possibly a key administrator, who is responsible for maintaining an up-to-date list of their academic contacts. The College of Sciences maintain an up-to-date list of all academic contacts and they have shared this with the Committee. The College of Business representative supported College of Humanities and Social Sciences' suggestion but commented the best way to manage these electives would be in the same manner as for the peer-review CUAPs – they discuss and then the proposal gets distributed back out to the college. The College of Business is happy with the principles in general terms, but registered a serious concern about the role of course coordinators as the key decision-makers.

The College of Humanities and Social Sciences representative commented that a checklist in Curriculum Management that outlined different levels of change would be useful and suggested the information around electives be added to the parent document.

Fiona Coote remarked that there appeared to be consensus to approve the general principles and to work on the implications separately.

RESOLVED: that the general principles outlined in 5.1-5.5 in document AC22/04/97 be approved.

Coote/Poskitt
Carried

3.3.2 Cross-College Consultation

AC22/04/98

Fiona Coote spoke to the set of guidelines that will provide information for Colleges on when consultation should occur across College. Jacqui Hofmann suggested that the references to the new reporting be included in the new document.

RESOLVED: that Academic Committee adopt the cross-college consultation tests detailed in document AC22/04/98 and promulgate this information through the Colleges.

Coote/Cullinane
Carried

3.4 RPL for Courses with Different Credit Values

AC22/04/81

Fiona Coote commented that this document has been presented to Academic Committee previously and the questions raised were answered and agreed. Today's version is to address the new questions, detailed in the document, that have arisen from feedback.

After a brief discussion and with some Colleges sharing their initial views, it was decided that due to the number of questions that need addressing *the discussion be deferred*. Fiona advised that this item is not time sensitive. The Chair asked for the Colleges to send their feedback to Fiona and a revised document will be available for discussing at the May 2022 meeting.

3.5 Approved Terms of Reference:

3.5.1 Academic Committee

AC22/02/44Rev2

Document AC22/02/44Rev2 was noted.

3.5.2 Learning and Teaching Committee

AC22/04/82

The Chair advised that Academic Board has approved the revised ToR for Academic Committee and that it will now be the parent Committee for the Learning and Teaching Committee. The Board has also asked Academic Committee to consider their questions around the LTC's ToR, especially with regard to membership.

The question was raised about retitling the LTCs 'subcommittees' to 'working groups' when this type of group is normally for an entity that convenes for a specific purpose

and disbands on the completion of the task. Fiona Coote advised that Academic Board requested these committees be changed to working groups. It was suggested to retitile the subcommittees concerned with Group, e.g. Academic Integrity Group and this would remove the confusion that these subcommittees are not time-bound working groups, but are permanent groups. The Chair advised that as Academic Committee is now the parent committee of LTC, then we have the authority to rename the subcommittees.

The Chair shares Academic Board's concerns around the proposed membership of the LTC; both the size of the Committee because it may be difficult to manage in terms of ensuring that all voices are heard, and the balance of members from colleges and central services needs to be more balanced.

The Chair commented that the LTC will be a standing agenda item and will discuss pedagogical matters. The Chair will meet with LTC at their next meeting to discuss and seek their views on membership.

The Academic Committee will have the opportunity to discuss the LTC ToR and to consider the LTC's feedback prior to approving the LTC new ToR.

- 3.6 MUC English Language Evidence for Admission to the Diploma (Business) and Graduate Diplomas (Marketing and Management) AC22/04/83

Fiona Coote reported that this proposal is to add some English language evidence for entry into the Diploma (Business) and the Graduate Diploma (Marketing and Management). The Joint Board of Studies has approved this proposal and seeks the approval of Academic Committee for implementation.

In addition, Fiona to seek advice and consider further implications if the additional English evidence is introduced into other programmes.

RESOLVED: that document AC22/04/83 be approved.

Coote/Hall
Carried

4. COLLEGE OF BUSINESS

- 4.1 CUAP New Specialisation:
Business Analytics (Bachelor of Business) AC22/04/84

RESOLVED: that document AC22/04/84 be approved and forwarded to Academic Board for recommendation to the Vice-Chancellor and CUAP for approval.

Cullinane/Hall
Carried

- 4.2 New Courses: AC22/04/85
110304 Data Analytics for Accounting and Business
115213 Quantitative Methods for Business
115325 Advanced Data Analysis
115326 Data Visualisation

115327 Critical Issues in Business Analytics
 219212 Introduction to Global Communication
 219213 International Communication

AMENDMENT:

Course 115213 Quantitative Methods for Business - remove the prerequisite 115109.

The College of Business representative advised that courses 219212 and 219213 belong with the CUAP proposal to introduce the new Global Communication major in the Bachelor of Business which was approved by Academic Committee at the March meeting. The representative thanked the College of Humanities and Social Sciences for their feedback which is reflected in the new courses.

RESOLVED: that document AC22/04/85 be approved subject to the agreed amendment.

- | | | |
|---|---|----------------------------------|
| | | Cullinane/Hall <u>Carried</u> |
| ★ | 4.3 Course Retirement: 115250 Practice to Innovation | AC22/04/86 |

RESOLVED: that document AC22/04/86 be approved.

- | | | |
|----|--|----------------------------------|
| | | Cullinane/Hall <u>Carried</u> |
| 5. | COLLEGE OF HEALTH | |
| ★ | 5.1 Summary of Minor Regulatory Changes – March 2022 | AC22/04/87 |
| | Document AC22/04/87 was noted. | |

6. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

- | | | |
|---|--|------------|
| ★ | 6.1 Summary of non-CUAP Schedule Amendments – March 2022 | AC22/04/88 |
|---|--|------------|

RESOLVED: that document AC22/04/88 be approved.

- | | | |
|---|--|-------------------------|
| | | Chair <u>Carried</u> |
| ★ | 6.2 Summary of Minor Regulatory Changes – March 2022 | AC22/04/89 |
| | Document AC22/04/89 was noted. | |

7. COLLEGE SCIENCES

- | | | |
|--|--|------------|
| | 7.1 Rename Massey Prefix 204 from Decision Science to Data Science | AC22/04/90 |
|--|--|------------|

RESOLVED: that document AC22/04/90 be approved.

Hall/McCutcheon
Carried

7.2 Summary of Temporary Assessment Changes
WITHDRAWN AC22/04/91

★ 7.3 Summary of Minor Regulatory Changes - March 2022 AC22/04/92

Documents AC22/04/91 and AC22/04/92 were noted.

8. FOR INFORMATION

9. DOCUMENTS FOR NOTING

★ 9.1 Teaching and Learning Committee Minutes – Part I AC22/04/93

9.2 Massey University College Joint Board of Studies AC22/04/94
Course Amendment - 115321 Academic Language for Postgraduate Study

Fiona Coote advised that this proposal has been presented in the wrong format and should be on a summary of minor regulatory changes. This is a process issue and Fiona will work with the Joint Board of Studies and explain the difference in the forms. Fiona further advised that the prefix 115 will be changed to reflect the discrete subject area and to separate these courses from the College of Business courses which use the 115 prefix.

Documents AC22/04/93 and AC22/04/94 were noted.

10. 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 |
|--|---|
| Item 1 - Minutes (Part II) of 8 March 2022 | These matters were considered in Part II of the meeting held on 8 March 2022 those reasons identified by the Academic Committee before the public was excluded. |

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



University Research Committee
 Minutes of the meeting of the University Research Committee held on Thursday 24 March 2022
 held via Zoom at 2:00pm.

MINUTES – Part I [Public]

PRESENT: Giselle Byrnes (Chair), Jonathan Elms, Bill Fish, Heather Galbraith (for Oli Wilson), Craig Johnson, Ian Laird, Matt Roskruge, Viv Smith, Suzanne Wilkinson.

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

1. APOLOGIES

Apologies were received from Linda Palmer, Tracy Riley and Oli Wilson.

The meeting opened with a karakia offered by Giselle Byrnes.

The Chair welcomed to the meeting Heather Galbraith, alternate for Oli Wilson.

Bill Fish left the meeting at 3:45pm.

2. CONFIRMATION OF Part I MINUTES OF MEETING HELD – 24 February 2022 (URC 22/019)

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

(Elms/Fish)

(All)

3. ACTION ITEMS AND MATTERS ARISING

| NUMBER | RESPONSIBLE FOR ITEM | ITEM | RESPONSIBLE FOR ACTION | DUE DATE |
|--------|----------------------|---|--|------------|
| 1 | 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 |
| 2 | Giselle Byrnes | Follow up on the outcomes of Huia Jahnke's Strategic Investment Fund Fellowship: Research for Māori by Māori. | Giselle Byrnes | Open |
| 3 | Giselle Byrnes | Discussion of issues associated with Massey Business School engagement with the Marsden Fund. | Giselle Byrnes, Viv Smith and Jonathan Elms | Completed |

Action item 1: This action related to concerns raised by business school deans across the universities about a common, consistent lack of success from applications to the Marsden Fund (human behaviour and economics panel). Conversations around the issue were being pursued by the Business Deans Network, as the most appropriate group to take leadership in this area. Members noted the need to maintain a 'watching brief' on this issue going forward.

4. STRATEGIC DISCUSSION

The committee discussed the Massey University submission on Te Ara Paerangi Future Pathways Green Paper (URC 22/020) and college submissions on the green paper (22/029). The green paper, by Ministry of Business, Innovation and Employment (MBIE), provided a starting point for the reform of the government funded Research, Science and Innovation (RSI) sector in New Zealand. The Chair thanked all those who provided feedback toward the University submission, in particular the college submissions, and also thanked Jo Whittle for her assistance in drafting the submission. The committee noted the challenging context for research which was creating high levels of uncertainty and fatigue among researchers generally, and acknowledged the extra effort required to make contributions to government-level policy discussions at such a time. MBIE received approximately 900 written submissions on the document and planned to release a summary of submissions, followed by a white paper later in the year. Members expressed their hopes that proposed changes to the RSI sector would be aligned with changes to the Performance Based Research Fund also currently under consultation.

At its March meeting, the Academic Board approved the revised URC Terms of Reference. Changes included an emphasis on the role of the URC to provide advice to Academic Board on the strategic direction for research at the University and leadership on matters relevant to research students, clarification of the role of College Research Committees as sub-committees of the URC, and amendments to the membership of URC, specifically: inclusion of the Director of Research Ethics as an ex officio member; removal of the elected members of the Academic Board, and increased student representation. Changes to membership will be implemented in the coming months, including the selection of up to two Early Career Researcher representatives from the nominations provided by each college.

The release of the research section of the new Massey University website was noted, and members particularly commended the research impact stories. There was a desire to see this type of content expanded further, including a specific focus on research related to Sustainable Development Goals (SDGs). Further editing and updates of the website were the responsibility of the University's in-house web team. Members were invited to note necessary changes to web content around research to Marise Murrie who is coordinating changes on behalf of Research Operations.

The appropriate format and timing for a ceremony to honour the 2021 research medal winners was discussed, considering current public health concerns and high levels of uncertainty around public events. The blended, virtual and in-person event held in March last year was appropriate at that time; however, feedback from those involved favoured a more formal, in-person event for this year. One option was to hold an event at the Te Rau Karamu Marae at the Pukeahu Campus in Wellington, especially as the Te Kahui Toi team won the Team Medal in 2021. Interest was also expressed in having a ceremony at the Innovation Complex at the Albany

campus, and in the possibility of live-streaming the event alongside highlighting the winners via website stories, so as to make the event visible to a wider audience.

The Chair thanked members for their feedback on the upcoming refresh of He Rautaki Rangahau Research Strategy/Plan. The approach to consulting on the refreshed research plan was being considered by Academic Board, working in partnership with the Māori Professoriate. It was noted that an updated version of the paper on research excellence, originally presented to URC by Viv Smith and Snow Wang in early 2021, would be presented to Academic Board at its next meeting.

5. RESEARCH OPERATIONS MONTHLY REPORT (URC 22/021)

Noted. Members were updated on progress on Te Pūkai Tara Universities New Zealand Pike Ake project, an MBIE-funded programme aimed at redesigning the trajectory for Māori researchers across all New Zealand universities. As part of this project, a Manu Taupua Regional Connector role will be advertised internally. The position, established under a partnership with the office of the Deputy Vice-Chancellor Māori, will be hosted in Research Operations, and will focus on supporting the building of Māori research capacity and capability, while also acting as the key contact with the Pike Ake programme leader based at Te Pūkai Tara.

Members noted a decrease in the number of preliminary proposals submitted to the Marsden Fund for 2022, compared with previous years. This reflected the general fatigue researchers were experiencing after several years of disruption associated with the impacts of COVID-19. It also reflected the approach in Research Operations to support researchers to submit only those applications that were fully developed and that had the best chance of success, and to encourage applicants whose applications required more work to submit in the following round. A query was raised about the small number of bids to international research funds. While offering high potential rewards, applications to these funds were very competitive, did not support full-cost recovery, and were time-consuming and complex to complete. Marise Murrie and the Research Innovation and Impact team were thanked for the advice and support they provided to researchers making applications to international research funds.

6. GRADUATE RESEARCH SCHOOL & ETHICS MONTHLY REPORT (URC 22/022)

Noted. Members commended the support offered by the GRS to students in the wake of the Government's implementation of the COVID-19 MyVaccinePass restrictions, which meant that only those students with a MyVaccinePass were able to conduct 'in-person' research or to be on campus. Only one student chose to withdraw from studies due to the vaccine mandate, while a number have developed plans with their supervisors that would enable them to continue their research off-campus and without any in-person contact. Student support continued to be offered successfully in an online format, including 'bootcamps' for new scholars.

7. ITEMS FOR DISCUSSION AND APPROVAL

7.1. Research rankings (Verbal update)

The embargoed results of the QS Subject Rankings had been received and a summary provided to Senior Leadership Team members, including a positive performance in the

subject areas of Built Environment and Development Studies that reflected the focus by these teams on ensuring that measures to enhance their contact lists. 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.

- 7.2 Massey University Research Medals and Awards updated guidelines (URC 22/023)
This paper recommended a number of changes to the guidelines for nominations for College Research Awards and Massey University Research Medals. The key changes included:
- (a) the creation of a college level award for the category of Research Citizenship *Whaowhia Ngā Kete o Te Wānanga*
 - (b) a new requirement for Early Career College Research Award winners reconsidered for the corresponding University Research Medal to reconfirm that they meet the eligibility criteria (namely, that their PhDs or equivalent qualifications were conferred within the past seven years) each year of reconsideration
 - (c) clarification that teams nominating for the Team Medal may be co-led by more than one primary investigator, and
 - (d) retention of the provision for awards selection committees to consider the ongoing impacts of the COVID-19 pandemic on researchers in the 2022 nomination round.

In discussion members noted that the guidelines around supporting evidence provided for each award category state that the information supplied '*should* focus on demonstrating how the nomination meets the assessment criteria'. Given the challenges faced by the awards selection committees where insufficient information is provided in nominations, committee members recommended replacing the word '*should*' with '*must*', to emphasise that nominations that do not include the necessary information would not be considered by the committees. The recommended changes were approved subject to the inclusion of this additional amendment, the changes to come into effect from the 2022 nomination round.

(Byrnes)
(ALL)

- 7.3 CoS MURF allocations 2022 (22/024)
Approved.
(Byrnes)
(ALL)

8. ITEMS FOR NOTING

- 8.1 MBS Research Committee Minutes February 2022 (URC 22/030)
Noted. The committee thanked the MBS Research Committee for sharing its minutes, and commended Rebecca Izzard for excellent minute keeping. Reflecting the goal to strengthen connections between URC and college research committees, members were encouraged to share any relevant information and issues from their respective areas with URC, and to feel free to contact Giselle Byrnes and Jo Whittle if they wish to bring a paper to the committee.

- 8.2 Informs Council 'More than our rank' initiative
Noted. (URC 22/025)
- 8.3 Doctoral Research Committee Minutes February 2021
Noted. (URC 22/026)
- 8.4 Teaching and Learning Committee Minutes November 2021
Noted. (URC 22/027)

9. GENERAL BUSINESS

A number of colleges were developing college-specific statements of researcher expectations. It was noted that these would work alongside the University-level Research Expectations developed in consultation with URC. The aim of such documents was to inform staff and offer clarity around their roles at different levels of experience, rather than acting as performance or promotions measurement tools, and it was agreed that this needed to be reaffirmed to staff.

Giselle Byrnes offered a karakia to close the meeting.

MEETING CLOSED AT 4:00 pm.

THE NEXT MEETING WILL BE HELD ON Thursday 28 March 2022.

ACTION POINTS

(To be carried over until completion)

| NUMBER | RESPONSIBLE FOR ITEM | ITEM | RESPONSIBLE FOR ACTION | DUE DATE |
|--------|----------------------|---|--|------------|
| 1 | 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 |
| 2 | Giselle Byrnes | Follow up on the outcomes of Huia Jahnke's Strategic Investment Fund Fellowship: Research for Māori by Māori. | Giselle Byrnes | Open |



University Research Committee

Minutes of the meeting of the University Research Committee held on Thursday 28 April 2022 held via Zoom at 2:00pm.

MINUTES – Part I [Public]

PRESENT: Giselle Byrnes (Chair), Kat Cuttriss (alternate for Linda Palmer), Jonathan Elms, Craig Johnson, Ian Laird, Viv Smith, Suzanne Wilkinson, Oli Wilson.

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

1. APOLOGIES

Apologies were received from Bill Fish, Linda Palmer, Tracy Riley and Matt Roskruge.

The Chair welcomed to the meeting Kat Cuttriss, alternate for Linda Palmer.

The meeting opened with a karakia offered by Kat Cuttriss.

2. CONFIRMATION OF Part I MINUTES OF MEETING HELD – 25 MARCH 2022 (URC 22/032)

Resolved that the minutes of the last meeting be adopted as a true and correct record, subject to removing the word 'Acting' from 'Acting Chair'.

(Elms/Laird)
(All)

3. ACTION ITEMS AND MATTERS ARISING

| NUMBER | RESPONSIBLE FOR ITEM | ITEM | RESPONSIBLE FOR ACTION | DUE DATE |
|--------|----------------------|---|--|------------|
| 1 | 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 |
| 2 | Giselle Byrnes | Follow up on the outcomes of Huia Jahnke's Strategic Investment Fund Fellowship: Research for Māori by Māori. | Giselle Byrnes | Open |

No matters arising.

4. STRATEGIC DISCUSSION

The Chair updated members on progress on the upcoming refresh of He Rautaki Rangahau Research Strategy/Plan. A key first step was to seek the views and advice of the Māori Professoriate.

Universities were concerned about the impacts of the PBRF 2025 Quality Evaluation (QE) round, which would place pressure on a research workforce that was already exhausted after several years of working under pandemic conditions. The Deputy Vice-Chancellors (Research) had taken a proposal to Vice-Chancellors to consider either delaying the next round by another year (to 2026), or running a partial round in 2025 (with a full round held three years later) in which only those researchers who had not participated in the 2018 QE round, or who could expect to improve their ratings under the new assessment criteria, would submit evidence portfolios. Universities had mixed views. There were mixed views among the universities on these options. While a partial round would allow for staged engagement with the new criteria across a smaller number of researchers, there were concerns that this would be complex to manage and had the potential to create a workforce that was divided between those who were working within the scope of the changed scope of PBRF and those who were not. In addition, the burden of participating in the 2025 round would fall on those staff particularly impacted by the pandemic (e.g. early career researchers, Māori, Pacific, and women academics). At the same time, an additional year's delay to the QE round might not be sufficient to resolve the pressures on the sector.

5. RESEARCH OPERATIONS MONTHLY REPORT (URC 22/033)

Noted. Members noted the relatively strong external research income figures for the first quarter of 2022. Cumulative annual research income was tracking close the results for the same time in the previous two years. It was likely there would be a drop in income in April due to delays in invoicing associated with the extended public holiday period. The impact of increased inflation on research income was raised, and it was noted that the real value of research funding awarded for projects that extended over a number of years would be reduced year-on-year in the face of rising inflation rates.

6. GRADUATE RESEARCH SCHOOL & ETHICS MONTHLY REPORT (URC 22/034)

Noted. Members welcomed the news that, with the opening of New Zealand's borders, offshore doctoral students were now able to enter the country, albeit in small numbers thus far. The process for bringing the students into New Zealand required intensive support from Graduate Research School (GRS) staff.

As part of the changes in 2021 to the Terms of Reference of the Academic Board, the University Scholarship Committee was removed as a formal sub-committee of the Board. A new University Scholarships Advisory Committee (USAC) has now been established, reporting directly to the Provost, and focused on providing strategic advice to the Dean Research concerning scholarships, grants and awards, and scholar development initiatives. The former committee's responsibilities for awarding scholarships to students have been transferred to a new University Scholarships Selection Committee (USSC) which will focus on the selection and awarding of all centrally funded scholarships managed by GRS (excluding doctoral scholarships which will be managed by USAC).

Members thanked Craig Johnson and Ian Fuller for their support of the GRS during the extended absence of Tracy Riley on personal and bereavement leave.

7. ITEMS FOR DISCUSSION AND APPROVAL

7.1. Research rankings (Verbal update)

The results of the Times Higher Education (THE) Impact Ranking for 2022 were due for release on 27 April. Massey University was ranked 66th in the world and 5th in New Zealand. Massey continues to perform well in this ranking, particularly with regard to SDG 11 (Sustainable Cities and Communities) in which it ranks seventh in the world and first in New Zealand, and in being ranked second in New Zealand in four of the SDGs. A record number of 1,524 universities from 110 countries/regions participated this year, an increase of approximately 25% from 2021. Work would next focus on identifying areas for improvement including updating policies, ensuring website links are kept current, and publicising Massey's activities which relate to the SDGs.

7.2 College feedback on State of Open Access paper (Verbal update)

College Research Committees considered URC paper 21/128: State of Open Access in Aotearoa. Research Directors shared this feedback at the meeting, noting measures to enhance uptake around open access including:

- the need to take a strategic approach to support around open access, focusing on highly-cited articles in high quality/reputable journals)
- encouraging open access to outputs in reputable domestic journals (e.g. New Zealand Veterinary Journal)
- ensuring that, where embargo periods have expired, articles are made open access wherever possible
- continuing to explore practical options for making 'accepted manuscript' versions of publications available in Massey Research Online
- providing staff with more information about open access including the value of making their outputs open access and the options available to support them to do this
- continuing to provide some financial support for publication costs while recognising that this may not be sustainable in the longer term as costs continue to rise
- the need for data on the extent to which charges for open access are deterring researchers from publishing in high-quality journals, and
- providing discipline-specific advice and training on open access.

Members endorsed the work done by the Library to negotiate transformative agreements that would allow articles by authors from subscribing organisations to be made open access automatically without incurring any additional charges. Members thanked Linda Palmer for a valuable and informative paper. It was noted that a discussion paper on open access would be presented to Academic Board in June 2022.

7.3 MBS MURF 2022 mini-round allocations (URC 22/042) Approved.

(Elms/Wilson)
(All)

8. ITEMS FOR NOTING

- 8.1 MBS Research Committee Minutes February 2022 (URC 22/047)
Noted.
- 8.2 CoHSS Research Committee Minutes November 2021 (URC 22/036)
Noted.
- 8.3 SHORE Whariki Research Centre annual report 2021 (URC 22/037)
Noted.
- 8.4 The Conversation research engagement report March 2022 (URC 22/038)
Noted.
- 8.5 Doctoral Research Committee Minutes March 2022 (URC 22/039)
Noted.
- 8.6 Academic Committee Minutes February 2022 Part I (URC 22/040)
Noted.
- 8.7 Academic Committee Minutes March 2022 Part I (URC 22/041)
Noted.
- 8.8 Academic Board – Research Excellence: a further discussion (URC 22/035)
Noted. This paper was presented to the Academic Board in April. It provides an overview of the changing definitions of research excellence, why and how it is assessed, and how it is characterised in Aotearoa New Zealand. The paper builds on the earlier paper presented to the Academic Board by the URC in April 2021. The discussion of research excellence was particularly relevant in the context of the recently approved University Strategy 2022-2027, and the upcoming refresh of He Rautaki Rangahau Research Strategy. The feedback from the Academic Board on the paper noted the need for an elastic definition of ‘research excellence’ which embraced the wide variety of research at Massey, that the impacts of research could occur years after the research was completed, and that the recognition that research excellence was under consideration through a range of government policy processes which would have implications for understanding the concept as it applied to Massey.

The discussion noted that the broadening of the definition of ‘research excellence’ under the new guidelines for the PBRF Quality Evaluation 2025 would be critical in shaping the discussion around what this concept means for Massey. There were overlaps between research excellence and attempts to define Massey’s areas of research strength, and it was suggested that asking ‘what are we excellent at?’ could offer a different approach to the discussion about ‘what is research excellence?’ It also remained important to focus on publicising the influence and impact of Massey’s research, and to consider how that influence and impact could be recorded.

The paper will be revised for presentation to the University Council, and members were invited to provide any additional feedback to Giselle Byrnes. URC thanked Giselle Byrnes for an excellent survey of this complex issue, and also acknowledged the work done by

Viv Smith and Snow Wang in preparing the original URC paper on the topic. The paper can be shared with College Research Committees.

9. GENERAL BUSINESS

There was no general business.

Oli Wilson offered karakia to close the meeting.

MEETING CLOSED AT 3:48 pm.

THE NEXT MEETING WILL BE HELD ON Thursday 26 May 2022.

ACTION POINTS

(To be carried over until completion)

| NUMBER | RESPONSIBLE FOR ITEM | ITEM | RESPONSIBLE FOR ACTION | DUE DATE |
|--------|----------------------|---|--|-----------|
| 1 | Giselle Byrnes | Follow up on the outcomes of Huia Jahnke's Strategic Investment Fund Fellowship: Research for Māori by Māori. | Giselle Byrnes | Open |
| 2 | Giselle Byrnes | Share State of Open Access paper with College Research Committees, for discussion of feedback at April URC meeting. | College Research Directors/ Associate Deans Research | Completed |



May 2022

Annual University Research Committee Report to Academic Board

Purpose

The University Research Committee (URC) is required by its Terms of Reference to report to Academic Board detailing progress with delegated business. The 2021 URC Annual Report is attached.

Background

The approved (2022) URC Terms of Reference requires an annual report to Academic Board detailing progress with delegated business.

A report detailing the business of the Committee has been compiled, along with an assessment based on the approved minutes of the progress of business. The membership for 2021, the agenda of business for the year (2021) and the summary of Massey University internal research fund allocations (Appendix 1 and 2) are included.

Discussion

The URC completed business under all elements of the approved terms of reference. This is summarized in detail in Tables 1 & 2 (below).

The priority for the Committee in 2021 was to support the objectives of *He Rautaki Rangahau Massey University Research Strategy 2018–2022* and *Hei Waihanga Ake i Te Whare Rangahau Massey University Research Rankings Strategy*. Key initiatives undertaken by the committee included:

- continuing to oversee and review processes to mitigate the impacts of the COVID-19 global pandemic on research and researchers (including research students)
- leading the exploration of what 'research excellence' means for Massey University
- advancing the University's commitment to Te Tiriti o Waitangi in its practice and support of research, including working to identify and advance Māori research priorities
- improving the reporting and analysis of data on research activity and performance to enhance strategic research decision-making
- allocating Strategic Research Excellence Fund (SREF) and Massey University Research Fund (MURF) funding to develop and progress strategic initiatives
- leading submissions to external research policy reviews including Ministry for Business, Innovation and Employment *Te Ara Paerangi Future Pathways Green Paper* and PBRF Sector Reference Group consultation;
- leading initiatives to enhance Massey University's performance in international university rankings, and
- reporting and monitoring of external research income, publication numbers, research funding applications, doctoral student activity, and co-publication collaborators and institutional affiliations.

No particular issues of concern relating to equity and diversity were noted. Through its processes the Committee is seeking continually to advance and support women researchers, and to ensure that Māori and

Pacific researchers are being considered for research funding, awards, nominations and prizes. Membership of the Committee, as included in the reviewed Terms of Reference (approved in March 2022), aimed to ensure that the Committee continues to reflect the diversity of Massey University's research community, including providing for wider student representation and increasing to two the total number of early career researcher representatives.

Mode of business

The progress of business was supported by monthly meetings, which were well attended. Members have access to named alternates to attend if they cannot due to teaching and other commitments, and this had ensured continuity of business despite the impacts of COVID-19 related absences. All meetings were conducted online via Zoom.

Academic Board is asked note this report.

Professor Giselle Byrnes
Chair University Research Committee
May 2022

CONFIRMED

Appendix 1: Agenda of Business for 2021

| Terms of Reference | 2020 Agenda Topics and Actions | Completed |
|---|---|-----------------------------------|
| <p>1.3.1 Function as an interactive forum for discussing, developing, implementing and disseminating positions on research and research training.</p> | <ol style="list-style-type: none"> 1. Support achievement of the objectives of <i>He Rautaki Rangahau Massey University Research Strategy 2018–2022</i>. 2. Support achievement of the objectives of <i>Hei Waihanga Ake i Te Whare Rangahau Massey University Research Rankings Strategy</i>. 3. Support the University's journey as a Te Tiriti o Waitangi-led organisation. 4. Increase researcher awareness of the benefits of open access research publications and tools such as SciVal. 5. Agree strategic allocation of Strategic Research Excellence Fund (SREF) and Massey University Research Fund (MURF) for 2022. 6. Review and enhance processes to mitigate the impacts of the COVID-19 global pandemic on research and researchers (including staff with internal and external research funds and research students). | <p>1, 2, 3, 4 (ongoing), 5, 6</p> |
| <p>1.3.2 In association with the Provost, lead the preparation of an overarching research direction and strategy for the University.</p> | <ol style="list-style-type: none"> 1. Extensive discussion and input into priority areas of the <i>Research Strategy</i> and <i>Research Rankings Strategy</i>. 2. Review reports from College Research Committees. 3. Develop and promote strategies to improve performance in international rankings (including enhancing researcher commitment for measures to improve rankings, targeted support at school/discipline levels, and enhancing contact lists and the online visibility of Massey research). 4. Appointment of two representatives to University Equipment Advisory Group to enhance strategic decision-making on research related equipment. 5. Leading discussions and providing guidance on research excellence and research impact. | <p>1, 2, 3 (ongoing) 4, 5</p> |

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| <p>1.3.3 Evaluate and monitor research policies and recommend any new policies, or amendments, to the Academic Board.</p> | <ol style="list-style-type: none"> 1. Complete review of Research and Specialist Centres Policy and Associated Procedures. 2. Recommend policies and guidelines related to research students, as reviewed by Doctoral Research Committee, to Academic Board (Doctoral Supervision; Research Resources and Support for Postgraduate Research Candidates; revised Doctoral Degree Regulations; Guidelines for Proofreading and Copyediting of Doctoral Research). | 1, 2 |
| <p>1.3.4 Compile reports and data on the progress of University research and the implementation of the University Research Strategy, including the commissioning of benchmarking reports.</p> | <ol style="list-style-type: none"> 1. Review statistics on external research income, publication numbers and co-authorship institutional affiliation, doctoral student numbers and external research funding application numbers and success analysis. 2. Monitor and report on impacts of the COVID-19 global pandemic on research and researchers to Massey Senior Leadership Team and appropriate external organisations including Universities New Zealand. | 1, 2 |
| <p>1.3.5 Provide research leadership to enable Massey University to optimise its standing in any external audit process which evaluates research excellence (e.g. TEC - Performance Based Research Fund goals).</p> | <ol style="list-style-type: none"> 1. Contribute to TEC, UNNZ, MBIE and other consultation documents. 2. Leadership of Massey University submission on Review of PBRF. 3. Support the development of mitigating policies and procedures that acknowledge the impacts of COVID-19, in collaboration with Universities New Zealand and other New Zealand universities. | 1 (ongoing) 2, 3 |
| <p>1.3.6 Will contribute to the development of doctoral programs and other higher-level student research programmes that are supportive of the University Research strategy.</p> | <ol style="list-style-type: none"> 1. Monitor and discuss postgraduate research statistics including overall completion rates and performance measures for doctoral students. 2. Oversight of doctoral research events and issues through regular report by Dean, Research. 3. Implement measures to support research students impacted by the COVID-19 global pandemic. | 1, 2 (ongoing) 3 |

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| <p>1.3.7 Ensure that appropriate research career development provision is fostered at both institutional and college level, including oversight of those processes which lead to the awarding of the annual College Research Awards and Massey University Research Medals.</p> | <p>1. Review guidelines for College Research Awards and University Research Medals (including aligning medal criteria with national awards and medals, and enhancing equity by requiring College and University awards selection committees to consider performance and/or merit relative to opportunity).</p> | <p>1</p> |
| <p>1.3.8 Propose an annual budget to the Provost for the operations of the Committee and advise the Provost on the annual distribution of a proportion of internal research funds to (i) College research committees; (ii) internal research funds, and (iii) University Research Scholarships.</p> | <p>1. SREF allocations approved through URC (see Appendix 1). 2. MURF allocation to Colleges informed and approved through URC (see Appendix 2).</p> | <p>1, 2</p> |
| <p>1.3.9 Constitute such sub-committees as it thinks fit for the purposes of its business. Such sub-committees shall report to the Committee on matters within their designated areas of responsibility according to a timeframe established by the Academic Board.</p> | <p>1. Medals sub-committee 2020 exercised its duties. 2. Provide review panel for SREF allocations. 3. Constitute a working group to promote Massey University engagement with the United National Sustainable Development Goals. 4. Constitute a working group to explore strategies to advance Māori research priorities.</p> | <p>1, 2 3, 4 (ongoing)</p> |

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| <p><i>1.3.10</i> Report to Academic Board on an annual and as needed basis, and also report on all matters submitted to it by Council for report.</p> | <ol style="list-style-type: none"> 1. Agenda, Minutes and Papers for discussion and note available on SharePoint. 2. Annual Report considered May 2022 for presentation to Academic Board. 3. Commenced review of Terms of Reference as requested by Academic Board. 4. Responded to request by Academic Board for input to review of the Academic Year Structure. | <p><i>1, 2, 3, 4</i></p> |
| <p><i>1.3.11</i> Ensure that its decisions are disseminated and implemented at the appropriate levels within the university.</p> | <ol style="list-style-type: none"> 1. Each College representative acts as ambassador and communicator to the college research committee or its equivalent, to ensure appropriate subject and discipline translation of information. 2. Policy information is posted on relevant OneMassey pages, in Massey News and/or via Researcher All emails from Provost. 3. Cross committee representation works effectively. | <p><i>1, 2, 3</i></p> |

Table 2: The membership of the University Research Committee (2021)

Provost: Professor Giselle Byrnes

Research Directors or equivalent of the Colleges:

- Associate Professor Oli Wilson (CoCA), Director Research
- Associate Professor Ian Laird (CoH), Associate Dean Research
- Professor Bill Fish (CoHSS), Research Director
- Professor Suzanne Wilkinson (CoS), Associate Dean Research
- Professor Jonathan Elms (MBS), Director of Research

Chair of the Doctoral Research Committee (DRC):

- Professor Tracy Riley

Two (2) Academic Board representatives [3-year term] who shall be experienced researchers:

- Distinguished Professor Anne Noble (to September 2021)
- Professor Regina Scheyvens

Nominee of DVC Māori:

- Dr Jason Mika

An early career researcher selected from a pool of College nominees and appointed by the Chair [2-year term]:

- Dr Matt Roskruge

University Librarian

- Ms Linda Palmer, University Librarian

Director, Research Operations

- Dr Viv Smith

| APPENDIX 1: STRATEGIC RESEARCH EXCELLENCE FUND (SREF) ALLOCATION 2022 | | | | | |
|---|---|---|---|---|------------------------|
| Applicant Name | Project Title | Fund Type | College | Academic Unit | Funding Allocated (\$) |
| Alam, Fakhurul | Gait Analysis using smart capacitive floor and machine learning | Sandpit and Explorer | College of Sciences | School of Food and Advanced Technology | 12,500 |
| Avci, Ebubekir | Capsule Robot to Advance Management of Gastrointestinal Diseases | Transformative Research & Creative Endeavours | College of Sciences | School of Food and Advanced Technology | 30,000 |
| Bareham-Waldrock, Corinne | Investigation of neuroimaging tools for the bedside assessment of consciousness in Disorders of Consciousness patients in New Zealand | Early Initiatives | College of Humanities and Social Sciences | School of Psychology | 30,000 |
| Benschop, Jackie | Leptospira spp. Prevalence and Diversity in New Zealand Rattus spp. | Sandpit and Explorer | College of Sciences | School of Veterinary Science | 14,767 |
| Bunn, Tristan | Exploring Accessible Real-Time Rendering Pipelines for Virtual Production Filmmaking | Sandpit and Explorer | College of Creative Arts | School of Music and Creative Media Production | 19,650 |
| Isaac, Gwen | Siouxsie & the Virus | Early Initiatives | College of Creative Arts | School of Music and Creative Media Production | 30,000 |
| Kim, Hagyun | Asian peoples' experiences during the Covid-19 pandemic in Aotearoa New Zealand | Sandpit and Explorer | College of Health | School of Social Work | 8,450 |
| Lawrence, Kevin | Pilot study to identify molecular biomarkers of pain in red deer after velvet antler removal | Early Initiatives | College of Sciences | School of Veterinary Science | 15,000 |
| Legg, Mathew | Development of a Novel Passive Acoustic System for Māui and Hector's Dolphins | Sandpit and Explorer | College of Sciences | School of Food and Advanced Technology | 18,000 |
| McDowell, Nicola | Supporting children with visual perceptual difficulties | Early Initiatives | College of Humanities and Social Sciences | Institute of Education | 10,000 |

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| Nasef, Noha | An apple a day keeps the inflammation away: the IBD dietary intervention study | Early Initiatives | College of Sciences | Riddet Institute CoRE | 20,000 |
| Pillay, Mershen | Tackling Hunger through Research and Innovation in Vulnerable Environments in NZ (THRIVE in NZ) | Transformative Research & Creative Endeavours | College of Humanities and Social Sciences | Institute of Education | 31,810 |
| Rivera Smith, Sebastian | Postharvest diseases of blueberries in New Zealand | Sandpit and Explorer | College of Sciences | Agritech | 15,000 |
| Stockin, Karen | It takes guts - assessing the relationship between gut microbiome in nutrition, fitness and life history of stranded whales | Sandpit and Explorer | College of Sciences | School of Natural & Computational Sciences | 15,695 |
| Te Waru-Rewiri, Kura | Toioho ki Āpiti: The Awakening of Creativity - A pedagogy for indigenous art : Stage 2 | Transformative Research & Creative Endeavours | College of Creative Arts | School of Art | 31,200 |
| van-Brunt, Bruce | A Mathematical Model for Cancer: Rattling the Tumour Cage | Sandpit and Explorer | College of Sciences | School of Fundamental Sciences | 3,680 |
| | | | | TOTAL: | 305,752 |

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