

Academic Board Agenda Part I

Wednesday 13th July 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 15 June 2022 – Part I		(Decision)	Chair	AB22/07/154	3-11
1.6	Matters Arising		(Info)	Chair	Verbal	
1.7	Action Schedule - Part I		(Info)	Chair	AB22/07/155	12-13
1.8	Academic Board Work Plan 2022		(Info)	Chair	AB22/07/156	14
STRATEGIC UPDATES						
2.1	Chair's Report – Part I	1.35-1.40	(Info)	Chair	Verbal	
2.2	Vice-Chancellor's Report – Part I	1.40-1.45	(Info)	Vice-Chancellor	AB22/07/157	15-21
2.3	Provost Report	1.45-1.55	(Info)	Provost	Verbal	
2.4	Student Report	1.55-2.00	(Info)	Student Member	Verbal	
2.5	Tikanga Māori Discussion	2.00-2.30	(Info)	DVC Māori	AB22/07/158	22-26
2.6	Academic Board Proposed Meeting Schedule 2023	2.30-2.35	(Decision)	Chair	AB22/07/159	27
2.7	Review of Qualification Review Process	2.35-2.40		Provost	AB22/07/160	28-31
ACADEMIC PROGRAMMES						

3.1	CUAP Specialisation Retirement:	2.40- 2.50			Provost	AB22/07/161	32-37
	<ul style="list-style-type: none"> Fashion Design and Business Major (Bachelor of Design with Honours) 					AB22/07/162	38-43
	<ul style="list-style-type: none"> Fashion Design and Business Major (Bachelor of Design) Bachelor of Arts Public and Professional Writing Minor 					AB22/07/163	44-45
	<ul style="list-style-type: none"> Bachelor of Sport and Exercise -Management and Coaching -Equine -Sport and Exercise Psychology 						
	CUAP Qualification Retirement:						
	<ul style="list-style-type: none"> Bachelor of Natural Sciences 					AB22/07/164	46-47
	<ul style="list-style-type: none"> Graduate Diploma in Quality Systems 					AB22/07/165	48-49
	<ul style="list-style-type: none"> Master of Natural Sciences 					AB22/07/166	50-51
	<ul style="list-style-type: none"> Postgraduate Diploma in Engineering -Electronics and Computer Engineering -Energy Management -Engineering and Innovation Management -Mechatronics -Packaging Technology -Renewable Energy Systems 					AB22/07/167	52-53

PAPERS FOR NOTING ★

4.1 ★	College of Business College Board Minutes 17 May 2022 Part I		(Info)		AB22/07/168	54-68
4.2 ★	College of Humanities and Social Sciences College Board Minutes 20 May 2022 Part I		(Info)		AB22/07/169	69-74
4.3 ★	College of Sciences College Board Minutes 19 May 2022 Part I		(Info)		AB22/07/170	75-80
4.4 ★	College of Health College Board Minutes 17 May 2022 Part I		(Info)		AB22/07/171	81-89
4.5 ★	Academic Committee Minutes 10 May 2022 Part I		(Info)		AB22/07/172	90-97

EXCLUSION OF PUBLIC

5.1	Public Exclusion Resolution	2.50pm	(Decision)	Chair	Verbal	----
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MASSEY UNIVERSITY COUNCIL

MINUTES OF THE ACADEMIC BOARD

HELD VIA VIDEOCONFERENCE
on

WEDNESDAY 15 June 2022 AT 1.30 PM

PART I

PRESENT: Associate Professor Claire Matthews (Chair), Vice-Chancellor Professor Jan Thomas, Provost Professor Giselle Byrnes, Marla Beissel, Professor Barry Borman, Dr Maria Borovnik, Professor Dianne Brunton, Jacalyn Clare, Associate Professor Jenny Coleman, Professor Stephen Croucher, Associate Professor Jo Cullinane, Professor Chris Cunningham, Professor Simon Hall, Professor Huia Jahnke, Professor Steven Kelly, Fiona Lu, Professor Jill McCutcheon, Tere McGonagle-Daly, Professor Margaret Petty, Professor Julieanna Preston, Professor Nicolette Sheridan, Professor Rebecca Sinclair, Associate Professor Fiona Te Momo, Professor Carol Wham, Professor Cynthia White, Associate Professor Oli Wilson, and Professor Georg Zellmer.

IN ATTENDANCE:

Linda Palmer, University Librarian
Ben Vanderkolk, Pro-Chancellor
Alistair Davis, Council Member
Jodie Banner, Director Governance and Assurance

1. PROCEDURAL MATTERS

1.1 Introduction

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

1.2 Karakia Timatanga/ Mihi Whakatau/ Welcome

The Chair began the meeting by reciting a karakia timatanga.

1.3 Apologies

Apologies were noted and accepted by the Board as follows:

For Absence: Professor Meihana Durie, Professor Lisa Emerson, Michaela Futter, Professor Ray Geor, Professor Tasa Havea, Angus McLay, Professor Jane Parker, and Distinguished

Professor Peter Schwerdtfeger.

For Lateness: Professor Cynthia White.

For Early Departure: Professor Barry Borman, Professor Carol Wham, Professor Cynthia White, and Professor Georg Zellmer.

1.4 Declaration of Interests/ Register of Interest

1.5 Confirmation of Minutes - Part I – 27 April 2022

AB22/06/109

RESOLVED:

(Cullinane/Croucher)

THAT the Part I Minutes of the meeting held on 27 April 2022 be confirmed as a true and correct record.

CARRIED

1.6 Matters Arising

The Chair noted that the Institutional Partnerships Policy and Procedures paper is to be moved to Part I for discussion. This item would be placed at end of Academic Programmes Section in Part I.

1.7 Action Schedule- Part I

AB22/06/110

The Chair noted items which were on the agenda for discussion today.

The Chair noted that Professor Meihana Durie had provided the karakia guidelines but that due to illness these would be presented to Academic Board in July.

Provost noted errors on the Action Schedule, asked that the use of either titles or names be consistent. It was also noted that the Pūrehuroatanga update would be provided on behalf of the Office of the DVC SAGE and Office of the Provost.

The Board noted the Action Plan.

1.8 Academic Board Work Plan 2022- Part I

AB22/06/111

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:

- Revised Terms of Reference for Academic Board went to Council and were referred to PAC committee. This referral reflects Council processes for receiving Terms of Reference for approval.
- Micro-credentials Policy and Short Courses Policy were both approved at Council.
- Chair attended Council meeting with TEC, as well as a ½ day Council Strategy Day.

- Attended some Auckland graduation ceremonies in May, including the Pacific and Māori celebrations.
- Academic Progress Policy and Procedures were approved by the Board late 2021 in error – as Council hold authority to do this. Council has subsequently approved this policy.

(Matthews)

RESOLVED:

THAT Academic Board endorse the Academic Progression Policy for approval, and that the November 2021 Academic Board minutes be amended to reflect this correction.

CARRIED

2.2 Vice Chancellor's Report

AB22/06/112

The Vice-Chancellor took her report as read. The Vice-Chancellor echoed the Chair's comments about graduation ceremonies and celebrations, noting the very positive vibe from students, staff and families. She reflected that these students had had quite a disrupted experience but remained overwhelmingly positive and committed to the university. This reflected the effort of staff over the COVID-19 period and to student support in general. She thanked staff for all of their mahi during this challenging time.

The Vice-Chancellor spoke about the Council meeting with TEC Commissioners, including the DESS work within Pūrehuroatanga, which was positively received by TEC.

The Vice-Chancellor reminded the Board about her anonymous feedback channel and encouraged staff to utilise this channel. It was further noted that if staff chose to identify themselves through this channel that the Vice-Chancellor will respond to them directly.

The Chair noted the award recipients on pages 1-2 of the Vice-Chancellor's report, and proposed the Board send letters of congratulations to the following staff:

- Distinguished Professor Peter Schwerdtfeger
- Dr Amanda McVitty
- Professor Mohan Dutta

Action: Send letters of congratulations from the Board to these award recipients.

A Board member requested more information on the Academic Quality Audit, currently underway. The Vice-Chancellor and Provost provided an overview of the review process, noting the draft self-review report was expected to come to either Academic Board's July or August meeting.

2.3 Provost Report

The Provost provided a verbal report to the Board.

Academic Committee met recently, and key items of business covered included:

- Discussed Cycle 6 Academic Audit.
- A discussion on graduate attributes was deferred to July to allow Academic Committee additional time for discussion.
- Updates from Learning and Teaching Committee.

- Written reports from Academic Progression Working Group, including WMAR processes and the process around Fee appeals. Academic Committee approved those recommendations, and these will proceed onto Academic Board in due course.
- Discussed Amelioration Procedures, Terms of Reference for the revised Qualifications Review Process, revised Qualification Policy and revised Qualification Framework. These items will proceed to Academic Board in due course.
- Institutional Partnerships Policy and Procedures were discussed.
- All 5 Colleges presented non-CUAP proposals.
- Graduating Year Reviews scheduled for this meeting were deferred to a subsequent Academic Committee meeting.

The Provost provided an update on 26 May meeting of the University Research Committee, noting key items of business included:

- Discussed Research Rankings, Open Access Publishing, and the revised Research Strategy.
- Noted discussion on revised Research Strategy with Māori Professoriate.
- Strategic Research Excellence Fund remains open for applications until 7/07/2022. Encouraged Board members to remind colleagues of this opportunity.
- Discussed PBRF, noting a number of discussion papers are being released iteratively. Consideration already underway of how best to support researchers in the next quality evaluation round.
- Consultation process on the Academic Freedom, Freedom of Expression and Free Speech Policy continues. Noted scheduled staff sessions to receive feedback. Consultation remains open until 31/07/2022.

The Chair noted the Academic Board Secretary is unwell and absent from the meeting, and that Director of Governance and Assurance Ms Jodie Banner would be providing secretariat support for the duration of the meeting.

2.4 Student Report

Fiona Lu provided a verbal report on behalf of student membership of Academic Board. Student associations have Semester 2 planning underway and are hoping to welcome many students back to on-campus learning.

On Wellington campus, meetings have been held with class advocates and Academic Committees to receive feedback from students regarding enrolled courses. It was noted that the class advocate system is currently under review.

MUSAF Representatives and students with disabilities from DAM met with Student Experience staff to discuss the Disability Action Plan (DAP).

The Provost provided assurance to the Student Representative that the DAP is a priority focus for both the Office of the Provost and the Office of Student and Global Engagement, and that consultation with students, in particular the Disabled Students' Association would take place in coming months.

2.5 Pūrehuroatanga Update

AB22/06/113

The Provost began the presentation by noting that the University's Learner Success Plan (LSP) is required to be submitted to the TEC, and that Massey's LSP is titled Pūrehuroatanga.

With deliberate SLT strategic investment from 2018, Pūrehuroatanga has an overarching ambition to provide a seamless student experience and remove barriers to learning, specifically identify where the problems and obstacles are, and who our learners are: where they come from and how we can assist them.

The Provost confirmed that Massey is obliged to report against the Educational Performance Indicators (EPIs) set and defined by the TEC. DVC SAGE spoke further about EPIs, and touched on the university's performance against these targets to date.

Discussion was held on the EPI targets, and whether the University's expectations (targets) should be different for different cohorts of students. The Provost noted we are in a transitional phase, and noted that we cannot set unrealistic targets.

Further Board discussion was held on the EPI targets. It was queried as to whether percentages or actual numbers should be used. Board also noted the usefulness of seeing the data across 5 years, however it can be distressing not to see any change in targets across long periods of time.

The DVC SAGE provided an overview of the 6 workstreams within Pūrehuroatanga and of the Data Enabled Student Success (DESS) work.

2.6 Meeting Protocols – Revised

AB22/06/114

The Chair spoke to the report, highlighting key changes made to the protocols in this revision. The Board discussed:

- Whether the first item should be amended to 'preferred name'
- Whether the karakia discussion needs to occur before the protocols are adopted
- A request to revise wording to improve tone of document.
- Adding a reflection component at the end of meetings to reflect on how the meeting was conducted and the behaviours embodied by members.
- Using the definition of mana-enhancing internally adopted within the Academic Freedom Policy.

Action: Amend point one to 'preferred names'.

Action: Remove point two.

Action: Amend point 5 (4th bullet point) add 'mana-enhancing' definition as used within Academic Freedom Policy.

Action: Decision on inclusion of karakia will be made following a subsequent Academic Board meeting discussion.

Action: Academic Board Agenda Setting Working Group will consider the possible inclusion of a reflection time at the end of meetings, and how this could be managed through timing items.

RESOLVED

THAT the Meeting Protocols, AB22/06/114, be approved by the Board, noting the amendments as actioned and listed previously.

CARRIED

Two Board members voted against the motion.

A Board member queried the appropriateness of recording meetings and the potential for OIA requests to be received regarding these recordings.

Action – Office of Governance and Assurance to provide an overview to the Board on appropriateness of recording meetings.

3. ACADEMIC PROGRAMMES

3.1 CUAP Specialisation Retirement, Bachelor of Arts Public and Professional Writing Minor

AB22/06/115

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

RESOLVED:

(Zellmer/White)

THAT document AB22/06/115 be recommended to the Vice-Chancellor for approval and forwarded to CUAP for approval or noting.

CARRIED

Linda Palmer joined the meeting 2:42pm

Item 3.3 was taken ahead of 3.2

3.3 Open Access Publishing Paper

AB22/06/117

The University Librarian provided an overview of Open Access Read and Publish Agreements, and spoke to key parts of the report, including the opportunities available in this space.

The Board queried caps on the access agreements and noted that College Research Committees would disseminate this paper.

Action: URC to disseminate the report to College Research Committees.

Linda Palmer left the meeting 2:53pm

3.2 Academic Changes from 2020 to 2022 in Response to COVID-19

AB22/06/116

The Chair introduced the report, providing background that this is a summary of decisions made in the last couple of years, primarily in responding to the COVID-19 pandemic.

The Provost provided assurance that the decisions made under CMT connected into regular decision making processes. The Board discussed systems-based mechanisms for surfacing any discrepancies.

Discussion was held on how the university may capitalise on some improvements made reflecting that at times we were forced into adaptive change but in many cases these changes have proven preferential both in terms of students and staff.

The Provost suggested Academic Board have a discussion on some of these key areas (aegrotat, impaired performance, special assessment etc). A member noted that CoCA is currently undertaking a review of COVID-19 related changes, to understand the impact these changes have had on students and what has and has not worked for students, with the intention that this learning may inform future decisions.

Action: Chair and Provost to discuss how Academic Board might support progressing these permanent changes.

3.4 Equivalence Policy Review

AB22/06/118

The Provost spoke to the report, noting that the policy revisions have incorporated learnings from the last couple of years and sought to provide equivalence of outcomes for an offering or a course.

The Board noted the importance of this document and discussed the following:

- Varied opportunities and access to IT equipment (needed to access content via Stream). Need to consider other methods of learning delivery to support all learners.
- A Board member noted current requirements for students to be able to access internet for portions of their learning. Noted this issue is one of accessibility to learning, that is not in the scope of the current policy.
- The difference between fairness and sameness, suggested a change from 'the same opportunities' to 'equivalent opportunities' (p.66).
- That the policy considers students who cannot properly engage due to disability. It was confirmed that this consideration should be covered in the Disability Action Plan.

Action: That Page 66 of the document be revised from 'the same opportunities' to 'equivalent opportunities'.

RESOLVED:

(Byrnes/Borovnik)

THAT subject to the amendment noted, the Equivalence Policy, AB22/06/118, be recommended to Council for approval.

CARRIED

3.5 Institutional Partnerships Policy

AB22/06/137

The DVC SAGE provided an overview of the Policy, noting that the university has a range of partnership types. The criticality of partnerships to the University's future was noted by the Provost. The key driver for the development of this policy was to provide a better framework for management of these relationships.

The Board discussed consultation, timeframes for renewal and review and exit requirements.

The Board requested that this policy document be distributed to College Boards for consultation and feedback.

Professor Simon Hall left the meeting at 3:28pm.

Action: That the Academic Board Secretary distribute the Institutional Partnerships Policy to College Boards to receive feedback, collate this and report all feedback to the Office of the Provost and Office of Students and Global Engagement for review and consideration.

(Cullinane/Brunton)

RESOLVED

THAT the Institutional Partnerships Policy, AB22/06/137, be noted by the Board and referred to College Boards to seek further feedback, which will be provided to the Office of the Provost and Office of Students and Global Engagement for review prior to further discussion at Academic Board.

CARRIED

Alistair Davis left the meeting at 3.30pm.

4. PAPERS FOR NOTING

- | | | | |
|---|------|---|-------------|
| ★ | 4.1 | College of Business College Board Minutes 15 March 2022 Part I | AB22/06/119 |
| ★ | 4.2 | College of Business College Board Minutes 26 April 2022 Part I | AB22/06/120 |
| ★ | 4.3 | College of Humanities and Social Sciences College Board Minutes 19 November 2021 Part I | AB22/06/121 |
| ★ | 4.4 | College of Humanities and Social Sciences College Board Minutes 18 March 2022 Part I | AB22/06/122 |
| ★ | 4.5 | College of Humanities and Social Sciences College Board Minutes 22 April 2022 Part I | AB22/06/123 |
| ★ | 4.6 | College of Sciences College Board Minutes 17 March 2022 Part I | AB22/06/124 |
| ★ | 4.7 | College of Sciences College Board Minutes 21 April 2022 Part I | AB22/06/125 |
| ★ | 4.8 | College of Health College Board Minutes 15 February 2022 Part I | AB22/06/126 |
| ★ | 4.9 | College of Creative Arts College Board Minutes 13 April 2022 Part I | AB22/06/127 |
| ★ | 4.10 | Academic Committee Minutes 7 April 2022 Part I | AB22/06/128 |
| ★ | 4.11 | University Research Committee Minutes 24 March 2022 Part I | AB22/06/129 |
| ★ | 4.12 | University Research Committee Minutes 28 April 2022 Part I | AB22/06/130 |
| ★ | 4.13 | University Research Committee Annual Report 2021 | AB22/06/131 |

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 Ben Vanderkolk and Ms Jodie Banner.

Subject	Reason for Proposed Exclusion	Section 48(1) grounds
<u>Item 1.</u> Confirmation of Minutes –27 April 2022.	For the reasons set out in the Part I minutes of the Academic Board of 27 April 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 27 April 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 3.33 pm

Signature: _____

Date: _____

Academic Board Action Schedule – Part I

AB22/07/155

ITEM	ACTION	RESPONSIBILITY	MEETING DATE REF	STATUS	DUE DATE
1	Chair to establish regular meeting schedule with sub-committee Chairs and Chair of Council	Chair AB/AB Secretary	February 2022	OPEN	
2	Send letters of congratulations from the Board to Award recipients listed in AB22/06/112	AB Secretary	June 2022	OPEN	TBC
3	Update and finalise the Academic Board Meeting Protocols	AB Secretary	June 2022	Complete. Protocols as approved are now published on AB Team Site.	CLOSED
4	Office of Governance and Assurance to provide an overview to the Board on appropriateness of recording meetings.	AB Secretary/ Office of Governance and Assurance	June 2022	Paper currently in progress.	TBC
5	URC to distribute Open Access Publishing Paper to College Research Committees.	URC	June 2022	Action noted with Chair of URC and URC Secretary	
6	Chair and Provost to meet and discuss how AB might support progressing	AB Chair/Provost	June 2022		

	academic changes in response to COVID-19				
7	Equivalence Policy, subject to minor amendment, be recommended to Council.	AB Secretary/ Chair	June 2022	Amendment made, cover paper and policy sent to Council for next meeting.	CLOSED
8	AB to distribute Institutional Partnerships Policy to College Boards for feedback.	AB Secretary	June 2022	Documents distributed to Chairs of College Boards and secretaries	31/07/2022

	13 July	17 August 2022	14 September 2022	12 October 2022	16 November	Other
Location	Zoom	Zoom	Zoom	Zoom	Zoom	
Strategic / Academic Discussion	<ul style="list-style-type: none"> Tikanga Māori Discussion Māori Academic Representation on Council Proposed Academic Board Meeting Schedule 2023 	<ul style="list-style-type: none"> ESAP/NPE progress Cycle 6 Audit Draft Report International Partnerships Policy Update Code of Practice Update (TBC) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> PBRF paper/ presentation Investment Plan update (TBC) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Feb/March Induction Meeting Te Ara Paerangi
Academic Programme	<ul style="list-style-type: none"> CUAP Proposals Review of Qualification Review Process Conferment of Degrees 	<ul style="list-style-type: none"> CUAP Proposals Policy Reviews Procedure Reviews Conferment of Degrees 	<ul style="list-style-type: none"> Graduating Year Reviews CUAP Report Policy Reviews Procedure Reviews Conferment of degrees 	<ul style="list-style-type: none"> Qualification Review Reports Graduating Year Reviews CUAP Report Conferment of Degrees 	<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:	1 July 2022
AUTHOR:	Vice-Chancellor Professor Jan Thomas
SUBJECT:	VICE-CHANCELLOR'S PART I REPORT TO ACADEMIC BOARD PERIOD: MAY TO JUNE 2022

Contents

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Recommendations

- Recommendation 1: That Academic Board note this update on current issues, key achievements and highlights arising during the reporting period.

Executive Summary

This report is intended to be a high-level summary overview of the reporting period. I have taken the opportunity to provide links to information for further detail. I wish to continue to emphasise that given the size, depth and diversity of our multi-campus university, this report can only provide a point-in-time record of the accomplishments of our staff, students and wider community. Please forgive me for not being able to mention all of the wonderful mahi and achievements of the Massey University whānau, both individually and in partnership across the university, and externally with our many communities, at home and across the globe. Many of these stories can be found on the [Massey News site](#) and other internal communication channels detailed in this report.

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

- *Consumer Dimensions of Future Foods Symposium*
A landmark symposium 11-12 May united researchers and industry from across Europe, Asia, Australia and Aotearoa to share insights on future foods. During the symposium, 17 international

speakers from universities, industry, and non-profit organisations shed light on how and why consumers engage with future foods. The symposium was organised by the MBIE-funded [Consumer Dimensions of Future Foods Catalyst Project](#), which is a collaboration between Massey University and A*STAR in Singapore.

- UNESCO Global Education Monitoring Report (GEM) report*
 Associate Professor Maggie Hartnett (Director, Teaching Academy) was an invited panel member on an online event held on Wednesday 1 June as part of the UNESCO Global Education Monitoring Report (GEM) report consultation - the theme was technology and education. This included a panel discussion with four experts (Professor Sue Bennett – University of Wollongong, Professor Lim Cher Ping – The Education University of Hong Kong, Associate Professor Maggie Hartnett - Massey, Distinguished Professor Neil Selwyn – Monash University), and then a wider discussion with a closed invited audience of around 30 experts and GEMS staff. Discussions will now be collated into a 16-page report that will be co-authored by all the attendees, and subsequently made available publicly as an online resource.
- Dairy leaders look to Kiwi research on sustainable nutrition*
 They want to feed the world sustainably and with proper nutrition, and now a team based at the Riddet Institute is getting global attention for its work. Further details [<here>](#).
- Senior Lecturer has the most read story in five years*
 An article by Senior Lecturer Dr Suze Wilson is the most read story in five years on The Conversation, a publisher who works with academics to write evidence-based articles. Further details [<here>](#).
- Associate Professor Krushil Watene, School of Humanities, Media and Creative Communication, has been awarded the Jeanette K Watson Distinguished Visiting Professorship in the Humanities, Syracuse (Spring 2024) under the overarching theme 'Indigenous Philosophy, Global Change, and Sustainable Futures'.
- Professor Regina Scheyvens, School of People, Environment and Planning, has been awarded a New Zealand Geographical Society 2022 Distinguished New Zealand Geographer Medal. This is the highest award of the Society and it is in recognition of Professor Scheyvens' extraordinary career as a researcher, teacher and supervisor, as well as her sustained contributions and excellence as an international specialist in tourism and development.
- Dr Sharon McLennan, School of People, Environment and Planning; Associate Professor Margaret Forster, Te Pūtahi-a-Toi; Dr Rand Hazou and Dr David Littlewood, School of Humanities, Media and Creative Communication; & C. Neill (Eds.), [Tū Rangaranga: Rights, Responsibilities and Global Citizenship in Aotearoa New Zealand](#). (Massey University Press, 2022). This book provides a platform for scholarship coming out of the core and from the wider College of Humanities and Social Sciences, with 30+ current and former staff and students from across the College involved as editors, authors and co-authors. It is also the first book length examination of the concept and practice of Global Citizenship from within the context of Aotearoa. This book also demonstrates a commitment to te Tiriti and to the prioritisation of Māori perspectives and knowledge through the structure and content.

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

ACADEMIC BOARD <Governance Office to Insert Paper Ref>

- *Take a virtual tour of the FEAST lab*
 COVID-19 has delayed in-person tours, so the team at the Food Experience and Sensory Testing Laboratory (FEAST) have presented their new [virtual tour](#) to showcase their cutting-edge facilities. With the interactive map, you can 'walk' around the corridors and discover all the options that FEAST has to offer.
- *Royal Society of New Zealand Te Apārangi Funds*
Marsden Fund – Outcomes from Expressions of Interest round
 The Marsden Fund is a two-stage application process, with preliminary proposals assessed and the top one quarter invited to submit full proposals for a further round of assessment. Massey University researchers submitted 98 expressions of interest in late 2021, of which 29 (representing a potential value of \$21,060,000) have now been invited to progress to the second stage, up on the 23 from 2021. The 29 includes 12 proposals to the Fast Start fund to support new and emerging researchers, and 16 Standard proposals. The last proposal is the Council Award, submitted by Professor Isabel Castro, that has also proceeded to second stage assessment. This represents a 30 per cent success rate, (up on the 18 per cent from 2021) for proposals progressing through to the second stage, and higher than the national average of 25 per cent. Seven of the 29 applicants were invited into second round in 2021, and an additional two were in the top 40 per cent, with the remaining 20 applicants submitting new proposals in 2022.
- *Ministry of Business, Innovation and Employment (MBIE) Research Funds*
Endeavour Fund: Smart Ideas - Submission
 The five Smart Ideas proposals that successfully advanced to full proposal stage, have been submitted. We have now heard that slightly fewer proposals advanced this year compared to the usual numbers, likely due to a deliberate decision to lower assessor workload (82 in 2022 compared to 115 in 2021). This does significantly increase the odds of proposals being funded at this stage, with a projected success rate this year of ~60%. Notification of funded proposals usually occurs mid-September, for contracts beginning 1 October 2022.

Te Pou Ako – Teaching and Learning

Examples of the delivery of an excellent learning environment include:

- *Worlds Expanding webinar: Work-integrated learning*
 The latest in the Worlds Expanding webinar series, held on Thursday 30 June, saw Sport Practicum Coordinator and Chair of Massey's Work-Integrated Learning (WIL) committee, Professor Andy Martin offer insights into work-integrated learning, exploring how it can expand students' education and career potential, and provide meaningful community and industry relationships. The webinar also provides an opportunity for employers who are keen to see how they can support the next generation of employees.
- Dr Lesieli Tongati'o, Tātai Angitu, Institute of Education, wrote for the Ministry of Education a Talanoa Ako resource (made available to all New Zealand Schools) the publication *Ngāue Fakataha ki he Ako 'a e Fānau – School, Parents and Families working together to better understand and support Pacific Students' progress and achievement at School*.
- *Pacific values redefine work-integrated learning frameworks*

Associate Professor Tracie Mafile'o Associate Dean Pacific, School of Social Work, and Associate Professor Kathryn Hay, School of Social Work, are bridging a gap in work-integrated learning literature by developing a model of Work-integrated Learning for Pacific students. Read more [<here>](#).

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

- *Greening the University Fund 2022*
As part of the Catalysing Climate Action Programme funded by the Vice-Chancellor in 2022, staff and students are invited to apply for funding of up to \$3,000 to support teaching and learning activities that directly address the university's environmental challenges. Read more [<here>](#).

Te Pou Tangata – People

Mahi undertaken to foster, support and enable an inclusive, respectful and safe environment, and to celebrate our tangata. 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>](#)

- 23 June – Mānawatia a Matariki. From Professor Jan Thomas, Vice-Chancellor and Professor Meihana Durie, Deputy Vice-Chancellor Māori.
- *Ākonga (Executive Director Ākonga Māori Success)*
I am delighted to inform you of the appointment of Professor Farah Rangikoepa Palmer, ONZM, Ngāti Maniapoto, Waikato, to the position of Pou Ākonga (Executive Director Ākonga Māori Success). The newly created position reports to the Deputy Vice-Chancellor Māori, Professor Meihana Durie. Read more [<here>](#).
- *Fuimaono Karl Pulotu-Endemann the first Pacific person to receive an Honorary Doctorate from Massey University*

Congratulations to Fuimaono Karl Pulotu-Endemann, who has been presented with an Honorary Doctorate in Health (honoris causa) in recognition of his outstanding service and contribution to the health of Pacific people. Read more [<here>](#).

- *Queen's Birthday Honours 2022*
Former Massey Professor Judy McGregor was made a Dame for services to human rights and health, and three other former staff members and 14 alumni were named in the 2022 Queen's Birthday and Platinum Jubilee Honours list. Congratulations to all. Read more [<here>](#).
- *Massey alumni appointed as head of Indonesian university*
The University of Mataram's newly-appointed Rector, Dr Bambang Kusumo, completed his PhD in soil science at Massey in 2009, followed by a post-doctoral programme from 2012-2014. Read more [<here>](#).
- *Professor awarded prestigious accounting fellowship*
Professor Hamish Anderson was recently awarded the Chartered Accountants Australia and New Zealand Fellowship. Read more [<here>](#).
- *Associate Professor recognised for lifelong contribution to health and safety in New Zealand*
Associate Professor Ian Laird from the School of Health Sciences has received the Countdown Lifetime Achievement Award at this year's NZ Workplace Health and Safety Awards. Read more [<here>](#).
- Whiti Hereaka, School of Humanities, Media and Creative Communication, won the 2022 Jann Medlicott Acorn Prize for fiction at the Ockham New Zealand Book Awards for the book titled *Kurangaituku* (Huia Publishers, 2022).
- Costa Botes, School of Humanities, Media and Creative Communication, directed a new film titled *When the Cows Come Home*, which has been selected as one of nine New Zealand feature films that will debut at the New Zealand International Film Festival in Auckland from 28 July to 7 August.
- *New scholarship in the memory of Professor Frazer Allan*
The Massey University Foundation has opened a scholarship fund in memory of Professor Frazer Allan who passed away June 24 last year. Read more [<here>](#).

Te Pou Hono – Connection

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

- *Mānawatia a Matariki*
At Te Kunenga ki Pūrehuroa, we can be very proud of the many different contributions that our staff from across Oteā, Manawatū and Pukeahu have made to recognise, celebrate and acknowledge the significance of Matariki. On Friday, 23 June, for the very first time, Aotearoa acknowledged and celebrated Matariki as part of a national Public Holiday. Much of this can be attributed to the tireless work and advocacy of our colleague, Professor Rangi Mātāmua, Te Pūtahi-

a-Toi. His efforts, alongside the contributions of many others, has helped Aotearoa to embrace and more fully realise the significance of Matariki and the mātauranga that accompanies this important time of year, reaffirming our relationship to the environment, to people, the stars above us, and to the many obligations and responsibilities that we each carry in relation to our environment.

A link to an interview with Professor Mātāmua, filmed in Te Whaioranga o Te Whaiao, Te Rau Karamu Marae (on the Pukaeahu Campus) is provided [<here>](#), as well as a link to some further information and resources on Matariki [<here>](#).

- *Massey continues to be ranked in top 300 universities worldwide*
 For the fourth consecutive year, Massey University Te Kunenga ki Pūrehuroa has been ranked in the top 300 universities in the world, with a placing of 292nd in both the overall Quacquarelli Symonds World University Ranking and Academic Reputation Ranking. Further details are provided [<here>](#).
 - *Additions to our Archives and Special Collections*
 The University Archives recently received a sizeable donation of archival material from the Carterton District Historical Society. The material consists of papers, volumes, publications, and photographs of co-operative dairy companies of the central Wairarapa. Some of this material will fill gap in our existing collections.
- The recent retirement of Professor Glyn Harper saw Professor Harper donate his considerable research library to the Library. This supplements his research material, which the Library made the decision to acquire in 2019 when Professor Harper and the WW1 Centenary Project team left their Hokowhitu offices. The considerable volume of research notes, books, journals, and ephemera in Professor Harper's collection has provided the Library with the opportunity to create a research collection which will be named the Glyn Harper Militaria Research Collection. This not only keeps these items housed together, providing for ease of access for those using the material, but also acknowledges the significant output of Professor Harper and his contribution to military studies, both in New Zealand and internationally.
- *Distinguished Emeritus Professor announced as Co-Director of new Centre of Excellence*
 Distinguished Emeritus Professor Paul Spoonley has been announced as Co-Director of the new Centre of Excellence for Countering Violent Extremism established by the Government.
 - Distinguished Professor Emeritus Paul Spoonley, has been appointed Co-Director of a new national Centre of Research Excellence for Preventing and Countering Violent Extremism. The Centre will fund independent New Zealand-specific research on the causes of, and measures to prevent, violent extremism and terrorism, including issues like social cohesion and social equality. Read more [<here>](#).
 - *Introducing the Public Health Observatory of New Zealand*
 The Public Health Observatory of New Zealand (PHONZ) is a newly formed virtual network that provides a forum for people working or interested in public health intelligence. The purpose of the platform, established by Massey's Professor of Epidemiology Barry Borman, Research Centre for Hauora and Health, is to bring people together locally, nationally, and internationally to



collaborate and exchange ideas. The network will also be a repository for news, data, analytical tools, information about public health intelligence, and workforce development opportunities. Read more [<here>](#).

DATE	10 JUNE 2022
AUTHOR	Deputy Vice Chancellor Māori Professor Meihana Durie
SUBJECT	Incorporation of Tikanga Māori in Academic Board Meetings

Summary

This paper explores the application of tikanga Māori, and specifically karakia, at Academic Board meetings. The paper comprises three main parts. The first, discusses perspectives of tikanga and karakia. The second, discusses examples of the application of karakia within a Te Kunenga ki Pūrehuroa Massey University context. The third, raises important questions and considerations, concluding with Final Recommendations (see below).

Final Recommendations:

1. That this paper be tabled for further consideration and discussion to promote a shared understanding of the function of karakia and associated tikanga;
2. That considering the potential for unintended and unintentional impacts, that further exploration be undertaken to determine what an appropriate arrangement may be regarding the practice of karakia in Academic Board meetings.
3. That due consideration of Māori members of Academic Board be accounted for as well as learners of Te Reo (Māori and non-Māori).
4. That given the public dimension of Academic Board meetings, due consideration of the perspectives of Mana Whenua kaumātua and tohunga be accounted for.
5. That members have sufficient opportunity to provide individual feedback and perspectives to the Chair over the next month, about the proposed use of karakia at meetings;
6. That a final decision be made once the Chair has had sufficient opportunity to account for all considerations.

Background

This discussion document is provided to members of Academic Board to raise further perspectives around the application and incorporation of tikanga Māori, specifically, karakia, at Academic Board meetings. Discussion on this topic has been ongoing for some time now and it is important that where matters of tikanga Māori are concerned, sufficient time and space is given over to ensure that decisions are well informed.

The perspectives brought forward in this paper are informed in part by my own experiences as part of a wider group of iwi-based tikanga and mātauranga practitioners from the iwi of Rangitāne o Manawatū, Ngāti Kauwhata and Ngāti Raukawa Te Au ki Te Tonga, working collectively across a range of settings and contexts in the past three decades. It is also written from an experiential perspective, because tikanga Māori, primarily, is about application and practice in ways that align to and are consistent with kaupapa or mātauranga, Māori cultural values and guiding principles. The Office of the DVC Māori carries a number of tikanga responsibilities for Te Kunenga ki Pūrehuroa Massey University and the views brought forward in this paper are also reflective of the collective experiences of some staff who carry and uphold tikanga Māori roles on behalf of the university.

Defining Tikanga

Tikanga Māori represents the embodiment of Māori cultural values and guiding principles. By definition, tikanga can be described as *kaupapa-informed* actions, practices and behaviours that help to ensure and promote positive engagement and interactions between people, but more particularly in settings where whānau, hapū, iwi and communities gather. Tikanga can also be specific to a particular environment such as a marae setting, a community setting, and at times, in educational and work settings. In these examples, it is common to see sets of tikanga practices that give meaningful expression to kaupapa, Māori values and principles. With such examples as manaakitanga (care, generosity and hospitality towards others), whanaungatanga (social cohesion and maintaining relationships), kotahitanga (unity) and whakapapa (kinship and genealogical ties and connections) people will interact in ways that reflect the kaupapa. Tikanga also embody the notion of 'tika', that which is the correct or right thing to do. An important facet of tikanga is that it is the community who determine what is 'tika' or correct, and it is the community who give expression to and regulate those values through sets of tikanga (actions, practices, behaviours). Tikanga also connotes the idea of emergence, as referred to in the term 'whakatika', which demonstrates how tikanga emerge or emanate from kaupapa, Māori cultural values or principles.

Defining Karakia

Karakia represent an important facet of tikanga Māori. Some karakia comprise parts of a more comprehensive set of karakia that in turn constitute part of a particular kawa, or ritual. Kawa, are set protocols comprising a ritual that when performed, are undertaken in a particular order with a strict set of accompanying requirements. Other types of karakia are used for everyday purposes, such as opening and closing meetings. One particularly vital function of karakia is as a medium to promote safety when engaging collectively in important activities, events and endeavours.

At a deeper level, karakia help to connect people to divine and sacred sources of mana (Mana Atua) attributed to what is described as Te Kāhui Atua, or the divine realm or assembly of Atua. In doing so this helps to achieve unity of purpose, so that participants are spiritually empowered and can operate at a higher level of awareness, consciousness and focus in order to successfully complete the activity, event or endeavour. Some karakia are long in duration and high in complexity, whilst others are less complex and comparatively short by comparison. These are often the types of karakia that as mentioned above, are used in settings such as Te Reo lessons, or to commence and conclude a meeting. The key themes of such karakia often include environmental and cultural references to elements such as a new dawn, a new day, a new moon, and equally, reference narrative Kōrero Pūrākau accounts of closure, completion and conclusion.

Other Expressions of Wairuatanga

By comparison to karakia, *whakamoemiti*, *inoi* and *whakawhetai* are examples of Māori spiritual practices that draw partly from Christian values, beliefs and origins whilst also emphasising Māori values and practices. These are varied, distinctive and diverse and are influenced by Hāhi Māori or Māori faiths, denominations or churches.

The expression of wairuatanga is a very personal decision and often, it is the whānau, hapū or wider community who help determine this. Above all, it is important to always respect the spiritual practices and beliefs of other people, for it is a part of their mana, their identity and dignity. There are many historical influences that have shaped the course and trajectory of Hāhi Māori. Pai Mārire for example originated in Taranaki under Te Ua Haumēne, who would then go on to establish Pai Mārire within the Kīngitanga Movement. Pai Mārire continues to flourish to this day, across many iwi, hapū and communities. Ringatū is another Hāhi Māori, originating in the late 1800's. Founded by Ngāti Maru prophet Te Kooti Ārikirangi Tūruki, Ringatū was later influenced by Tūhoe prophet, Rua Kenana. Ringatū has many followers and strongholds throughout Bay of Plenty and the East Coast. The Rātana movement also has many numerous followers (known as Ngā Mōrehu or Te Iwi Mōrehu) throughout Aotearoa and beyond. Founded in 1925 by the prophet Tahupōtiki Wiremu Ratana, Ngā Mōrehu continue to gather annually at Rātana Pā. Many whānau, hapū and iwi maintain the spiritual beliefs and practices or wairuatanga, of their tupuna, an important expression of Māori, Iwi, Hapū and Whānau identity.

Application of Karakia in University Contexts

In more recent times across our university, karakia Māori have become more commonly practiced, at least at the gatherings that I have observed and been a part of. This is partly due to extensive efforts across Te Ao Māori to revive, reclaim and revitalise practices associated with karakia, a knowledge base that was dismantled as a result of colonisation. The shift in recent years and decades from *inoi*, *whakamoemiti* and *whakawhetai* to karakia Māori has occurred in tandem with the reclamation of *mātauranga*, *tikanga* and *kawa*. Karakia by nature are broad and varied in purpose but a common use here tends to be at the commencement and conclusion of lectures, lessons, *wānanga*, *hui* or meetings where *kaupapa* Māori are to the fore and to settings where aspects such as Te Reo, Tikanga and Mātauranga Māori are a primary focus. In instances where staff members may be learning Te Reo together as a group, the entire group may recite a karakia they have all been taught, or individual staff may take turns leading the karakia they have all been taught. The critical factor is that *all participants* have a shared and common commitment and understanding as to the purpose of the karakia itself and the reason or purpose for using karakia at a particular meeting. Without a shared and common commitment or understanding, the opposite outcome can occur and misunderstanding, and confusion may arise. This in turn has the detrimental effect of negating the impact of the karakia itself.

On some occasions, karakia Māori are performed for purposes of ritual such as the opening of a new Māori initiative, a new university building or to begin a *whaikōrero* in a *pōwhiri* setting. In such situations, there is generally no room for mistakes or omissions, which are considered to constitute a negative omen that can court or invite disaster or misfortune. Thus, it is usually the task of *kaumātua* and *tohunga* (experts) to perform karakia in public events and settings and often in the presence also of *kuia* and *ruahine*. This is why in learning settings, learners are provided with karakia that are not overly difficult but nonetheless help to achieve the intention of elevating thinking, awareness and consciousness to a higher level. Such provision ensures that the needs of learners are accounted for by ensuring a safe learning environment where mistakes are acknowledged as a part of the learning process.

Academic Board Meetings

Academic Board is not so much about a learning environment, as it is a high-level university forum for discussing matters of academic priority for the university with Part One of the meeting public. The proposed use of karakia in Academic Board meetings therefore requires careful and thoughtful consideration in order to ensure that members are not inadvertently placed within a position of vulnerability given the public component of meetings. In public gatherings, karakia are generally always conducted by kaumātua or tohunga and depending on venue, setting and availability, those conducting procedures are usually Mana Whenua. If the practice of karakia were to be adopted or integrated by Academic Board as a regular feature of opening and closing Board meetings, the role of kaumātua, tohunga or Mana Whenua would also need to be considered.

Further Questions and Considerations

Careful consideration for the mana of Tangata Whenua members of Academic Board is also important. Māori staff represent a minority membership wise, however, the introduction of tikanga Māori in this setting would invariably mean that Māori members may feel pressure to carry double duties by either leading karakia or by providing cultural guidance, or by offering feedback or by expertise to other members if things are not upheld in the right way. The proposal to include karakia has already added a level of pressure to Māori members of the Board. Any decision must therefore account for this and ensure that members are not vulnerable.

A further consideration remains around the primary purpose for implementing karakia. Is it to demonstrate that the Board has a particular level of Māori cultural proficiency? If the answer is yes, this may not be an appropriate reason to proceed. If it is to seek a higher level of spiritual enlightenment, guidance or connection by way of karakia, is Academic Board an appropriate forum in which to do that, given the often-adversarial nature of academic and scholarly issues? Moreover, is the use of karakia intended to emphasise a general code of conduct that aligns to and is consistent with kaupapa and tikanga Māori? If the answer is yes, this raises a possibility that the practice of karakia may well indeed be a useful inclusion for the Board. Additionally, would the practice of leading karakia in a public university meeting by those other than Mana Whenua kaumātua or tohunga be appropriate in this instance? Finally, regarding learners of Te Reo (Māori and non-Māori) if the proposal was to advance further, how might the Board ensure due provision to avoid any potential for whakamā or whakaiti? (Shame and humiliation)

Concluding Comments

Given that the Board does not yet have a shared or common understanding or commitment relating to the practice of Karakia, it may well be necessary to explore this proposition further. This paper has surfaced some initial perspectives regarding the use of karakia at meetings, bringing forth a further set of important questions to consider.

Final Recommendations:

1. That this paper be tabled for further consideration and discussion to promote a shared understanding of the function of karakia and associated tikanga;
2. That considering the potential for any unintended and unintentional impacts, that further exploration be undertaken to determine what an appropriate arrangement may be regarding the practice of karakia in Academic Board meetings.
3. That due consideration of Māori members of Academic Board be accounted for.
4. That given the public dimension of Academic Board meetings, discussions account for the perspectives of Mana Whenua kaumātua and tohunga.
5. That members have sufficient opportunity to provide individual feedback and perspectives to the Chair over the next month, about the proposed use of karakia at meetings;
6. That a final decision be made once the Chair has had sufficient opportunity to account for all considerations.

DATE:	27 June 2022
AUTHOR:	Chair of Academic Board, Associate Professor Claire Matthews
SUBJECT:	<PROPOSED ACADEMIC BOARD MEETING SCHEDULE 2023

Recommendations

That the proposed Academic Board meeting schedule for 2023 be endorsed for Council approval, noting that:

- The commencement time for Academic Board meetings will continue as 1.30pm;
- Academic Board meetings are held via Zoom;
- Academic Board sub-committees will set their 2023 meeting dates to allow for timely progression of papers and information to Academic Board.
- OAQRA have been consulted to ensure alignment with CUAP submission timeframes.

Purpose

To seek endorsement for the Academic Board meeting schedule for 2023, for approval at Council.

Proposed Academic Board Meeting Schedule 2023

Meeting Date (Wednesday)	Papers/Reports Due (Friday)	PDF Agenda Distribution (Wednesday)	Agenda Setting Meeting (Wednesday)
15 February	3 February	8 February	18 January (TBC)
15 March	3 March	8 March	15 February
19 April	6 April (Thursday)	12 April	22 March
17 May (TBC)	5 May	10 May	19 April
14 June	2 June	7 June	17 May
19 July	7 July	12 July	28 June
16 August	4 August	9 August	19 July
13 September	1 September	6 September	16 August
18 October	6 October	11 October	13 September
15 November	3 November	8 November	18 October

DATE:	30 June 2022
AUTHOR:	Professor Giselle Byrnes, Provost
SUBJECT:	REVIEW OF QUALIFICATION REVIEW PROCESS

Recommendations

- That Academic Board note the information in this paper on the Review of the Qualification Review process.

Purpose

To provide Academic Board with preliminary information on the review of the Qualification Review Process which is being led through Academic Committee.

Review Process

This review of the Qualification Review process will involve an analysis of the entire review process and not simply the current Policy and Procedures.

It is proposed that a working group is established for the purpose of conducting the review. A provisional timeframe for the review is included in the Terms of Reference and it is proposed that this is concluded by the end of April 2023. A detailed timeline will be confirmed once the working group is established.

This review will include, but not be limited to, determining the purpose of the review of qualifications, current limitations that may affect the quality of reviews, flexibility with the types of reviews available, effective training and guidance for panel members and participants and what should be included or excluded in the reviews. More details are included in the ToR.

The Working Group will consult with Colleges, staff and students and others who have been involved with recent Qualification Reviews. It will also look for examples of international best practice in other institutions.

The draft Terms of Reference are attached. These are in the final stage of preparation and once completed will be sent to Academic Committee for approval. From there, nominations will be sought to fill the positions on the working group, a chair appointed and the review process will commence.

Draft Terms of Reference



Review of Massey University Qualification Review Process

DRAFT

Terms of Reference

1. Authority

The Qualification Review Working Group (hereafter called the 'Working Group') is constituted under the auspices of the University's Academic Committee, which is a formal sub-committee of the University's Academic Board.

2. Statement of Intent and Purpose

The purpose of the Working Group is to conduct an in-depth analysis of the current Qualification Review process to ensure the University has a robust, transparent, and high-quality process for reviewing our academic offer.

This review will commence with an analysis of the current Qualification Review Policy and Procedures. The review will not be bound by current University practice and will be expected to look to other institutions for examples of international best practice. The Working Group will consider alternative processes and flexibility to tailor reviews to suit different situations and timeframes.

The review will include, but not be limited to, the following:

- The purpose of Qualification Reviews
- Principles underpinning the review process
- Where Curriculum Review fits as part of Qualification Review
- Processes undertaken to conduct reviews of qualifications
- Measures of quality academic offerings
- The role of students in Qualification Review processes
- The information and data relevant to Qualification Review
- Detailed outcomes required
- Formal panel training and induction
- Guidelines for participants – staff, students, stakeholders
- Reports and reporting
- Actions and follow up process

3. Te Tiriti o Waitangi

Massey University is committed to honouring Te Tiriti o Waitangi by ensuring that we duly prioritise all principles and relevant provisions. As such, the principles and provisions of Te Tiriti o Waitangi will be embedded throughout the Qualification Review Policy and Procedures. As part of this

responsibility, there will be senior Māori representation on the QRPWG and as part of the Qualification Review itself.

4. Outcomes

The principle outcome of this Qualification Review is to present a principles-based, robust, transparent and quality process for the University to conduct reviews of its academic offer in whatever form/s that may take. It is expected that a new framework will be developed under which appropriate policies and procedures will be produced.

Resources for training and induction for Panel members, and guidelines for staff, students and stakeholder participants will be produced as part of the review.

5. Consultation

The Working Group is expected to seek advice, information, and data from staff and students on any aspect of the policy, procedures, and process, including academic and professional staff involved in previous Qualification Reviews.

Consultation may also be sought outside of the University where other institutions and stakeholders are identified as being leaders in this area and may make contributions to the process.

Once a paper has been prepared by the Working Group, this will be circulated to appropriate committees and staff and students for feedback.

6. Links to Other Policies and Procedures

Once the revised process has been approved, any implications for the Graduating Year Review process will need to be considered as this currently follows the Qualification Review process.

7. Out of Scope

While the Working Group will not be required to include consideration of resource and funding implications for any proposed changes to the process, it will need to be mindful of this.

8. Membership

The membership of the Working Group will consist of:

- Pro Vice-Chancellors' nominees – one per college
- Senior Māori Professor
- Deputy Vice-Chancellor Māori representative
- Provost representative
- Director, Office of Academic Quality, Reporting and Assurance
- Student Association representative/s
- Recent Qualification Review Panel Chair

A Chair will be appointed by the Chair of Academic Committee.

9. Timeframe



The provisional timeline for the Working Group is to conclude its business in time for the March 2023 meeting of Academic Committee and specifically for any new policy and procedures to go to the March 2023 Academic Board for endorsement and recommendation of approval at the April 2023 Council meeting.

Provisional timeline (to be confirmed by Working Group):

July	ToR approved by Academic Committee and membership confirmed
July – October	Review conducted
Nov 2022 – Feb 2023	Consultation
March 2023	Approval sought at Academic Committee
March 2023	Endorsement sought at Academic Board
April 2023	Approval for any revised or new policies and procedures sought from Council

This will require commitment by the Working Group members to dedicate time to conduct the review within this timeframe.

10. Reporting

The Working Group will provide regular verbal and/or written updates to Academic Committee on a monthly basis or more frequently as required.



CCACB2022/05/117

Specialisation Comparison

**UHDSG1JFSDB1 Fashion Design and Business v2.0 PENDING APPROVAL***compared to***UHDSG1JFSDB1 Fashion Design and Business v1.0 APPROVED**[Show Legend](#) Show Changes Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UHDSG	Bachelor of Design with Honours	v7.2	Qualification
Year of Implementation	January 2023		
Specialisation Code	UHDSG1JFSDB1		
Specialisation Title	Fashion Design and Business		
Abbreviated Title	Fashion Design		
Credit Value	210		
Specialisation Type	Major		
No New Enrolment	Yes		
MOE Subject	Design & Technology		
Specialisation Lead	JESSICA CHUBB (24 March 2021 to ---), MICHELE HOLLIS (23 March 2021 to 23 March 2021)		
Collaborating Staff			
Staff Member			
TERESA HARTLEY			
CAITLIN LIGO			
PHIL BRONN			
JESSICA CHUBB			
PAT HICKSON			
Owning Organisation	College of Creative Arts (MU00007)		
Proposed Review Dates			
Date Types		Date	
No dates assigned			

Graduate Profile

Graduate Profile:

The Bachelor of Design (Honours) and Bachelor of Design aim to provide high-level professional education in a wide range of design specialisations that equips graduates to operate as successful designers with these five defining attributes: Creativity - Toi; Virtuosity - Mohio; Understanding - Maturanga; Autonomy - Mana; Connectedness - Whanaungatanga.

Through both specialist and transferable knowledge and skills, the degrees enable graduates to make wide-ranging cultural, social and economic contributions to society. Additionally, the Bachelor of Design with Honours provides appropriate education in research methods for design practice, and the application of research to the production of design and art, with a focus on research-driven innovation.

Graduates of the Bachelor of Design Honours and Bachelor of Design will be able to:

A. Knowledge and understanding

A1 Display an awareness of the richness and variety of different world views acknowledging their contribution to the cultural identity of Aotearoa New Zealand (Maturanga)

A2 Demonstrate a broad, critical understanding of the discourse of art and design and its multiple global contexts (Maturanga)

A3 Demonstrate understanding of the relationship between creative work and audiences, clients, markets, users, consumers, participants and citizens (Whanaungatanga)

B. Values and Attitudes

B1 Be intellectually curious and adaptable, willing to embrace new ideas and accommodate risk and uncertainty (Toi)

B2 Have clear goals for the continuation of intellectual and professional development (Mana)

C. Skills (Cognitive and Intellectual)

C1 Apply exploratory and transformative thinking to generate ideas, proposals, creative works and arguments in response to project demands (Toi)

C2 Critically reflect on and evaluate their own work and the work of other practitioners and scholars (Maturanga)

C3 a. Initiate and contribute to innovative developments in creative practice and research (Toi)

[Bachelor of Design Honours]

b. Contribute to innovative developments in creative practice (Toi) [Bachelor of Design]

D. Skills (Subject Specific/ Professional)

D1 Manipulate materials, media, processes, technologies and environments with virtuosity (Mohio)

D2 Combine technical excellence with intellectual and conceptual rigour in order to produce high quality creative outputs. (Mohio)

D3 Skilfully utilise analytical, evaluative and synthesising iterative processes in order to transform ideas into material outcomes (Mohio)

E. Skills (Transferable)

E1 Demonstrate strong visual, oral and written communication skills (Whanaungatanga)

E2 Interact effectively, ethically and professionally with others, whether through collaboration or dialogue (Whanaungatanga)

E3 Think and work independently, making autonomous decisions, managing workload and deadlines (Mana)

E4 Source and astutely utilise information in a variety of forms and contexts (Maturanga)

Schedule

Part One

Courses

Code	Credits	Title
212157	15	Studio I (Dress)

Part Two

Courses

Code	Credits	Title
212257	30	Design Studio IIA (Fashion)
212258	30	Design Studio IIB (Fashion)

Part Three

Courses

Code	Credits	Title
212357	30	Design Studio IIIA (Fashion)
212358	30	Design Studio IIIB (Fashion)

Part Four

Courses

Code	Credits	Title
212453	30	Fashion Design Research and Development
212454	45	Fashion Design Research Project

Plus 90 credits above 100 level including at least 45 credits at 300 level from one major in the Bachelor of Business.

Courses

Code	Credits	Title
None		

Note: Where a Business major requires a 100-level prerequisite, the credits for the prerequisite do not count towards the business major, but do count towards the Bachelor of Design with Honours requirements provided

Note: Where a Business major requires a 100-level prerequisite, the credits for the prerequisite do not count towards the business major, but do count towards the Bachelor of Design with Honours requirements provided the overall credit requirements in regulation 3 are maintained and no more than 105 credits from the BBus Schedule are included in the degree.

Courses

Code	Credits	Title
None		

the overall credit requirements in regulation 3 are maintained and no more than 105 credits from the BBus Schedule are included in the degree.

Courses

Code	Credits	Title
None		

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

General Section

Proposal ID 

01781PR

Change Scale 

0

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

Academic Contact and Purpose of the Proposal 

Contact for proposal: Jess Chubb

Purpose:

To retire the Fashion Design and Business majors in the Bachelor of Design with Honours, and the Bachelor of Design.

To notify CUAP of the deletion of the Fashion Design and Business majors in the Bachelor of Design with Honours, and the Bachelor of Design.

Main proposal:

UHDSG1JFSDB1 Fashion Design and Business v2.0 – retiring specialisation and notifying CUAP of deletion

Related proposal:

UBDSG1JFSDB1 Fashion Design and Business v2.0 – retiring specialisation and notifying CUAP of deletion

Proposal Summary 

The Fashion Design and Business majors in the Bachelor of Design with Honours, and the Bachelor of Design are to be retired, and CUAP is to be notified of their deletion.

Justification/ Rationale 

See acceptability statement.

Acceptability 

The Fashion Design and Business Major has had the status of 'no new enrolments' while all current students were managed to completion or exit.

One of the final two students transferred to the Fashion Design major with an International Business Minor and completed the degree in 2020. The final student has now transferred to the Fashion Design major and is on track to complete by the end of 2021.

As all students have now been managed to completion or exit, these specialisations are now able to be retired, and their deletion notified to CUAP. No transition arrangements are required.

The retirement of these specialisations has no impact on the Tertiary Sector. Alternative, closely related major and minor combinations are available.

Year of Implementation and First Year Teaching Plan 

Proposal Details 

The following majors in the Bachelor of Design with Honours and the Bachelor of Design are retired:

UHDSG1JFSDB1 Fashion Design and Business

UBDSG1JFSDB1 Fashion Design and Business

CUAP Notification:

The following notification is made under Section 6.2 of the CUAP Handbook. Massey University proposes to delete the Fashion Design and Business majors in the Bachelor of Design with Honours and the Bachelor of Design from its suite of specialisations.

Treaty of Waitangi Implications 

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

Strategic Considerations **Market Research and Competitor Analysis** **Accreditation Considerations (if applicable)** **Internal and External Consultation** **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** **Academic Staff** **International** **Information Technology** **Student Management System** 

Student Learning Services Limitations on Numbers Goals of the Programme Programme Overview Proposed Teaching/Delivery Methods Prescriptions for New Courses Assessment and Moderation Procedures Plans for Monitoring Quality/Programme Review 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 

Status Log

Initial Status	End Status	User	Date	Comment
Draft	HOD Approval	JESSICA CHUBB	27/Apr/2022 13:44 pm	Approved by Director Academic Assurance, CoCA
	Draft	PAT HICKSON	23/Mar/2021 11:29 am	Retiring specialisation, notifying CUAP.

Graduate Attributes 

On successful completion of this group the learner will be able to:

#	Description
None	



CCACB2022/05/118

Specialisation Comparison

**UBDSG1JFSDB1 Fashion Design and Business v2.0 PENDING APPROVAL***compared to***UBDSG1JFSDB1 Fashion Design and Business v1.0 APPROVED**[Show Legend](#) Show Changes Expand All Changes

Affiliated Entities			
Entity Code	Entity Title	Entity Version	Entity Type
UBDSG	Bachelor of Design	v5.1	Qualification
Year of Implementation	January 2023		
Specialisation Code	UBDSG1JFSDB1		
Specialisation Title	Fashion Design and Business		
Abbreviated Title	FashDesigBus		
Credit Value	285		
Specialisation Type	Major		
No New Enrolment	Yes		
MOE Subject	Design & Technology		
Specialisation Lead	JESSICA CHUBB (24 March 2021 to ---), MICHELE HOLLIS (23 March 2021 to 23 March 2021)		
Collaborating Staff			
Staff Member			
PAT HICKSON			
JESSICA CHUBB			
CAITLIN LIGO			
TERESA HARTLEY			
PHIL BRONN			
Owning Organisation	College of Creative Arts (MU00007)		
Proposed Review Dates			
Date Types	Date		
No dates assigned			

Schedule

Part One

Courses

Code	Credits	Title
212157	15	Studio I (Dress)

Part Two

Courses

Code	Credits	Title
212257	30	Design Studio IIA (Fashion)
212258	30	Design Studio IIB (Fashion)

Part Three

Courses

Code	Credits	Title
212357	30	Design Studio IIIA (Fashion)
212358	30	Design Studio IIIB (Fashion)

Part Four

Courses

Code	Credits	Title
None		

Compulsory course

Courses

Code	Credits	Title
212455	45	Fashion Design Studio Project

15 credits from

15 credits

Courses

Code	Credits	Title
------	---------	-------

197465	15	Creative Leadership	
213465	15	Exhibition	AB22/07/162
237465	15	Creative Exposition	

Plus 90 credits above 100 level including at least 45 credits at 300 level from one major in the Bachelor of Business.

Courses

Code	Credits	Title
None		

Note: Where a Business major requires a 100-level pre-requisite, the credits for the pre-requisite do not count towards the business major, but do count towards the Bachelor of Design with Honours requirements provided the overall credit requirements in

Courses

Code	Credits	Title
None		

regulation 3 are maintained; and no more than 105 credits from the BBus Schedule are included in the degree.

Note: Where a Business major requires a 100-level pre-requisite, the credits for the pre-requisite do not count towards the business major, but do count towards the Bachelor of Design with Honours requirements provided the overall credit requirements in regulation 3 are maintained; and no more than 105 credits from the BBus Schedule are included in the degree.

Courses

Code	Credits	Title
None		

Library Impact Statement

Research / Information Literacy Skills 

Current Collections- Books 

Current Collection- Journals 

Current Collection- Journals Article Database 

Future Collecting- Books 

Future Collecting - Journals and Journal Articles 

Future Collecting- Journal Article Databases 

Recommendations 

General Section

Proposal ID 

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

Academic Contact and Purpose of the Proposal

Contact for proposal: Jess Chubb

Purpose:

To retire the Fashion Design and Business majors in the Bachelor of Design with Honours, and the Bachelor of Design.

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Related proposal:

UBDSG1JFSDB1 Fashion Design and Business v2.0 – retiring specialisation and notifying CUAP of deletion

Proposal Summary

Justification/ Rationale

Acceptability

Year of Implementation and First Year Teaching Plan

Proposal Details

Treaty of Waitangi Implications

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

Strategic Considerations

Market Research and Competitor Analysis

Accreditation Considerations (if applicable)

Internal and External Consultation

Equity Implications

Predicted Student Numbers / EFTS

Financial Analysis

Minimum student numbers required for ongoing viability of the qualification

Expected Revenue

Expected Cost

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

Facilities Management 

Students 

Academic Staff 

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 

Plans for Monitoring Quality/Programme Review 

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 

4.5.18 FCoote
deleted generic GP, credits added

Initial Status	End Status	User	Date	Comment
Draft	HOD Approval	JESSICA CHUBB	01/May/2022 16:42 pm	Approved by Director Academic Assurance (CoCA) Jessica Chubb
	Draft	PAT HICKSON	23/Mar/2021 11:31 am	Retiring specialisation; notifying CUAP of deletion.

Graduate Attributes

On successful completion of this group the learner will be able to:

#	Description
	None



CONTACT DETAILS

Name of College: College of Health
Contact Person for the Proposal: Associate Professor Matthew Barnes

DELETION DETAILS

Specialisation Titles
Management and Coaching (major)
Equine (minor)
Sport and Exercise Psychology (minor)

Notification

The following notification is made under Section 6.2 of CUAP Handbook. Massey University proposes to retire the Management and Coaching major, Equine minor and Sport and Exercise Psychology minor (all within the Bachelor of Sport and Exercise) from its suite of qualifications.

Year Deletion to Take Effect
2023

Rationale for Deletion

The Management and Coaching major was closed to new enrolments in 2016. There are no students currently completing this major so it can now be retired.

The Equine minor was closed to new enrolments in 2019. There are no students currently completing the minor so it can now be retired. Similarly, the minor in Sport & Exercise Psychology was closed to new enrolments in 2018. There are no students completing this minor so it can now be retired.

Impact on Tertiary Sector

There are no anticipated impacts on the tertiary sector

Impact on Massey University Qualifications and Courses

There are no anticipated impacts on Massey University qualifications and courses

Impact on Students

There are no students in these programmes.

Transition Arrangements

No transition arrangements are required.

Timeline for Completion

N/a

Calendar Changes

Calendar amendments:

The 2023 calendar will be amended to remove reference to this qualification.



CONTACT DETAILS

Name of College: College of Sciences
Contact Person for the Proposal: Professor Simon Hall

DELETION DETAILS

Qualification Title
Bachelor of Natural Sciences

Notification

The following notification is made under Section 6.2 of CUAP Handbook. Massey University proposes to retire the Bachelor of Natural Sciences from its suite of qualifications.

Year Deletion to Take Effect
2023

Rationale for Deletion

The Bachelor of Natural Sciences was introduced in 2010. The programme failed to attract sufficient students to be considered self sustaining and it was closed to new enrolments from 2018. All students in the programme have now either completed, transferred to another programme, or are considered to have abandoned the programme.

Impact on Tertiary Sector

Massey University is the only New Zealand university that offered a Bachelor of Natural Sciences. All New Zealand universities offer a Bachelor of Science, and the University of Otago and Auckland University of Technology offer a Bachelor of Applied Science.

Impact on Massey University Qualifications and Courses

The Master of Natural Sciences is also closed to new enrolments and will be retired when all current students have completed, transferred out of or abandoned the programme. Massey University offers a number of natural science majors in the Bachelor of Science.

Most of the unique Bachelor of Natural Sciences courses (prefix 246) are no longer offered and will be retired. The exception is 246202 Bacteriophage Discovery and Genomics, which is compulsory for the Integrative Biology major and minor in the BSc. While 246101 Science and Sustainability is no longer offered, the College of Sciences offers four 100-level Science and Sustainability courses, and most of the bachelor's programmes hosted by the College require students to complete one of these courses.

As the qualification includes some College of Humanities and Social Sciences courses in the schedule, Associate Professor Jenny Coleman, Director - Academic Programme, College of Humanities and Social Sciences, has been advised of the intended retirement of this qualification.

Impact on Students

There are no current students remaining in the programme, and future students have the option of enrolling in other natural science majors and courses in the Bachelor of Science.

Transition Arrangements

No transition arrangements are required.

Timeline for Completion

N/a

Calendar Changes

Calendar amendments:

The 2023 calendar will be amended to remove reference to this qualification.



CONTACT DETAILS

Name of College: College of Sciences
Contact Person for the Proposal: Professor Simon Hall

DELETION DETAILS

Qualification Title

Graduate Diploma in Quality Systems

Notification

The following notification is made under Section 6.2 of CUAP Handbook. Massey University proposes to retire the Graduate Diploma in Quality Systems from its suite of qualifications.

Year Deletion to Take Effect
2023

Rationale for Deletion

The Graduate Diploma in Quality Systems was closed to new enrolments from 2016 as it had been replaced at Massey University by the Postgraduate Diploma in Quality Systems and Master of Quality Systems. All students in the Graduate Diploma in Quality Systems have now either completed the qualification, transferred to another programme, or are considered to have abandoned the programme.

Impact on Tertiary Sector

No other New Zealand tertiary organisation offers a Graduate Diploma in Quality Systems. Some tertiary providers offer qualifications with a Quality Systems component, such as the Graduate Diploma in Laboratory Technology offered by Ara Institute of Canterbury Ltd and Lincoln University's Bachelor of Commerce (Supply Chain Management).

Impact on Massey University Qualifications and Courses

Massey University intends to continue to offer the Master of Quality Systems and Postgraduate Diploma in Quality Systems.

The only course unique to the Graduate Diploma in Quality Systems is 287455 Advanced Industrial Management Practices, which was last offered in 2014. 287341 Quality Systems Design was an elective in the Bachelor of Construction (Construction Management) but is not in the new BConst schedule being rolled out in 2021 and 2022. With the retirement of the GradDipQS, 287455 and 287341 can also be retired.

All other courses in the GradDipQS schedule are used in other qualification schedules and are still offered.

Impact on Students

There are no current students remaining in the programme. Future students wishing to obtain a qualification in Quality Systems will have the option of enrolling in the Postgraduate Diploma in Quality Systems or Master of Quality Systems.

Transition Arrangements

No transition arrangements are required.

Timeline for Completion

N/a

Calendar Changes

Calendar amendments:

The 2023 calendar will be amended to remove reference to this qualification.



CONTACT DETAILS

Name of College: College of Sciences
Contact Person for the Proposal: Professor Simon Hall

DELETION DETAILS

Qualification Title
Master of Natural Sciences

Notification

The following notification is made under Section 6.2 of CUAP Handbook. Massey University proposes to retire the Master of Natural Sciences from its suite of qualifications.

Year Deletion to Take Effect
2023

Rationale for Deletion

The Master of Natural Sciences was introduced in 2010. The programme failed to attract sufficient students to be considered self-sustaining and it was closed to new enrolments from 2019. The last remaining student in the programme has not enrolled since 2018 and will be considered to have abandoned the programme by 2022.

Impact on Tertiary Sector

There is no impact on the tertiary sector.

Impact on Massey University Qualifications and Courses

The Bachelor of Natural Sciences is also closed to new enrolments and will be retired when all current students have completed, transferred out of or abandoned the programme. Massey University offers a number of science majors in the Master of Science.

Impact on Students

There are no current students remaining in the programme, and future students have the option of enrolling in other science majors and courses in the Master of Science.

Transition Arrangements

No transition arrangements are required.

Timeline for Completion

N/a

Calendar Changes

Calendar amendments:

The 2023 calendar will be amended to remove reference to this qualification.



CONTACT DETAILS

Name of College: College of Sciences
Contact Person for the Proposal: Professor Simon Hall

DELETION DETAILS

Qualification and Specialisation Titles

Postgraduate Diploma in Engineering
Electronics and Computer Engineering
Energy Management
Engineering and Innovation Management
Mechatronics
Packaging Technology
Renewable Energy Systems

Notification

The following notification is made under Section 6.2 of CUAP Handbook. Massey University proposes to retire the the Postgraduate Diploma in Engineering and its associated endorsements: Electronics and Computer Engineering, Energy Management, Engineering and Innovation Management, Mechatronics, Packaging Technology, and Renewable Energy Systems.

Year Deletion to Take Effect
2023

Rationale for Deletion

The Postgraduate Diploma in Engineering was closed to new enrolments from 2018 as it had failed to attract sufficient students to be considered self-sustaining. Students with a Bachelor of Engineering with Honours are able to enter the 120-credit Master of Engineering or Master of Engineering Studies qualifications directly. The Postgraduate Diploma in Science and Technology serves as an exit qualification for students who do not meet the progression requirements for the Master of Engineering Studies.

All students in the Postgraduate Diploma in Engineering have now either completed the qualification, transferred to another programme, or are considered to have abandoned the programme.

Impact on Tertiary Sector

Auckland University of Technology and University of Auckland offer a Postgraduate Diploma in Engineering, and Victoria University of Wellington offers a Postgraduate Diploma in Engineering Practice.

Impact on Massey University Qualifications and Courses

Massey University intends to continue to offer the Master of Engineering, Master of Engineering Studies and Postgraduate Diploma in Science and Technology.

The only course unique to the Postgraduate Diploma in Engineering is 228734 Packaging Design Technology, which is no longer offered and will be retired. All other courses in the PGDipE schedule are included in the Master of Engineering Studies schedule or other qualification schedules.

Impact on Students

There are no current students remaining in the programme, and future students will have the option of enrolling in the Master of Engineering or Master of Engineering Studies.

Transition Arrangements

No transition arrangements are required.

Timeline for Completion

N/a

Calendar Changes

Calendar amendments:

The 2023 calendar will be amended to remove reference to this qualification.

CBB 2022/05/143

Minutes Part 1



MASSEY UNIVERSITY
COLLEGE OF BUSINESS BOARD

Meeting held on 17 May 2022

By Video Conference at 10 am

Zoom ID# - 84756785452

MINUTES: PART 1

No.	Item	Details	Decision	Paper No.
1	PRESENT	<p>Associate Professor Jo Cullinane (Chair), Professor Stephen Kelly (PVC), Associate Professor Jo Bensemman (HoS, SoM), Professor Martin Berka (HoS, SoEF), Professor Fawzi Laswad (HoS, SoAcc), Professor Jens Mueller (Head of MED), Ashok Poduval (SoAv, HoS), Professor Jonathan Elms (DoR), Associate Professor Elizabeth Gray (DTL), Associate Professor Claire Matthews (DAQ), Associate Professor Sandy Bulmer (CBAPC, Chair), Dr Mui Kuen Yuen (Associate Director, Pacific), Stephanie Hayley Allan (Student Representative), Chrissy Yang (Student representative), Professor Bevan Catley, Professor Mohan Dutta, Professor Gabriel Eweje, Dr Angela Feekery, JS Imbeau, Dr Fatima Junaid, Dr Niki Murray, John Murrie, Dr Sam Richardson, Claudia Silva. Dr Sam Richardson (late arrival), Dr Jeff Stangl (late arrival), Professor Jens Mueller (late arrival)</p> <p>IN ATTENDANCE Preetha Saji (CBB Secretary), Carnette Pulma (former CBB Secretary), Dr Jeff Stangl (Director International and Strategic Partnerships), Fiona Diesch (Librarian), Alison Gustafson (Student Advice and Information), Jean Jacoby (Academic operations), Dr Zoë Port (SoM, previous Co-Director BBus).</p> <p>WELCOME Stephanie Hayley Allan (Student Representative, Massey@Distance)</p> <p>GUESTS Professor Giselle Byrnes (Provost) and Tere McGonagle-Daly (DVC Students and Global Engagement)</p> <p>APOLOGIES Professor Stephen Croucher (HoS, SCJM), Dr Natalia D'Souza, Antonia Quinn (student representative), Dr Vishnu Menon, Dr Farah Palmer (Assoc Dean – Māori), Prof Hatice Ozer-Balli.</p>		

No.	Item	Details	Decision	Paper No.
	<p>ABSENCE Jade Zhou (Business Manager), Madison Farrell (student representative)</p> <p>MIHIMIHI The Chair formally opened the Board meeting with a Karakia.</p> <p>Whakataka te hau ki te uru, Whakataka te hau ki te tonga. Kia makinakina ki uta, Kia mataratara ki tai. E hi ake ana te atakura he tio, he huka, he hauhunga. Tihe mauri ora</p> <p>Cease the winds from the west Cease the winds from the south. Let the breeze blow over the land Let the breeze blow over the ocean. Let the red-tipped dawn come with a sharpened air A frost, a promise, a glorious day.</p> <p>The Chair formally welcomed all members and clarified that the new terms of reference commenced with today's meeting but as explained previously we are transitioning to this as we have too many elected members with terms still to run for the new ToR to be introduced simply.</p> <p>In practical terms, all members and people in attendance may vote in part 1 of the agenda and only in case of a split vote or a matter of differing views will the strict membership of the ToR and the designated voter's vote count.</p> <p>Designated Voting Staff Representative for this meeting (5) John Murrie (SAV) Dr Niki Murray (CJM) JS Imbeau (SoM) Claudia Silva (CJM) Dr Vishnu Menon (CJM) Designated Voting Professorial Representative for this meeting (1) Professor Bevan Catley (SoM)</p>			
2	INTEREST: DECLARATION AND DISQUALIFICATION		NONE	
3	<p>MINUTES FOR APPROVAL from CBB meeting on 26 April 2022</p> <p><u>Suggestion:</u></p> <ul style="list-style-type: none"> Item 4.2 (p 3) – The final sentence reads “the designated voter is missing absent notice”. to be corrected as “absent without notice”. Item 5.3 – “The Chair added ...” to be corrected as “The Chair explained ...” Item 5.6, bullet point 2 – “Māori staff support staff” should simply be “Māori support staff”. Item 5.6 DTL's comments (p5) – in the final sentence of the first paragraph “meet” to be changed to “meeting”. 	<p>RESOLVED THAT the minutes be approved with amendments as a true and accurate record.</p> <p>CULLINANE</p>	<p>CBB 2022/04/114 CBB 2022/04/114Rev1</p>	

No.	Item	Details	Decision	Paper No.
		<ul style="list-style-type: none"> Item #5.6 – DTL comment - “an initiative coming out of the DVC Māori and the Curriculum Innovation team “ to be corrected as “Provost Team” Item #5.6 – DTL comment - “Eight (8) courses out of 30” to be corrected as “Nine courses” <p>Update: Amendments made on the revised copy of the document CBB 2022/04/114Rev1.</p>		
4	MATTERS ARISING - PART 1			
4.1	Action Sheet from the last meeting on 15 March 2022		DISCUSSED	CBB 2022/04/115
01	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>Update DTL has met and discussed with Associate Dean Māori and the specialisation teams on the various ways of embedding Te Tiriti within the specialisations. This means that Te Tiriti can be understood and acknowledged in different ways including through assessment design.</p>	CLOSED	
02	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>Update Conversation and ongoing work are progressing with the Academic Progress and Performance Working Group.</p>	CLOSED	CBB 2021/11/319Rev2
03	2023 Timetabling arrangement - The DAQ to report back to the committee on the 2023 Timetabling arrangements	<p>Update This was covered under item #5.3 – Report by Director Academic Quality.</p>	CLOSED	
04	04 Theses Submission Regulation Change The DoR Professor Jonathan Elms to circulate the thesis regulation changes to all staff supervising students.	<p>Update DoR Professor Jonathan Elms emailed the thesis regulation change to Business-All.</p>	CLOSED	CBB 2022/04/89
05	School of Economics and Finance COURSE AMENDMENT 2022 125.143 Essentials of Investment Advice 125.155 Essentials of Insurance Advice - Life, Disability, and Health 125.156 Essentials of Insurance Advice		CLOSED	CBB 2022/04/94-98

No.	Item	Details	Decision	Paper No.
		125.163 Essentials of Residential Property Lending Advice 125.179 Introduction to Financial Advice DAQ to seek clarification from SEF and/ or Skills New Zealand and report back to the committee. Update Action closed as waiting for a response from an external stakeholder. DAQ will update the CBB committee if there are any changes proposed by SEF and/ or Skills New Zealand.		
06	190115 Introduction to Aeronautics	The DAQ to discuss the proposals for 190115 with the School of Aviation Update After the discussion with the SoAv team, DAQ is convinced that the restriction is appropriate – 190112 and 190115 have similar contents.	CLOSED	CBB 2022/04/103
07	190115 Introduction to Aeronautics	DAQ to work with the MBS Business Manager about the apparent error in the NZSCED Course Classification	ONGOING	CBB 2022/04/103
5	REPORTS			
5.1	Pro Vice-Chancellor	<ul style="list-style-type: none"> PVC is back in the country after travelling to Australia for the AACSB accreditation, which is the third Australian University proceeding with AACSB in the last twelve months. Issues related to funding, staffing, centralisation, and de-centralisation are the same being confronted by Australian Universities like Massey. Universities in New Zealand and Australia are now talking about aggressively recruiting offshore and targeting new countries, once out of the current COVID situation. Te Huringa o Te Tai - A document will be coming from Vice-Chancellor to the University Community in July, which focuses on a review of the general administration, finance arrangements and professional staffing within the University. BBus Review – A decision will be made on the direction of travel shortly. International Border opening – Conversation is progressing around having an intake later in 2022, outside the second semester. This may improve recruiting into 2023 but will have huge implications around offering unit courses again which will put a workload on College and School Staff. 		
5.2	Chairperson	<ul style="list-style-type: none"> Academic Board is currently receiving comments on potential areas of revision of the Policy on Academic Freedom, Free Speech and Freedom of Expression. Additional contributions have been made to this policy which we anticipate will come to College Boards again for comments when it is progressed further. In summary of the types of discussions: there is an attempt to delineate between freedom of speech and academic freedom which are two separate things within the law. 		

No.	Item	Details	Decision	Paper No.
	<ul style="list-style-type: none"> • The work of Academic Committee has been substantial recently due to the high volume and a lot of important papers that are coming to conclusion simultaneously. • The team was consulted recently on the Student Registry restructuring. The final position results in less staffing, a worst-case scenario may mean to tight resourcing and the process of change might cause the flow on the effects such as slow admissions or enrolment processing. The Managers responsible are aware and hopeful they have strategies to avoid worst-case scenarios. • The DPVC participated in the new forum group that is starting to look at the transitions on behalf of the Pūrehuroatanga. This forum discusses the terms of cultural changes for bringing students to the University and Programmes. • MBS is preparing the results for the current semester and is looking at students who are performing below the expectations. The CBB Chair is also the Chair of the Academic progression Committee and so reports that the new NPE round (S1 2022 results) will commence between July and August – this will follow protocol identifying students who have got three closely related semesters of failing or non-achievement of credit. Students will be asked to explain for us to support them, and if silent or have no reasonable explanations they will be given short-term exclusions. The previous rounds have already worked with approximately 300 students and a substantial number of students with very poor records of achievement have already been excluded. • Chair of CBB also Chairs APPWG and in that role has progressed several papers and changes and projects in recent months. Including a new draft proposing changes to the way withdrawals, fee appeals and related exits from courses are managed. Also, a fundamental reset paper which suggests philosophically and practically different ways to approach AEG/IP and related issues of student performance. These papers will be at the Academic Committee in near future. APPWG is also supporting a major ITS project where its proposals from last year related to student progression are being implemented into SMS. Finally, APPWG recently proposed and had approved by Academic Committee, the terms of reference for the committees that will oversee academic progression from 2023 onwards (e.g. replacing the Academic Standing Hearings Committee). 			
5.3	<p>Director Academic Quality</p> <ul style="list-style-type: none"> • The DAQ reminded the Schools about the grade processing requirements for the end of Semester 1 and requested support from staff to get the grades published on time in line with the agreed College dates and processes. • A full pilot of the revised MBS quality assurance process which incorporates the assurance of the learning process was undertaken in semester one last year but was unable to be progressed in semester two due to Covid. This pilot will be re-started again this semester. The pre-pilot involved a selection of courses from SoEF, and the full pilot involves all semester-one taught courses in SoEF. • The new MBS process for AG/IP is now implemented within the College. Technical measures around the process have been discussed with the administrative staff and changes 	<p>ACTION: Update on the pilot to be given in each CBB meeting.</p>		

No.	Item	Details	Decision	Paper No.
	<p>made. This is a new process; hence the committee members are welcome to make suggestions for improvement. Small changes will be made to the Aegrotat applications, as per the current Impaired Performance process which suggests if it is mild, moderate, or severe circumstances (AG current does not). DAQ reminded that where a pass is not appropriate, we should be looking for other solutions such as extensions or a replacement assessment. There should also be no inference made about students not having discussed their circumstances with staff prior - some students use AG/IP applications in the first instance either as a method to formally contact the lecturers or to not have to traumatise themselves by being forced to explain to someone who knows them.</p> <ul style="list-style-type: none"> • Timetable for 2023 – MBS is fully into the planning process to contribute to the production of the 2023 timetable i.e. covering all modes of delivery – internal, distance and block. The timetable is produced based on the information provided by the Colleges and the Academic Units within the deadline. The timetable uses qualification data from the calendar, and course offering information from the SMS. The online request for staff availability is now underway, and the course templates provide information about the teaching events. Staff constraints are to be submitted from 11th May until 23rd June for production. The data for teaching events for each course will be captured from 23rd May to 4th July and there will be an opportunity to revise the teaching course offering. This also includes the type of quantum teaching events and video capture capability. This process also provides a timely opportunity to decide on how to re-engage with the on-campus teaching activities. The timetable office will be creating the new 2023 timetable from the 4th of July until the 25th of August, which will then be available for review and corrections from 25 August until the 7th of September. The timetable will be published and made available to students to view from the 30 September and enrolment for 2023 begins on the 1st of October. Jenny Pang is the lead for MBS from the timetable office. Room allocation will be based on the expected student numbers in the SMS around course offerings. The timetable office review/monitor the room allocations before the semester to make sure it is accurate. Thus, the timetable which is produced best fits the required teaching events, considering staff availability and potential student cases <p>The Chair queried the communication process about the timetabled resource availability changes - as some rooms were decommissioned, rooms now have different equipment, the facility changes, the room capacity, room availability etc.</p> <p>The Chair also added that the Office of the PVC was opening discussions with the Timetabling Office to seek to condense the timetable into 2 or 3 days for students on some programmes. And seeking clarity on how the programmatic timetabling (from the student point of view) is dealt with so it is a constraint weighted as important as is staffing constraints.</p>	<p><u>ACTION:</u> A written report to be presented on the business rules of the timetable that fit students.</p>		

No.	Item	Details	Decision	Paper No.
	Update	SharePoint link to the online 2023 timetable production information was circulated to the CBB members on Tuesday, May 17, 2022.		
5.4	Director of Teaching and Learning	<ul style="list-style-type: none"> The DTL is involved in discovering and ironing out procedural issues in the rollout of replacement exams which is new for this semester. Last week, the DTL met with the new Director of the Teaching Academy: Dr Maggie Hartnett; and had a good conversation about priorities for the Teaching Academy, the ways to reverify professional development and induction of staff. Over the next couple of years, the focus will be on developing staff skills in areas of blended learning and supporting Te Tiriti in teaching. This week a workshop is being run for the School of Economics and Finance by the DTL and the Associate Dean Māori focussing on embedding Te Tiriti in Teaching with a particular focus on assessment design. It is the first time such a workshop is being delivered. The DTL is part of the student readiness and transition group which focuses on the initiatives to make sure students are well prepared for studies when they join the MBS courses or programmes. The Director of Education Futures has requested to remind all College Board members of the need to switch to E-reserve by the end of 2022. Several communications have already come out on this. 		
5.5	Director of Research	<ul style="list-style-type: none"> The Strategic Research Excellence Funds (SREF) for 2023 is now open and the application will close on Thursday 7th July. The Research team is looking for expressions of interest for a series of workshops and development initiatives to support the success of this fund. The deadline for the applications for the Research Translation Competition is on Tuesday 31st May, 5 pm. The Performance-Based Research Funding (PBRF) governance group meets next week to approve the next launch of research funding and accompanying research support activities. 		
5.6	Associate Dean – Māori	No report was received as Associate Dean Māori was absent.		
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)			
	No Part-1 items were referred from the Academic Committee or Office of Academic Quality, Reporting and Assurance.			
7	MATTERS REFERRED FROM ACADEMIC BOARD (AB) /TEACHING AND LEARNING COMMITTEE (TLC)			
	No matters were referred from the Academic Board. The April University Teaching and Learning Committee meeting was cancelled due to the low number of attendees and the May meeting was on 17 th May 2022.			
8	COLLEGE OF BUSINESS – ACADEMIC PROGRAMMES COMMITTEE (CBAPC)			

No.	Item	Details	Decision	Paper No.
8.1	Draft minutes (Part 1) received from CBAPC 27 April 2022 meeting		NOTED	CBB 2022/05/117
	INDIVIDUAL PROPOSALS FOR 2022			
8.2	School of Management	<p>NON- CUAP SPECIALISATION RETIREMENT 2022 PMMNG2SORTM1 Organisational Technology Management - Closing the OTM specialisation of the MMgt to new enrolments due to the low number of student enrolments in this specialisation. To be implemented in Semester 2, 2022.</p> <p>Discussion This specialisation was closed beginning last year due to low enrolment, which was then re-opened for a partnership hoping that would bring more students. This did not work hence the specialisation is now being fundamentally closed after consultation with the teaching team.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>BENSEMANN / MUELLER</p>	CBB 2022/05/118
8.3	School of Economics and Finance	<p>COURSE AMENDMENTS 2022 Course 125220 Financial Institutions and Markets The proposal aims to amend the learning outcomes and the assessment weightings.</p> <p>Discussion After the second semester of 2021, serious issues were identified with this course, and it is a compulsory course in both financial major and financial planning & advice major. Issues with the course have led to long periods with limited development/ improvement hence this course is now being considered for the "Activate" process to change the fundamentals.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>BERKA / BULMER</p>	CBB 2022/05/119
8.4		<p>MICRO-CREDENTIALS 2022</p> <p>Growing your wealth -This course provides financial education for employees to create a more financially resilient workforce and provide a formal credential for the employee and employer.</p> <p>Background This is a course that the financial education and Research Centre has offered to stakeholders and recipients of the funding from the Ministry of Social Development and Fin Cap members. SoEF is trying to formalize this course to facilitate its chances to grow as a revenue-gathering course. This is a long-running course offered over the summer.</p>	<p>DEFERRED</p> <p>ACTION: DAQ to seek clarification on how the 5-credit Micro-credential courses could be counted towards the RPL.</p>	CBB 2022/05/120

No.	Item	Details	Decision	Paper No.
		<p>Discussion</p> <p>The Chair clarified that in the last Academic Committee meeting there was discussion on the lack of clarity on how these courses less than 15 credits will be drawn into RPL and how the participants might gain credits to their degree or certificate programmes. This question is longstanding and resolving it sits somewhere between OAQRA and ITS.</p> <p>The Director for International and Strategic Partnerships commented that the justification statement also needs to be corrected when resubmitted as the "NZ Certificate in Personal Financial Capability" - offered by the Te Wānanga o Aotearoa is comparable to these micro-credentials.</p> <p>Suggestion:</p> <p>The Chair suggested that the DAQ seek clarification on how the 5-credits could be used towards the student's RPL. The proposal is to stay as a short course if a micro-credential cannot be counted towards credits.</p>		
RELATED PROPOSALS 2023				
8.5	Massey Executive Development	<p>NON-CUAP QUALIFICATION AMENDMENT 2023</p> <p>PMBSA Executive Master of Business Administration</p> <p>-The current EMBA has operated unchanged since its inception as a distinct programme from the MBA in 2018. The programme has been successful, however, feedback from stakeholders and changes in both national and global environments suggest it is time for a refresh. The proposed changes will improve the effectiveness of our existing courses and will result in a more competitive and internationally relevant executive qualification that delivers greater value to our stakeholders.</p> <p>-The proposed changes include the addition of four new courses (295701, 295702, 295703, 295704), the removal of three elective courses (115736, 115739, 115740), the retirement of four courses (115723, 115724, 115745, 115710), and associated regulatory changes</p>		CBB 2022/05/121
8.6		<p>NON- CUAP SPECIALISATION AMENDMENT 2023</p> <p>PCBSN1EBSAD1 Business Administration</p> <p>- To change the course schedule of the Postgraduate Certificate in Business to reflect the linked proposed changes to the Executive Master of Business Administration qualification, by removing 1</p>	<p>RESOLVED THAT these documents (121-133) be approved and forwarded to Academic Committee for approval.</p> <p>MUELLER / SILVA</p>	CBB 2022/05/122

No.	Item	Details	Decision	Paper No.
		course and adding 4 courses to the current schedule. This change would come into effect from S1, 2023.		
8.7		CUAP -NEW COURSE 2023 295701 Managing Financial Decisions - The creation of a new course that blends the theories and practical relevance of accounting, finance, and economics addresses the unique desire of the EMBA students who wish to become competent in making managerial decisions about financing an organization		CBB 2022/05/123
8.8		CUAP -NEW COURSE 2023 295702 Applied Global Governance and Responsibility -The purpose of this proposed new course is to replace the 15-credit course 115710 Governance and Responsibility in the EMBA, to increase the practical relevance of this course through the assessment of the real-life performance of the board.		CBB 2022/05/124
8.9		CUAP -NEW COURSE 2023 295703 Portfolio I - Global Management - The creation of a portfolio/reflection course supports the intention of this qualification to be applied and practical as students prepare for careers in leadership and executive management.		CBB 2022/05/125
8.10		CUAP -NEW COURSE 2023 295704 Portfolio II - Global Leadership - The creation of a portfolio/reflection course supports the intention of this qualification to be applied and practical as students prepare for careers in leadership and executive management.		CBB 2022/05/126
8.11- 8.17		COURSE RETIREMENT 2023 Course 115710 Governance and Responsibility Course 115723 Accounting I Course 115724 Business Finance Course 115736 Business Development Course 115739 Special Topic 1 Course 115740 Special Topic 11 Course 115745 Economics - Applied and International - These courses are no longer required for the proposed amended EMBA programme with effect from 2023. New courses will replace these. <u>Note:</u> Item #s 8.5 to 8.17 were discussed together as it is a related proposal. <u>Discussion</u> This proposal is a clean-up and slight repositioning of the programme. Changes include – a couple of courses that are now more focused on the global skillsets, a		CBB 2022/05/127 CBB 2022/05/128 CBB 2022/05/129 CBB 2022/05/130 CBB 2022/05/131 CBB 2022/05/132 CBB 2022/05/133

No.	Item	Details	Decision	Paper No.
		<p>course which was theoretical and does not fit the philosophy of the Executive MBA programme being repositioned. The related PG Certificate programme which is used as an entry path for the EMBA programme has consequential changes. With the approval of the new courses comes the automatic retirement of the old courses, and associated transition arrangements so that previous students' rights are not affected.</p> <p>The DAQ added that it was felt this is a sensible revision to the EMBA programme that will be of interest to students and meet their ongoing requirements.</p>		
COURSE AMENDMENT 2023				
8.18	School of Economics and Finance	<p>Course 178280 Regression and Predictive Analysis</p> <p>-Purpose of this proposal is to update the course title, and the course prescription, add another prerequisite, and update the LOs</p> <p><u>Discussion</u></p> <p>This course is being re-designed to suit the Bachelor of Business - Business Analytics, and Economics majors. The analytics component in the course has increased and Econometrics reduced to cover both the majors.</p> <p>The DAQ explained the approach of a revision rather than a new course to replace the old one: fundamentally the course teaches the same content, but the learning outcomes are presented differently.</p> <p>Subject Librarian added that in general, if a course changes where there are changes to the learning outcomes, the library would like to be consulted to consider the necessary resources are available, but revisions are not sent to them at present. The Chair offered that CBAPC team will be made aware of this request and will ensure they include the library in their processes where we have course revisions which may impact resources.</p>	<p>RESOLVED THAT this document be approved and forwarded to Academic Committee for approval.</p> <p>BERKA / MUELLER</p> <p><u>ACTION:</u> CBAPC Chair to initiate a process to ensure library colleagues are asked to consider course revisions where these revisions may result in differing resource needs.</p>	CBB 2022/05/134
8.19		<p>Course 178358 International Trade in Agri-food Products</p> <p>The purpose of this proposal is to update the prescription and the prerequisites, remove a restriction, amend the online learning category, update the LOs and the</p>	RESOLVED THAT this document be approved and forwarded to	CBB 2022/05/135

No.	Item	Details	Decision	Paper No.
		assessment weightings, and make the final exam compulsory to fix a system error <u>Discussion</u> This course is offered for a degree programme by the College of Science, but the prerequisite no longer exists hence changes have been made to prescription, prerequisites, restrictions, LOs and assessment weightings in agreement with the College of Science.	Academic Committee for approval. BERKA / BULMER	
8.20		Course 178703 The Theory and Practice of Economics - The purpose of this proposal is to add a restriction to 178703 and to make assessment 5 compulsory. <u>Discussion</u> This course is restricted against 178200 Macroeconomics and 178201 Microeconomics as these courses deliver similar content. 178703 is a conversion course for students who do not have a background in economics but wanted to do research Master's qualification. Students who do have a background in economics should be able to skip this course by adding this as a restriction. The School was asked to explain whether the 300 and 700 level courses are appropriately different and it was clarified that their content might be similar but the learning outcomes differ according to level and reflecting that the student's achievement is at 700 level.	RESOLVED THAT this document be approved and forwarded to Academic Committee for approval. BERKA / MUELLER	CBB 2022/05/136
PRIZES				
8.21	School of Accountancy	Prize Deletion – Accountancy Prize deletion - School of Accountancy Distinguished Prize in Advanced Auditing – 110379 - School of Accountancy Distinguished Prize in Advanced Taxation – 110389 <u>Discussion</u> These prizes were offered for over 15 years. At the time when this prize was established, there were no external sponsors. We have equivalent prizes externally sponsored now hence these are no longer required.	NOTED	CBB 2022/05/137
9	OTHER DOCUMENTS			
	None			
10	OTHER BUSINESS			
10.1	Timed presentation ~ 11:30 – 11:50 AM		DISCUSSED	

No.	Item	Details	Decision	Paper No.
	<p>Updates on Pūrehuroatanga by Professor Giselle Byrnes, Provost, and Tere McGonagle-Daly</p> <p>Discussion</p> <p>The provost gave an overview/reminder recap of the Pūrehuroatanga, a university-wide Student Success Initiative. The objective is to enhance successful outcomes for all learners with a particular focus on Māori, and Pacific taurira. The student success metrics are first-year retention rate, cohort-based qualification completion rate, course completion rate, and progression rate. These are the educational performance indicators upon which we are assessed by the TEC and our funding is contingent upon multiple progress indicators for all students including Māori and Pacifica.</p> <p>The DVC, Student, and Global engagement discussed the statistics on the April STR (student data returns) to the TEC. Primarily focusing on the first-year retention across all students at Level Seven (7), University has been doing positively against previous years as well as the target for 2021. But at the course completion level, the statistics have dropped slightly across the board except for Māori internal students. This also means that the KPI target was also down. This is one reason why Pūrehuroatanga is focusing on the course completion initiatives. Graduate outcomes - University is in a very positive position for the overall progression and further study. Māori students have achieved a good increase over the last period for both employment and further study, while Pacific students showed a slight dip but still moving in the right direction in the space and similarity with the employment. Finally, DVC compared Massey's profile to other Universities which TEC does as well.</p> <p>Pūrehuroatanga was established in early 2021 to provide a platform for collaboration and coordination of the University-wide efforts to improve student success outcomes. This was guided by Paerangi and inspired by their ambition to deliver world-class teaching and learning opportunities. It also aims to scale up successful initiatives that are delivering positive outcomes and seek to minimise duplication of resources and remove barriers.</p> <p>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, and Proactive Support and Data. The systematic improvements ensure that the students understand the expectations and are well informed of the resource, tools, and where to seek help, and finally focus on belonging which is important. The focus for this year is to ensure the academic offering is navigable to students, that students can articulate their journey in a particular course, and to review the course design and delivery via the course incubator project. All of this is centred to ensure student-centric and to eliminate or reduce barriers.</p> <p>A significant amount of improvement has been made to technical problems discussed last year. Withdrawal without penalty changes has now been implemented across the university. The case management is looking at ways to support and refer students to various services within the university. The</p>			

No.	Item	Details	Decision	Paper No.
	<p>project for streamlining the student password is now completed. Browser based student admission allows self-service and the ability to look at their admission stages for the following semester and following years. Non-participating enrolment and Academic progress are now rolled out. The final two issues related to student fee payment plans and the course planner tool are expected to be completed by the end of 2022.</p> <p>The three primary objectives for 2022 are – academic offering and making sure to support and optimize the curriculum in terms of quality and student wellbeing. Secondly, to guide, and support students as they come into the university and during the transition period. Finally, is the holistic support around well-being and achievement.</p> <p>University is now engaged with Studiosity which is an external support service provider and experts in tutoring advice, assessment reviews, mentoring service, and other supports. Studiosity runs out of Australia, but many universities across Australia and Aotearoa are now partnering with them due to their high standard of academic integrity and staff based in both countries. This is an extra layer of service that Massey Students can access via their Stream site. Positive feedback has been received from students who are engaging with this service and is not duplicating any Massey Internal service.</p> <p>The course incubator project is looking at high-impact courses with historically low pass rates. These are literacy and numeracy rich courses which are threshold courses for future student success and with a high number of Māori and Pacifica students. Out of 30, 3 courses have been identified for semester two which will have wraparound support in partnership with teaching staff. These are 2 courses in BSc and one in BA, transforming these courses will have a significant difference in student outcomes.</p> <p>Student readiness and transition – key focus and making sure that when students come to the University, they are best equipped, this means working with students before their commencement and supporting them through the initial few weeks of the university. This includes numeracy and literacy support, areas around micro-credentials, self-assessments, and course planners. These initiatives have already kicked off in 2022 and still discovering space for more engagement processes.</p> <p>Data-enabled student support (DESS) –The Student Success team contacted around 18,000 students in Semester one 2022 who were looking to commence their Stream engagement. At the end of week one, only 3000 students were left non-active, the team again reached out to these students via calls and emails which helped to reduce to 1002 students by end of week two. By the third week, it again reduced to 149 students. For these 149 students, the team is working on withdrawing them from the University as it is not the right time to commence studies. These are the kind of initiatives that will be in place across the University and will become a regular feature going forward.</p>			

No.	Item	Details	Decision	Paper No.
		<p>The Provost added that we will be getting regular updates both qualitative and quantitative from external third party/partnering organisations such as Studiosity. These reports will be shared with colleges from now on.</p> <p>These initiatives are very critical for the University as they are the number one priority for funding from TEC for our domestic students.</p>		
SUBSIDIARY COMMITTEES				
11	COLLEGE RESEARCH COMMITTEE (CRC)		NOTED	CBB 2022/05/138
11.1		Draft minutes (Part 1) received from the MBS-CRC meeting on 5 May 2022		
12	MASSEY BUSINESS SCHOOL TEACHING AND LEARNING COMMITTEE (T&L)			
		No minutes (Part 1) were received from the MBS T&L meeting. The next meeting is on 26 May 2022.		
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)			
		No minutes were received AoLC. The next meeting is on 1 June 2022.		
15	SHARED PROGRAMMES AND PROGRAMMES WITH COLLEGE REPRESENTATION			
	COMMUNICATION QUALIFICATIONS COMMITTEE (CQC)			
		No minutes (Part 1) were received from CQC 20 April meeting. The next meeting is on 15 June 2022.		
16	SUPPLEMENTARY ITEMS - PART 1			
	None			
17	<p>EXCLUSION OF THE PUBLIC</p> <p>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.</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) enables organisations holding the information to carry on commercial activities without prejudice or disadvantage.</p>			



COLLEGE BOARD MEETING

Friday 20 May 2022 at 10.00am

MINUTES PART I

1. PRESENT: Professor Cynthia White, Professor Bill Fish, Professor Glenn Banks, Associate Professor Alison Kearney, Professor Kerry Taylor, Professor Hēmi Whaanga, Associate Professor Jenny Coleman, Dr Pania Te Maro, Associate Professor Jenny Poskitt, Timu Niwa, Dr Pita King, Khushboo Singh, Associate Professor Robyn Andrews, Professor Ingrid Horrocks, Associate Professor Peter Rawlins, Associate Professor Ross Flett, Ms Andrea Flavel, Dr Nick Holm, Associate Professor Fiona Te Momo.

APOLOGIES: Associate Professor Jodie Hunter, Dr Karen Jillings, Professor Mandy Morgan, Taisa Havea, Brenda Johnson, Professor Lisa Emerson, Professor Bill Fish (for early departure)

IN ATTENDANCE: Professor Giselle Byrnes, Maree Brannigan, Caroline Lowe, Linda Lowe, Secretary to the College Board.

WELCOME: To new members of College Board

2. CONFIRMATION OF MINUTES:

Confirmation of Part I Minutes of the meeting held on Friday 22nd April 2022 HSS CB 22/04/080

Moved from the Chair: That Part I minutes of the meeting held on 22nd April 2022
be confirmed as a true and accurate record
Carried

3. MATTERS ARISING:

3.1 Action List – May 2022

16.08.19 Class-Qualification Representatives Guidelines DTL/TLC for discussion and possible feedback to CB. A working group of CTLC should have report ready for May CB meeting.
On-going

21.05.21 Review assessment patterns – The DAP advised the DTL has progressed this report, but there are on-going issues which has caused delays. The final report may take another month or two.
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.
Item 7.1

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 the group is working through. It is hoped it will be out for wider consultation withing the next two months.
On-going

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

HSS CB 22/05/112

Professor White reported on the following:

- The promotions process is underway. Zoom forums will be held for those interested in going for promotion.
- 11 Marsden applications have gone through to round two.
- Academic Board had a special meeting on the revision to the Academic Freedom and Freedom of Speech policy. Based on feedback from within our college, staff would like some opportunities for Professional Development within this area so they can be aware of the issues.
- The university has set up a Sustainability and Climate Actions steering group. Dr April Bennett will be our college member on this group.
- The E in SHAPE is still being discussed, the current thinking is that it can be for Environment and Economy. The Chair wants the College to come to a consensus on this.

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

There was nothing further to report.

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

- | | | |
|-------|---|---------------------------|
| 6.1 | DAP Report – May 2022 | HSS CB 22/05/084
Noted |
| 6.2 | Cover Sheet College Board Policy on curricula reviews | HSS CB 22/05/105 |
| 6.2.1 | College Policy on Curricula Change | HSS CB 22/05/106 |
| 6.2.2 | Procedures for Curricula and Programme Reviews | HSS CB 22/05/107 |

Following discussion of the documents above, the DAP Associate Professor Coleman proposed an amendment to the policy to incorporate some wording in terms of our principles around incorporation of Mātauranga Māori in the review process. Also, minor revisions to the procedures noting that they will be a pilot for one year, the expectations of reporting, and the kinds of support that could be provided, both advice and potentially around the reports from the PVC office.

Moved: That documents HSS CB 22/05/105 to HSS CB 22/05/107 be deferred.

- | | | |
|-----|--|---|
| 6.3 | Report on developments in other NZ Universities from CUAP Round 1 2022 | Agreed/Carried
HSS CB 22/05/085
Noted |
|-----|--|---|

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

- | | | |
|-----|--|---------------------------|
| 7.1 | Report from Chair, Academic Programmes Committee | There was no report |
| 7.2 | APC Minutes Part I 28 March 2022 | HSS CB 22/05/086
Noted |

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

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

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

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

HSS CB 22/05/112

There was no report

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

10.1 Research Director Report – April 2022

Noted

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

11.1 No documents received.

12. STUDENT REPRESENTATIVE'S DISCUSSION ITEMS

Nothing to report

13. ACADEMIC PROPOSALS:

13.1 MRC Summary Sheet

HSS CB 22/05/087

Moved: That HSS CB 22/04/087 be approved forwarded to Academic Committee for noting

Coleman/Te Momo
Carried

13.2 New Course Proposal 145790 Applied Geography Project

HSS CB 22/05/088

13.2.1 Non-CUAP Specialisation Amendment PGDipArts (Geography)

HSS CB 22/05/089

13.2.2 Non-CUAP Specialisation Amendment PGDipArts (Geospatial Science)

HSS CB 22/05/090

Associate Professor Andrews spoke to these proposals:

This new course is for students who need a 15-credit postgraduate course to complete their qualification within one year, necessitated by changed availability of the 15-credit courses offered by the College of Science. In the past a Special Topic has been used as a temporary solution, but introduction of this course offers ongoing opportunities for applied learning in both the Geography and Geospatial Sciences endorsements. Recommendations from APC were taken on board and subsequent changes made to the proposal. The Non-CUAP proposals are adding this course to the relevant schedules.

Moved: That HSS CB 22/05/088 to HSS CB 22/05/090 be approved and forwarded to Academic Committee for approval.

Andrews/Banks
Carried

13.3 New Course Proposal 132318 Building Collaborative Communities

HSS CB 22/05/091

13.3.1 Course Retirement 132218 Building Collaborative Communities

HSS CB 22/05/092

13.3.2 Non-CUAP Qualification Amendment Bachelor of Resource and Environmental Planning

HSS CB 22/05/093

13.3.3 Non-CUAP Specialisation Amendment BA (Planning Studies) minor

HSS CB 22/05/094

Associate Professor Andrews spoke to these proposals:

This new course is replacing a 200-level course of the same name. Staff had questioned whether the course would be a better fit at 300-level. It was felt that after two years of planning courses, students would have the required maturity to do a course like this as it involves interaction with the public, meetings etc. This change has been endorsed by the NZ Planning Institute and also by an Advisory Panel. The 200-level course is being retired and the Non-CUAP Qualification Amendments are changes to the regulations for BRP and schedule changes for both.

Moved: That HSS CB 22/05/091 to HSS CB 22/05/094 be approved and forwarded to Academic Committee for approval.

Andrews/Banks
Carried

HSS CB 22/05/112

- | | | |
|--------|--|------------------|
| 13.4 | New Course Proposal 268132 Te Marautanga o Te Aho Matua I | HSS CB 22/05/095 |
| 13.4.1 | New Course Proposal 268106 Te Taiao Mō Te Aho Matua o Ngā Kura Kaupapa Māori I | HSS CB 22/05/096 |
| 13.4.2 | Course Retirement 268131 Te Aho Matua Marautanga I | HSS CB 22/05/097 |
| 14.4.3 | Course Retirement 268107 Te Aho Matua Taiao o ngā Kura Kaupapa Māori I | HSS CB 22/05/098 |
| 14.4.4 | Non-CUAP Qualification Amendment UBCL Kura Kaupapa Māori - Te Aho Tātaurangi | HSS CB 22/05/099 |

Associate Professor Coleman spoke to these proposals:

These proposals come about due to a change to the placement hours made by the NZ Teaching Council. Currently students do 105 days (21 weeks) over the three years of the degree. This is going change to 120 days (24 weeks). Currently the first-year placement course is a single semester 15-credit course. To accommodate the increase in placement hours, it is going to change to a 30-credit double semester course. The other 30-credit double semester course will change to a 15-credit single semester course. The course retirements and new version of the Qualification reflect these changes.

Moved: That HSS CB 22/05/095 to HSS CB 22/05/099 be approved and forwarded to Academic Committee for approval.

Te Momo/Whaanga
Carried

- | | | |
|------|---|------------------|
| 13.5 | Non-CUAP Qualification Amendment BA/BSc | HSS CB 22/05/100 |
|------|---|------------------|

Associate Professor Coleman spoke to this proposal. This conjoint degree is being closed to new enrolments with the intention that it will be taught out and no longer offered. Recent changes to the University Recognition of Formal and Informal Prior Learning (RPL) regulations mean that the number of credits students would need to complete in the conjoint degrees would decrease. Therefore, to retain the integrity of each component degree, additional regulations within the conjoint degree would be needed. Conjoint degrees have been a relatively low priority within the University, and Massey Business School have recently closed their two conjoint degrees BA/BBus and BBus/BSc, so the decision to follow suit was made.

Moved: That HSS CB 22/04/100 be approved forwarded to Academic Committee for approval.

Coleman/Andrews
Carried with one abstention

- | | | |
|------|--|------------------|
| 13.6 | Non-CUAP Qualification Amendment Certificate in Arts | HSS CB 22/05/101 |
|------|--|------------------|

This new version of the qualification incorporates schedule changes that have been separately approved over recent months.

Moved: That HSS CB 22/04/101 be approved forwarded to Academic Committee for noting.

Coleman/Poskitt
Carried

14. DOCUMENTS FOR DISCUSSION:

- | | | |
|------|--|------------------|
| 14.1 | Memo: Academic Progression Regulations | HSS CB 22/05/102 |
|------|--|------------------|

HSS CB 22/05/112

14.1.1 Academic Progression: Proposed revised regulations, policy and procedures

HSS CB 22/05/103

In February, Professor Giselle Byrnes, Provost advised College Boards of changes to the University Academic Progress Regulations, which have superseded what used to be called Academic Standing. This refresh was due to the following:

- The former system of supporting students was no longer fit for purpose, particularly since the introduction of the new SMS. The old system of Academic Standing put the onus on students to be aware of their standing in regard to how they were travelling through their qualification.
- With the development of Pūrehuroatanga, the student success initiative, we are seeking to provide more proactive support around nonparticipating enrolments (NPE), and also want the progression system regulations to be aligned closely to this initiative.

These new regulations have been approved by Academic Board but have not yet been approved by University Council. The necessary IT support and systems are being developed.

Discussion and questions:

Associate Professor Coleman advised that the DAP and DTL had consulted with the Heads of Unit of Education and Psychology prior to this meeting. They noted that a lot of the academic progression regulations that were in the old Part C, were explicit and clear-cut. Some issues that can arise are around professional conduct, where someone is on placement, and when evaluated, may not be meeting the 'fit and proper persons' or the criteria for the Initial Teacher Education programmes. These placements are often Pass/Fail and so the notion of progression is not applicable for a one-year programme. The membership of the committee around the professional and accredited qualifications may need to be made up of similarly qualified professionals, maybe from allied programmes within the College or from relevant professional networks.

The Provost responded, she is aware of the professional body requirements, specifically around the 'fit and proper person' conduct. There has been only one discussion at Academic Committee around the proposed Terms of Reference and membership of the University group and the Part C groups. It is at the behest of colleges, on the advice of schools, who oversee and manage these programmes, to determine who is best suited to be on these committees. As long as we are aware of our responsibilities as a university, that we have the wherewithal to demonstrate that we have processes that accommodate natural justice, and that we eliminate any risk of persons, in any part of the process, going outside process or inventing process. We want to always be working in the best interest of the students. If we are responsible for delivering professionally accredited programmes, then we have also an extra duty to those professional bodies.

Other issues raised in discussion:

- The Chair advised that the College would ask the professional programmes to advise some of the specific issues they have had over the last five years to help with this work.
- Is there going to be a formalised procedure for referring a student/case to this committee? Or is that something the College can develop their own procedure for? The Provost responded that the College could do this.
- It was suggested that staff teaching into the core courses could be a representative body in terms of how staff who are not in specialised programmes might be Interfacing with the document.
- This document to go to CTLC to surface any wider issues around the academic progression aside from the professional and accredited bodies.

Action: DAP/DTL to liaise with relevant programmes to surface their needs and come up with what will work for the College in terms of processes, procedures, and compositions of committees.

15. DOCUMENTS FOR NOTING:

HSS CB 22/05/112

15.1 CoHSS Albany Forum Minutes 23 March 2022

HSS CB 22/05/104

Noted

16. DOCUMENTS FOR INFORMATION:

16.1 Procedures for Managing Qualification Review Reports March 2019

HSS CB 22/05/108

Noted

17. GENERAL BUSINESS:

There was no General Business

18. LATE ITEMS:

There were no 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 (CSB) was held on
Thursday 19 May 2022 at 2.00 PM via Zoom**

MINUTES – PART I

PRESENT:

Professor Simon Hall (Chair), Professor Donald Bailey, Christina Eagle, Sam Glen, Professor Julian Heyes (late arrival), Professor Jon Huxley, Dr Mostafa Jelodar, Professor Paul Kenyon (late arrival), 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 Mark Waterland.

IN ATTENDANCE:

Ursula Clarke, Fiona Coote, Diana Kessler, Mary O'Carroll.

1 WELCOME

The Chair welcomed Ursula Clarke, Library representative and Fiona Coote, Director – Office of Academic Quality, Reporting and Assurance, to their first attendance at College Board. The Chair has been advised that Cheyenne Church, the student representative for the Manawatū campus has stood down. The Chair has asked Caitlin Barlow-Groome in the Office of Student Experience to seek another representative.

This means that College Board has 22 appointed or elected members, and the quorum is 12.

2 APOLOGIES

Jenny Weston, Peter Lockhart, Kat Littlewood, Amy Heise, Ray Geor, Paul Kenyon (for lateness), Julian Heyes (for lateness), Diana Kessler (for early departure).

3 VISITORS

None

4 CONFIRMATION OF AGENDA

It was noted that the format of the agenda had changed with the key changes being:

- an indication of what items the Board is approving or noting, and what Academic Committee is approving or noting; and
- the grouping of the Academic Decision items by qualification and/or specialisation area under School headings. The purpose being to facilitate focused discussion on the groups of proposals.

Further sub-grouping of linked items will take place in subsequent meetings. For this meeting some agenda items were not taken in sequential order as indicated in these minutes.

The Chair acknowledged the relatively large number of late documents the board had received.

5 MINUTES FOR APPROVAL

- 5.1 Confirmation of Minutes April 2022 Part I CSB22/5/81

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

**CHAIR
Carried**

6 MATTERS ARISING

- 6.1 Memorandum from CSB Chairperson providing feedback on proposed Amelioration Procedures (CSB22/4/77) CSB22/5/82

NOTED

- 6.2 Copy of the Provost's Pūrehuroatanga update presentation CSB22/5/83

NOTED

- 6.3 College of Sciences course selected for Semester Two 2022 Course Incubator
The Chair advised the Board that 123.103 Chemistry for Modern Sciences and 160.105 Methods for Mathematics have been selected for the Semester Two Course Incubator. The Chair also noted that the College is funding additional incubator efforts. 189.151 Principles of Soil Science has commenced that process. Board members involved in the development of the two incubator courses updated the Board on progress to date. It was noted that the approach would result in upskilling of academic staff across the College, not just those involved in selected courses.

NOTED

- 6.4 Progress of Massey University College foundation course proposals

New course 247.020 Biology Fundamentals	CSB22/5/122
New course 247.021 Chemistry Fundamentals	CSB22/5/123
New course 247.022 Mathematics Fundamentals	CSB22/5/124
New course 247.023 Physics Fundamentals	CSB22/5/125
New course 247.024 General Mathematics	CSB22/5/126

The Chair advised that the proposals for the four science preparation courses in mathematics, biology, chemistry and physics were approved the previous day at the Joint Board of Studies – the College Board for the Massey University College. These were present to College Board for noting. The Board was reminded that the Chair is a member of the Joint Board of Studies, and Fiona Coote is Chair of that board.

The other proposal relates to a renaming and renumbering of the course 115.022 Mathematics Fundamentals, a course currently forming part of the Foundation Certificate for students intending to study MBS-managed programmes. The name was wanted for the new course 247.022, and there was also a need to move the course number away from the 115 MBS general prefix. This course will join the other 247 000-level science courses delivered and managed by Massey University College or PaCE.

The Chair advised that the prescription for 247.022 Mathematics Fundamentals was to be further revised to:

Mathematics Fundamentals is a foundational course which will develop the core mathematical skills necessary for many of the 100-level science courses that require fundamental algebraic fluency and statistical literacy. Your studies will combine fundamental mathematical and statistical methods designed to provide highly sought-after skills in mathematical reasoning, problem solving and numeracy.

The Chair advised that he would write to the Joint Board of Studies with a clear statement of which courses, specialisations and programmes these foundation courses would provide direct entry into. It was noted that entry into the BSc mathematics major and minor, BE(Hons) and BFoodTech(Hons) would require student to take additional courses.

In summary:

- 247.022 Mathematics Fundamental prepares students for 160.105 Methods of Mathematics, 160.104 and 124.103 but not for 160.101 Calculus or 160.102 Algebra
- 247020 Biology Fundamentals provides entry to 162101 Biology of Cells, 199103 Animals and the Environment and 196101 Ecology, Evolution and Behaviour
- 247021 Chemistry Fundamentals provides entry to 123104 Chemistry for Biological Systems and 123105 Chemistry and the Physical World
- 247023 Physics Fundamentals provides entry to 124104 Physics 1A, 124105 Physics 1B and 124103 Biophysical Principles

It was also noted that students should not take the new course 247.024 General Mathematics if they are intending to pursue a science qualification.

The Chair thanked Tammy Lynch and Mark Waterland for leading the development of the advice from colleagues on the set of new courses.

NOTED

7 ACTION LIST

7.1 Action List May 2022 CSB22/5/84

8 CHAIRPERSON'S REPORT

The Chair reported and opened discussion on the following matters:

- CUAP Round One
- Plans for Semester Two teaching in relation to COVID.
- Enrolment of offshore international students who may or may not be in a position to travel to NZ during Semester Two 2022.
- Potential changes to Immigration NZ's English language requirements

9 TEMPORARY COURSE ASSESSMENT CHANGES DUE TO COVID

9.1 Temporary Course Assessment Changes approved by the DPVC April-May 2022

None

10 COURSE OFFERING CHANGES

10.1 Course offering changes approved by the DPVC April 2022 to May 2022 CSB22/5/85

11 FROM COLLEGE ACADEMIC COMMITTEE

11.1 CAC Minutes March 2022 Part I CSB22/5/86

12 ACADEMIC DECISIONS

- 12.1 Summary of course amendments approved at CAC CSB22/5/87
NOTED

The order of discussion of items varied from that provided in the agenda. The order of discussion was that listed by section below.

From the School of Built Environment:

Course amendments

- 12.2 Course Amendment 218102 Construction Technology and Services I CSB22/5/88
 12.3 Course Amendment 218103 Construction Design and Drawings CSB22/5/89
 12.4 Course Amendment 218346 Digital Evolution of Facilities Management CSB22/5/90

Changes to the Recognition of Prior Learning regulations and addition of a new course

- 12.7 Non-CUAP Qualification Amendment Bachelor of Construction CSB22/5/93
 12.5 New Course 218104 Mathematics and Structural Principles CSB22/5/91

Document CSB22/5/91 was amended to remove the restrictions to 160.104 Introductory Mathematics for Sciences and 160.105 Methods of Mathematics.

Discussion confirmed that there is the expectation that Mathematics academic staff will contribute to the Mathematics part of the course and Construction academic staff will contribute to the delivery of the Structural Principles part.

Modifications to the schedule for the MConstr Sustainable Built Environment subject

- 12.6 Non-CUAP Specialisation Amendment Sustainable Built Environment CSB22/5/92

RESOLVED: That subject to minor amendments to CSB22/5/91, documents CSB22/5/88 to CSB22/5/90 be approved and forwarded to Academic Committee for noting, and documents CSB22/5/91 to CSB22/5/93 be approved and forwarded to Academic Committee for approval.

**Jelodar/Scogings
Carried**

From the School of Mathematical and Computational Sciences:

Course amendments

- 12.8 Course Amendment 160204 Differential Equations I CSB22/5/94
 12.9 Course Amendment 160318 Differential Equations II CSB22/5/95

Schedule changes – removal of courses to undergraduate specialisations

- 12.10 Non-CUAP Specialisation Amendment Computer Science - Major CSB22/5/96
 12.11 Non-CUAP Specialisation Amendment Computer Science - Minor CSB22/5/97
 12.12 Non-CUAP Specialisation Amendment Computer Science CSB22/5/98
 12.13 Non-CUAP Specialisation Amendment Software Engineering - Major CSB22/5/99
 12.14 Non-CUAP Specialisation Amendment Software Engineering CSB22/5/100

Schedule changes – removal of courses to postgraduate specialisations

- 12.15 Non-CUAP Qualification Amendment Master of Information Sciences CSB22/5/101

- 12.16 Non-CUAP Qualification Amendment Postgraduate Diploma in Information Sciences CSB22/5/102

RESOLVED: That documents CSB22/5/94 and CSB22/5/95 be approved and forwarded to Academic Committee for noting, and documents CSB22/5/96 to CSB22/5/102 be approved and forwarded to Academic Committee for approval.

**Scogings/Lynch
Carried**

From the School of Agriculture and Environment:

Changes to schedules for qualifications and specialisations due to removal of a course

- 12.21 Non-CUAP Qualification Amendment Bachelor of Agricultural Science CSB22/5/107
- 12.17 Non-CUAP Specialisation Amendment Farm Management CSB22/5/103
- 12.19 Non-CUAP Specialisation Rural Valuation CSB22/5/105
- 12.20 Non-CUAP Qualification Amendment Bachelor of Agribusiness CSB22/5/106
- 12.22 Non-CUAP Qualification Amendment Bachelor of Horticultural Science CSB22/5/108

The Chair noted that ideally the pre-requisite changes to 189.151 Principles of Soil Science that were approved at College Board the previous month (that led in turn to these proposals) should have first been considered earlier by the First Year Governance Group as the removal of 123.103 Chemistry for Modern Sciences as a pre-requisite was a significant change to the College's first year offering. The Chair apologised to the Board for not incorporating that into the overall consideration and noted that procedural changes were in development to identify significant changes sooner in the College's processes.

Discussion confirmed that there is the expectation that Chemistry academic staff will contribute to the Chemistry part of the revised 189.151 Principles of Soil Science course.

Schedule changes to the MSc Horticultural Science subject

- 12.18 Non-CUAP Specialisation Amendment Horticultural Science CSB22/5/104
- 12.30 Non-CUAP Qualification Amendment Master of Science CSB22/5/116

RESOLVED: That documents CSB22/5/103 to CSB22/5/108 and CSB22/5/116 be approved and forwarded to Academic Committee for approval.

**Millner/Kenyon
Carried**

From the School of Natural Sciences:

Course amendments

- 12.23 Course Amendment 196205 Ecology and Conservation CSB22/5/109
- 12.24 Course Amendment 196317 Community and Ecosystem Ecology CSB22/5/110
- 12.25 Course Amendment 196319 Terrestrial Ecology CSB22/5/111
- 12.26 Course Amendment 199203 Evolutionary Principles of Animal Behaviour CSB22/5/112
- 12.27 Course Amendment 199310 Entomology CSB22/5/113
- 12.28 Course Amendment 199312 Behavioural Ecology CSB22/5/114

- 12.29 Course Amendment 232703 Wildlife Management CSB22/5/115

RESOLVED: That documents CSB22/5/109 to CSB22/5/115 be approved and forwarded to Academic Committee for noting.

**Waterland/Sen Gupta
Carried**

From the School of Sport, Exercise and Nutrition, College of Health
Changes to the schedules of undergraduate specialisations

- 12.31 Non-CUAP Specialisation Amendment Exercise and Sport Science - Major CSB22/5/119
- 12.32 Non-CUAP Specialisation Amendment Exercise and Sport Science - Minor CSB22/5/120
- 12.33 Non-CUAP Qualification Amendment Bachelor of Science CSB22/5/121

RESOLVED: That documents CSB22/5/119 to CSB22/5/121 be approved and forwarded to Academic Committee for approval.

**Chair
Carried**

13 TEACHING AND LEARNING

- 13.1 Minutes of College of Sciences Teaching and Learning Committee March 2022 Part I CSB22/5/117
- 13.2 Draft Terms of Reference for College of Sciences Teaching and Learning Committee CSB22/5/118

RESOLVED: That the Terms of Reference for the College of Sciences Teaching and Learning Committee document CSB22/5/118 be approved.

**Norman/Huxley
Carried**

14 VISITORS' ITEMS

None

15 ANY OTHER MATTERS

- 15.1 School of Sport, Exercise & Nutrition Retirement of Courses CSB22/5/127

NOTED

16 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.

Documents CSB22/5/81 Part II and CSB22/5/ will be discussed in Part II of this meeting.

Fiona Coote, Ursula Clarke and Mary O'Carroll will be in attendance in Part II for their expertise in student administration and operations of the College's academic offer Library.



MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

COLLEGE BOARD MEETING

Tuesday 17 May 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, Associate Professor Matt Barnes (on behalf of A/Prof Andy Foskett), Sam Glen, Dr Kerri-Ann Hughes, Associate Professor Shirley Julich, Associate Professor Ian Laird, Fiona Lu, Associate Professor Tracie Mafile'o, Professor Kieran O'Donoghue, Associate Professor Rachel Page, Associate Professor Wyatt Page, Professor Nicolette Sheridan.</p> <p>In attendance: Professor Giselle Byrnes and Tere McGonagle-Daly (for item 4), Jill Coatsworth, Deanna Abbott (Secretary)</p> <p>Apologies: Professor Kathryn Hay, Professor Barry Borman, Associate Professor Andy Foskett, Professor Marlena Kruger, Dr Bevan Erueti, Dr Jennifer Roberts. <i>For early departure:</i> Associate Professor Rachel Page.</p> <p>The Chair warmly welcomed the newly appointed student representatives Fiona Lu and Sam Glen to their first meeting as the April meetings was cancelled.</p>		
2.	<p>MINUTES FOR APPROVAL – PART I</p> <p>Minutes of the meeting held 15 February 2022</p>	<p>MOVED that the Minutes of the meeting held on 15 February 2022 be confirmed as a true and correct record.</p> <p style="text-align: right;">LAIRD/O'DONOGHUE <u>Carried</u></p>	COH CB 22/02/014
3.	MATTERS ARISING FROM THE PREVIOUS MINUTES		
	None		
4.	STUDENT SUCCESS AND RETENTION - Pūrehuroatanga		
	<p>The Chair welcomed Professor Giselle Byrnes, Provost and Tere McGonagle-Daly, Deputy Vice-Chancellor Students and Global Engagement, who provided an update on Pūrehuroatanga / Student Success and Retention. The main points were:</p> <ul style="list-style-type: none"> • Updated data for First year student retention; Successful Course Completion; Graduate Outcomes (Employment); and Course Completion Rates. • Six core streams of work: Māori Learner Success; Pacific Learner Success; Curriculum and Pedagogy; Skills and Readiness; Systems and Processes; and Proactive Support and Data. 		

No.	Item / Details	Decisions/Actions	Doc No.
	<ul style="list-style-type: none"> Over half of the technical problems have now been addressed. Three main focus areas and objectives for 2022: <ol style="list-style-type: none"> to have an academic offering that is supported and optimised – Studiosity and Course incubator. to guide and support students into the University – student readiness and transition; to support wellbeing and achievement of students – Data enabled student support (DESS) – support. <p>Following the presentation there were questions and discussion:</p> <ul style="list-style-type: none"> There has been an increase in Māori and Pacific enrolments. What are we doing as a university to promote our programmes? We are doing well, our market share of Māori and Pacific Learners is up there. Retention and course completion is the main focus. What are other Universities doing? Massey University has different learners, we have part-time distance learners. Other universities recruit more school leavers who are on campus full- time. It would be good to have a breakdown of numbers by college and school. Some areas such as postgraduate nursing, have a good number of Pacific students. Looking at ways to create relationships for Pacific students to work as a group, within the same programme and across cohorts. Peer support is crucial. Te Rau Puawai has success in building connections via a Hui at the beginning, middle and end of the academic year. Distance students do not have the same connection. Cohorts create that atmosphere and sense of belonging, being seen, connection and communication. <p>Professor McCutcheon thanked both Tere McGonagle-Daly and Professor Giselle Byrnes for their time to share updates. The presentation will be made available on the College of Health Board SharePoint site.</p>		
5.	RATIFY ELECTRONICALLY APPROVED DOCUMENTS		
5.1	Course Amendment approved electronically in March:		
5.1.1	214331 Food Choice and Nutrition Promotion Changes to Assessments and Learning Outcomes for Semester 2 2022 Changes to Prescription for 2023	MOVED that the Board ratify the approval of this document. O'DONOGHUE/R PAGE <u>Carried</u>	COH CB 22/03/016
5.2	Academic proposals approved electronically in April:		
5.2.1	School of Social Work - COURSE AMENDMENTS for 2023: 179202 An Introduction to Social Research for Social Work and Social Policy Changes to Title, Learning Outcomes and Assessments	MOVED that the Board ratify the approval of documents COH CB 22/04/019 to COH CB 22/04/026. O'DONOGHUE/R PAGE <u>Carried</u>	COH CB 22/04/019
5.2.2	179210 A Relational Framework for Social Work Theory and Practice Changes to Title, Prescription, Learning Outcomes and Assessments		COH CB 22/04/020
5.2.3	179230 Tangata Moana Perspectives and Practices for Transformation Changes to Title, Prescription, Learning Outcomes and Assessments		COH CB 22/04/021
5.2.4	179255 Preparation for Field Education Changes to Title, Publication Notes, Completion Requirements, Learning Outcomes and Assessments		COH CB 22/04/022

No.	Item / Details	Decisions/Actions	Doc No.
5.2.5	279201 Social Policy: Concepts and Theories Changes to Prescription, Learning Outcomes and Assessments		COH CB 22/04/023
5.2.6	279203 Social Policy and Government Changes to Title, Prescription, Learning Outcomes and Assessments		COH CB 22/04/024
5.2.7	<u>NON-CUAP QUALIFICATION AMENDMENT for 2023:</u> Postgraduate Diploma in Social Service Supervision Removal of regulation 3 to allow for cross crediting.		COH CB 22/04/025
5.2.8	<u>School of Health Sciences - NEW COURSE for 2023:</u> 147204 Whakamahi: Introduction to Mental Health and Addiction Placement New course for the Bachelor of Health Science major in Mental Health and Addiction students		COH CB 22/04/026
6.	ACADEMIC DECISIONS For approval and forwarding to Academic Committee for noting		
6.1	<u>School of Social Work</u> Professor Kieran O'Donoghue spoke to these proposals.		
6.1.1	<u>COURSE AMENDMENTS:</u> 179155 A Foundation of Interpersonal Skills for the Helping Professions Changes to Assessments for Semester 2 2022	Amendment: The Rationale section should clearly state that the invigilated exam is being replaced by a College-based exam. MOVED that these documents be approved, with amendment to documents COH CB22/05/030 to COH CB22/05/033, and forwarded to Academic Committee for noting. O'DONOGHUE/SHERIDAN <u>Carried</u>	COH CB 22/05/029
6.1.2	179310 Integrated Practice with Groups and Families Changes to Assessments for 2023		COH CB 22/05/030
6.1.3	179320 Community Development Changes to Assessments for 2023		COH CB 22/05/031
6.1.4	179330 Māori Development and the Social Services Changes to Assessments for 2023		COH CB 22/05/032
6.1.5	279301 Government Policy, Planning and Administration Changes to Assessments for 2023		COH CB 22/05/033
6.2	<u>School of Nursing</u> Professor Nicolette Sheridan spoke to these proposals.		
6.2.1	<u>COURSE AMENDMENTS:</u> 168712 Pain Management Deletion of Corequisite for 2023	Amendment: Correct typo in the Consultation section for COH CB22/05/035.	COH CB 22/05/034

No.	Item / Details	Decisions/Actions	Doc No.
6.2.2	168719 Clinical Specialty: Older Persons' Health Changes to Assessments and Learning Outcomes for Semester 2 2022	MOVED that these documents be approved, with amendment to document COH CB 22/05/035, and forwarded to Academic Committee for noting. SHERIDAN/O'DONOGHUE <u>Carried</u>	COH CB 22/05/035
6.3	School of Sport, Exercise and Nutrition Associate Professor Matt Barnes spoke to these proposals.		
6.3.1	<u>COURSE AMENDMENTS for 2022, Semester 2:</u> 234111 Training Principles and Practice Changes to Assessments for Semester 2 2022	MOVED that these documents be approved and forwarded to Academic Committee for noting. BARNES/LAIRD <u>Carried</u>	COH CB 22/05/036
6.3.2	234222 Sport Biomechanics Changes to Assessments for Semester 2 2022		COH CB 22/05/037
6.3.3	<u>COURSE RETIREMENTS for 2023:</u> 151243 Nutritional Biochemistry 151344 Principles of Nutrition 151345 Nutrition throughout the Life Cycle 151346 Topics in Nutrition 151707 Food Technology/Nutrition Interface 151715 Advanced Sports Nutrition 151716 Advanced Nutrition and Disease 151718 Advanced Topics in Macronutrient Nutrition 151719 Advanced Topics in Micronutrient Nutrition 234322 Sport Biomechanics II 234323 Exercise Physiology II	MOVED that this document be approved and forwarded to Academic Committee for approval. BARNES/ALI <u>Carried</u>	COH CB 22/05/038
6.3.4	<u>Non-CUAP Specialisation amendment:</u> BSc major and minor in Exercise and Sport Science Changes to schedule of courses to replace 234324 with revised course 234327 and addition of transition provision regulations.	MOVED that this document be approved, and noted that it will be forwarded to Academic Committee for approval by the College of Sciences Board. BARNES/O'DONOGHUE <u>Carried</u>	COH CB 22/05/058
6.3.5	<u>Course amendment for 2023:</u> 234327 Investigating Sports Performance Changes to Prescription and Assessments for 2023	MOVED that this document be approved and forwarded to Academic Committee for noting. BARNES/O'DONOGHUE <u>Carried</u>	COH CB 22/05/059

No.	Item / Details	Decisions/Actions	Doc No.
6.4	School of Health Sciences Associate Professor Rachel Page spoke to these proposals.		
6.4.1	<u>COURSE AMENDMENTS for 2023</u> 251731 Advanced Occupational Health and Safety <i>Change to title</i>	MOVED that these documents be approved and forwarded to Academic Committee for noting. R PAGE/LAIRD <u>Carried</u>	COH CB 22/05/039
6.4.2	252702 Sleep, Fatigue Risk Management and Occupational Health and Safety <i>Change to title</i>		COH CB 22/05/040
6.4.3	251370 Health and Safety Auditing <i>Addition of Prescription</i>		COH CB 22/05/041
6.4.4	<u>COURSE RETIREMENTS for 2023:</u> 194101 Introductory Physiology 202781 Current Topics in Medical Laboratory Science 214231 Nutrition for Special Populations 214335 Food Politics 214772 Advanced Topics in Food Quality 214798 Research Report 231108 Health Intervention Management 231730 Epidemiology and Biostatistics 1 231731 Epidemiology and Biostatistics 2 251773 Hazard Management	MOVED that this document be approved and forwarded to Academic Committee for approval. R PAGE/W PAGE <u>Carried</u>	COH CB 22/05/042
6.4.5	<u>Non-CUAP Specialisation amendments:</u> MHlthSc/PGDipHlthSc Bioscience <i>Changes to schedule of subject courses</i>	MOVED that this document be approved and forwarded to Academic Committee for approval. R PAGE/W PAGE <u>Carried</u>	COH CB 22/05/043
6.4.6	MHlthSc Medical Laboratory Research <i>Changes to compulsory course</i>	MOVED that these documents be approved and forwarded to Academic Committee for approval. R PAGE/LAIRD <u>Carried</u>	COH CB 22/05/044
6.4.7	MHlthSc/PGDipHlthSc Occupational Health and Safety <i>Change to schedule of courses</i>		COH CB 22/05/045
6.4.8	BHlthSc Integrated Human Health <i>Change to schedule of compulsory major courses</i>		COH CB 22/05/046
6.4.9	<u>Non-CUAP Qualification amendments</u> Master of Health Science <i>Addition of specific Progression regulations for Psychology subject</i> <i>Addition of Transitional Provisions regulations due to course changes in subjects (Items 6.4.5 to 6.4.8)</i>	Amendment: Admission regulation 2 change <i>from</i> "practicing certificate" <i>to</i> "current Annual practicing certificate". MOVED that this document be approved,	COH CB 22/05/047

No.	Item / Details	Decisions/Actions	Doc No.
		with amendment, and forwarded to Academic Committee for approval. R PAGE/HUGHES <u>Carried</u>	
6.4.10	<p>Bachelor of Health Science</p> <p><i>Addition of new course 147204 Whakamahi: Introduction to Mental Health and Addiction Placement to Schedule C elective courses.</i></p> <p><i>Addition of Transitional Provisions regulations due to course change in Integrated Human Health major.</i></p> <p><i>Removal of No New Enrolment majors and minors under old regulations and associated transition regulations which expire in December 2022. CUAP deletion and retirement proposals will be submitted for CUAP Round 1 in 2023.</i></p>	<p>MOVED that this document be approved and forwarded to Academic Committee for approval.</p> <p>R PAGE/LAIRD <u>Carried</u></p>	COH CB 22/05/048
7.	ACADEMIC DOCUMENTS FOR DISCUSSION		
7.1	<p>Amelioration Procedure</p> <p>Professor O'Donoghue provided a background to this paper which is linked to the Emergency Management Policy. The levels of emergency are defined and the table clearly shows the range of decision making and approach.</p> <p>Professor McCutcheon noted it was helpful to have this document to refer to.</p>	<p><i>Feedback to Associate Professor Jo Cullinane by Friday 20 May 2022 for discussion at the June Academic Committee meeting</i></p> <p>MOVED that this document be endorsed by the Board.</p> <p>O'DONOGHUE/CHAIR <u>Carried</u></p>	COH CB 22/05/049
7.2	<p>Graduating Year Review: Master of Health Science and Postgraduate Diploma in Health Science.</p> <p>New specialisations in:</p> <p>Master of Health Science - (Medical Laboratory Research), (Bioscience), (Occupational Health and Safety) and (Nursing)</p> <p>Postgraduate Diploma in Health Science - (Medical Laboratory Science), (Bioscience) and (Occupational Health and Safety)</p>	<p>Noted.</p> <p><i>Comments on each of the recommendations to Deb Just, OAQRA, by Monday 30 May 2022</i></p> <p>ACTION: Associate Professor Rachel Page will provide a response to the recommendation.</p>	COH CB 22/05/050
8.	ACADEMIC DOCUMENTS FOR NOTING		
8.1	<p>Academic Progression: Proposed revised regulations, policy and procedures</p> <p>Professor O'Donoghue advised that this has now advanced and this paper has now been approved and adopted.</p> <p>Regulations that were previously Part C: Regulations Relevant to Specific Programmes, will now be evaluated by the Performance</p>	Noted.	COH CB 22/03/017

No.	Item / Details	Decisions/Actions	Doc No.
	<p>on Professional and Accredited Qualifications' (P-PAQ) Sub-Committee within the College.</p> <p>Terms of Reference for this committee will be provided at a future College Board meeting once approved by Academic Committee.</p> <p>There was a query that the WD and WMAR definitions were confusing. Removal of the wording "no academic penalty" is in order to remove the implication that there is no academic penalty associated.</p>		
8.2	Doctoral and Master's Theses Submission Regulation Change	Noted	COH CB 22/04/027
8.3	CUAP New Specialisation: BBS Business Analytics	Noted	COH CB 22/05/051
8.4	Non-CUAP Qualification amendment: Bachelor of Business	Noted	COH CB 22/05/052
9.	REPORTS		
9.1	<p>Chair's Report Professor Jill McCutcheon</p> <p>Brief update regarding the removal of the vaccine mandate for staff and students on-campus and the relevant procedures. Note the Health mandate is still in place for our staff and students working in the Health and Disability sector.</p>		
9.2	<p>Associate Dean – Academic / Learning & Teaching Professor Kieran O'Donoghue</p> <ul style="list-style-type: none"> • Updates on meetings of Academic Committee, College Academic Programmes Committee, and University and College Teaching and Learning Committees. • Work continues regarding the COVID-19 Vaccine + Booster mandate for College of Health students. College Academic Admin Team is working with Student Registry team to look at a nuanced approach to students and particular courses. There is a considerable amount of work to do for Semester 2, including students returning from exclusion and being reinstated into programmes now the on-campus mandate has been lifted. course levels and how students are affected, creating exemption lists. Considerable amount of work going into Semester 2. <p>Professor O'Donoghue acknowledged and thanked Deanna Abbott and Sylvia Rechsteiner for their work on this process.</p> <p>Professor McCutcheon and Associate Professor Rachel Page also expressed thanks to Professor O'Donoghue and the College Admin team.</p>	RECEIVED	COH CB 22/05/053
9.3	Associate Dean – Work Integrated Learning Associate Professor Kathryn Hay	RECEIVED	COH CB 22/05/054
9.4	Associate Dean – Higher Degree Research Professor Marlena Kruger Report taken as read.	RECEIVED	COH CB 22/05/055

No.	Item / Details	Decisions/Actions	Doc No.
	<i>Associate Professor Rachel Page left the meeting at 11:35</i>		
9.5	Associate Dean – International Professor Ajmol Ali Report taken as read. <ul style="list-style-type: none"> • Good news – international students to return to campus in 2023. Professor McCutcheon also thanked Professor Ali for agreeing to be the reader for the College of Health at the upcoming Auckland Graduation Ceremony.	RECEIVED	COH CB 22/05/056
9.6	Associate Dean – Research Associate Professor Ian Laird Report taken as read with the last point to highlight: <ul style="list-style-type: none"> • PBRF discussion document – there will be a number of consultation documents coming out with the opportunity for the College to provide feedback. Professor O'Donoghue extended congratulations to Associate Professor Ian Laird who will receive the NZ Workplace Health & Safety Awards 2022, Countdown lifetime achievement award. This will be presented to Associate Professor Ian Laird, for his work in teaching and influencing a generation of health & safety practitioners, at the gala dinner to be held in Auckland on 21 st June 2022.	RECEIVED	COH CB 22/05/057
9.7	Associate Dean – Māori Dr Bevan Erueti	TABLED	COH CB 22/05/060
9.8	Associate Dean – Pacific Associate Professor Tracie Mafile'o <ul style="list-style-type: none"> • Associate Professor Mafile'o highlighted a historical moment and upcoming significant event, Fuimaono Karl Pulotu-Endemann will receive the first honorary doctorate in Pacific nursing. This is in recognition of his lifetime achievements in Pacific health throughout New Zealand and internationally, including the development of the Fonofale model of Pacific mental health. He is a person who is respected across the Pacific community. A special ceremony will be held in Wellington on 2nd June 2022. Special thanks to both Professors Nicolette Sheridan and Jill McCutcheon for making this possible. • PLSP – successful course completion rates data are available in report. Note although the College of Health did not have a specific dedicated advisor and there was no tutoring last year, the EFTS and headcount are much higher than previous years. • Office of Pacific Student Success College of Health Advisor – Nalei Taufa (based in Auckland) and Fufui Junior So'o (based in Manawatū) have been appointed as dedicated advisors for the College of Health. • PSS Tutoring programme is up and running in the College. 	TABLED	COH CB 22/05/061
10.	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> COH CB22/02/015 - Confirmation of Minutes Part II for meeting held 15 February 2022	For those reasons identified by the College of Health College Board in its meeting of 15 February 2022
<u>Item 2</u> Matters Arising	For any matters arising from Part II of the meeting held on 15 February 2022



MASSEY UNIVERSITY

ACADEMIC COMMITTEE MEETING

Tuesday 10 May 2022 at 1.30 pm

By Zoom

MINUTES - PART I

Present: Giselle Byrnes (Chair), Jess Chubb, Jenny Coleman, Fiona Coote, Stephen Croucher, Jo Cullinane, Simon Hall, Jacqui Hofmann, Diana Kessler, Jill McCutcheon, Liz Norman, Kieran O'Donoghue, Linda Palmer, Jenny Poskitt, Ina Te Wiata

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

1. INTRODUCTION

- 1.1 Welcome: The Chair thanked everyone for attending today's meeting and Linda Palmer shared a karakia.
- 1.2 Apologies: Ricky-Jean Curteis, Rebecca Sinclair, Cynthia White (Jenny Poskitt attended as proxy)
- 1.3 Confirmation of Agenda:
 - 1.3.1 An additional item was added to the agenda.
 - 1.3.2 Item 4.1 was 'starred' - documents AC22/05/108 and AC22/05/109 were for noting only.

- 1.4 Confirmation of Minutes – 7 April 2022 AC22/05/101

MINOR AMENDMENT:

Item 3.3.1 Cross-College Elective Course Communication, page 5, paragraph 1

For clarity - include the words '*in Curriculum Management*'.

Referring to the above, 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.

RESOLVED: that the Minutes of the Meeting held on 7 April 2022 be approved as a true and accurate record subject to the agreed amendment.

Chair/Cullinane

Carried

Stephen Croucher, Jenny Poskitt, Ina Te Wiata

1.5 Matters Arising

An action point was omitted on the May Action List regarding amalgamating the Cross-College electives into the main Cross-College consultation document. Fiona Coote will action this and promulgate this information with the College representatives next week.

1.6 Action List

AC22/05/103

Discussed and updated.

2. CHAIR'S REPORT

No report in the interests of today's large agenda.

3. ACADEMIC DISCUSSION/DECISION

3.1 Learning and Teaching Committee

Jean Jacoby, Acting Chair LTC, reported that the Committee's next agenda is large, and the focus is on remedial work that is outstanding.

3.2 Audit Update

Fiona Coote reported that the first collation of the information and evidence that will form the basis of the self-review is now with the Academic Audit Working Group for feedback. This is due with the OAQRA staff by or before Wednesday 18 May. There is still evidence to be submitted and this will be added as it is received. The process is on time and tracking well.

The first update from the original University-wide comms was sent out last week in the Massey all newsletter and it is also displaying on the OneMassey home screen.

Micaela Eastwood is working on a secondary sources document to supplement the main self-review report.

3.3 Academic Progression Working Group

AC22/05/128

Jo Cullinane highlighted the main points in her report.

3.4 Academic Progression and Performance Working Group:
Terms of Reference (ToR) for the New Committees

AC22/05/104

There was a full and lengthy discussion on this paper and several members contributed their views on the ToR for the Committees which effectively will replace the Academic Standings Hearings Committee.

It was noted that student communication and follow-up is very important and a suggestion was made that the University do more in this area. Students often view academic standing as being somewhat legalistic and administrative; therefore, our communication, which also includes progression, needs to clearly offer support to learning and help students to succeed.

Jo Cullinane spoke about the non-participating enrolment (NPE) interim process, and highlighted that while Massey does engage with the facilitated services available to communicate with students, the issue is often the lack of response from students. The Chair commented that Pūrehuroatanga is critically important, particularly the work the Students Services team is undertaking. The Chair thanked Student Registry members for the support on the NPE project. The Chair reiterated that these ToR are philosophically different from the Academic Standing process and the onus is no longer solely on the student, but now sits equally with the University to initiate and lead the progression management and implementation processes.

The Chair noted the large amount of work involved for the Group with this significant project and thanked Jo Cullinane for her leadership.

The Chair also noted the importance of student voice and suggested to exercise our duty of student care by including the Academic Committee student representatives as members of the Academic Progression Working Group. It was noted by way of example, that Coventry University has student councils and perhaps Massey may consider developing a student council as an effective way of getting students involved in our committees. The Chair advised that herself and Tere McGonagle-Daly, Deputy Vice-Chancellor Students and Global Engagement, are currently discussing the management of including student voice for matters outside the curriculum.

For the Academic Progress Committee (APC) ToR, it was agreed to add an additional point under the Remit: 2. (d) hold stakeholder engagement opportunities (at least once per year) to invite views from students and staff on any matters relevant to enhancing academic progression, including but not limited to, committee procedures, communication, integration of support, and performance thresholds.

It was agreed that the ToRs for both committees be amended to include both the roles of a senior member of staff who is the representative of the Dean Pacific and a senior member of staff who is the representative of the Deputy Vice-Chancellor Māori as full members and part of the decision-making body (and not as attendees as originally proposed). Ina Te Wiata reminded the Committee members that when drawing up future proposals about decisions made in groups, it should not be a question whether to 'add' Māori or Pacific representatives as they should be part of the decision-making body. The Chair supports this and commented that we are committed to partnership and aspiring to work towards being Te Tiriti-led as a university.

RESOLVED: that the Terms of Reference for the Academic Progression Committee in document AC22/05/104 be approved subject to the two agreed amendments.

Cullinane/Croucher
Carried

With reference to the Professional and Accredited Qualifications (P-PAQ) ToR, it was commented that this looks to be exactly what we need, and provides clarity, coordination and the opportunity for colleges and schools to manage with local expertise. The need to

'future proof' this process was raised as some of the qualifications listed are currently being phased out and some have been replaced with other qualifications. Consequently, some aspects of this ToR will be out-of-date quickly. The Academic Progression Working Group will consider how to future proof the ToR.

RESOLVED: that the Terms of Reference for the Performance on Professional and Accredited Qualifications (P-PAQ) in document AC22/05/104 be approved subject to the agreed amendment that refers to the Māori and Pacific membership.

Cullinane/Poskitt
Carried

3.5 Equivalence Policy Review

AC22/05/105

Fiona Coote spoke to the revised Equivalence Policy Review that has been out for consultation and now seeks confirmation that the recommendations 4.1 (i.-iv.) and 4.2 (v.-viii.) (as listed in the document) be approved by Academic Committee for forwarding to Academic Board for noting, Council for approval and then the approved Policy communicated to staff and students. Fiona also explained about 'equivalence' and while the University is committed to offering students an equivalent opportunity to achieve the learning outcomes in a graduate profile, the assessments may need to differ for a different cohort of learners, e.g., when it is not possible for a distance student to do a laboratory session on campus. The assessments must be equivalent but not necessarily the same.

Fiona Coote thanked everyone for their contributions.

RESOLVED: that the recommendations 4.1 (i.-iv.) and 4.2 (v.-viii.) in document AC22/05/105 be approved and the Policy be forwarded to Academic Board for endorsement and recommendation to Council for approval.

Coote/O'Donoghue
Carried

3.6 2023 University Calendar - Diary of Key Dates

AC22/05/106

Fiona Coote spoke to this item and commented that there are only minor corrections to this year's key dates. Fiona advised that some of the dates need to be reordered to list them in date order.

RESOLVED: that document AC22/05/106 be approved subject to agreed amendment.

Coote/Hall
Carried

3.7 2023 Front End Calendar Report

AC22/05/107

Fiona Coote advised that there were mostly minor changes this year and these were outlined either in the body of the document or the appendices. One significant change is to the Student Complaints and Grievance Procedures. It is proposed that the procedures be changed to a regulation. In the Calendar, they are in two separate parts to this: one section is titled procedures, but the rest reads more as a policy or regulation. This was not

a review of the Procedures so it would be recommended that a review be undertaken in time for the 2024 Calendar.

It was also recommended that other regulations in the Calendar be reviewed to ascertain what is more operational in nature and what is regulatory and that these be separated.

Further work is required to consider the definition for course delivery modes. There has already been some discussion on this in other committees.

As part of the Calendar review process in 2019 it was agreed by the working group that the front end Calendar regulations be renumbered. Academic Committee considered this but did not approve it at the time pending further consideration of logistics. This is being considered further.

One question posed in the document was whether the University adopts New Zealand sign language as this is an official language in New Zealand. Before agreeing to this the implications of how this would be enacted need to be considered.

There are currently no regulations around posthumously awarding a qualification but there should be. Victoria University of Wellington and the University of Auckland have good examples that we could potentially adapt for Massey and these also cover research. Fiona Coote, Diana Kessler and Jo Cullinane will work on a draft as a matter of urgency in order to have it ready for the 2023 Calendar.

Reference to 'mainstream' student associations was inappropriate and a change to three campus based was suggested and agreed to.

The question was then raised as to whether or not it is correct to have procedures in the Calendar. There was discussion on this as it related particularly to the Student Academic Complaints and Grievance regulations and whether a link in the Calendar instead of including the procedure would work. The Committee agreed that for the Student Academic Complaints and Grievance regulations, the procedures would stay as part of this section and will also include a link to them online.

Action: Fiona Coote to consider the implications of including the New Zealand Sign Language.

Action: Fiona Coote, Diana Kessler and Jo Cullinane to prepare a draft Posthumous Awarding of Qualification regulation as a matter of urgency.

RESOLVED: that document AC22/05/107 be approved subject to the agreed amendments.

Coote/O'Donoghue
Carried

4. COLLEGE OF BUSINESS

- ★ 4.1 New Short Courses:
 - Leadership Development Short Course AC22/05/108
 - Team Management Short Course AC22/05/109
- ★ 4.2 Summary of Minor Regulatory Changes – April 2022 AC22/05/110

Documents AC22/05/108 – AC22/05/110 were noted.

5. COLLEGE OF CREATIVE ARTS

- ★ 5.1 Summary of Minor Regulatory Changes – April 2022 AC22/05/111

Document AC22/05/111 was noted.

6. COLLEGE OF HEALTH

- 6.1 New Course: AC22/05/112
147204 Whakamahi Introduction to Mental Health and Addiction Placement

The College of Health representative requested the following minor amendments and thanked the Massey Business School for their feedback on this proposal.

Prescription:

Replace: This course introduces students in the Bachelor of Health Science Major in Mental Health and Addiction to a 50-hour supervised placement in a mental health and addiction service, with a focus on their understanding and illustration of the Foundation (Essential) Competencies outlined in the Drug and Alcohol Practitioners Association of Aotearoa New Zealand (DAPAANZ) Addiction Intervention Competency Framework.

With: A 50-hour supervised placement in a mental health and addiction service, with a focus on understanding and illustrating the Foundation (Essential) Competencies outlined in the Drug and Alcohol Practitioners Association of Aotearoa New Zealand (DAPAANZ) Addiction Intervention Competency Framework.

Learning Outcomes:

Replace: LO1: Understand and illustrate the competencies required to work with clients, Māori, Pacific peoples, families, whanau and communities.
LO3: Understand and illustrate the competencies required to facilitate groups.

With: LO1: Understand and illustrate the competencies required to work with a variety of clients, including Māori, Pacific peoples, and their families, whanau and communities.
LO3: Understand and illustrate a basic understanding of group process skills to assist in planning and facilitating groups.

RESOLVED: that document AC22/05/112 be approved subject to the agreed amendments.

McCutcheon/O'Donoghue

Carried

- ★ 6.2 Summary of Minor Regulatory Changes – April 2022 AC22/05/113

Document AC22/05/113 was noted.

7. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

- 7.1 CUAP Report - Deletion: AC22/05/114
Public and Professional Writing minor (Bachelor of Arts)

RESOLVED: that document AC22/05/114 be approved and forwarded to Academic Board for recommendation to the Vice-Chancellor for approval and CUAP for noting.

Coleman/Poskitt
Carried

- 7.2 Non-CUAP Specialisation Amendment: AC22/05/115
Politics and International Relations (Bachelor of Arts)

- 7.3 New Course: AC22/05/116
200262 Politics and Public Policy in Aotearoa New Zealand

- 7.4 Course Retirement: AC22/05/117
200162 Politics and Public Policy in New Zealand

RESOLVED: that documents AC22/05/115 - AC22/05/117 be approved.

Coleman/Poskitt
Carried

- ★ 7.5 Summary of non-CUAP Schedule Amendments – April 2022 AC22/05/118

- ★ 7.6 Summary of Minor Regulatory Changes – April 2022 AC22/05/119

Documents AC22/05/118 and AC22/05/119 were noted.

8. COLLEGE OF SCIENCES

- 8.1 Non-CUAP Qualification Amendment: AC22/05/120
Bachelor of Veterinary Science

- 8.2 New Course: AC22/05/121
227120 Fundamentals of Veterinary Structure and Function

RESOLVED: that documents AC22/05/120 and AC22/05/121 be approved.

Hall/Norman
Carried

- ★ 8.3 Summary of Temporary Assessment Changes: February to March 2022 AC22/05/122
- ★ 8.4 Summary of Temporary Assessment Changes: March to April 2022 AC22/05/123
- ★ 8.5 Summary of Minor Regulatory Changes - April 2022 AC22/05/124

Documents AC22/05/122 - AC22/05/124 were noted.

9. FOR INFORMATION

- ★ 9.1 Approved Academic Committee's Terms of Reference as of March 2022 AC22/05/125
- ★ 9.2 Report of the 2022 Review of the Committee on University Academic Programmes (CUAP) AC22/05/129

10. DOCUMENTS FOR NOTING

11. MOVING INTO PART II

EXCLUSION OF THE PUBLIC

THE CHAIRPERSON MOVED THAT, EXCLUDING

- Secretary

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

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

Subject	Reason for Proposed Exclusion
<u>Item 1</u> - Minutes (Part II) of 7 April 2022	These matters were considered in Part II of the meeting held on 7 April 2022 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 2</u> - Matters Arising	These matters were considered in Part II of the meeting held on 7 April 2022 those reasons identified by the Academic Committee before the public was excluded.
<u>Item 3</u> – Qualification Review Reports	To prevent the disclosure or use of official information for improper gain or improper advantage (Reference s7(2)(a) or s7(2)(j).